

2017-2018

ARGOSY UNIVERSITY

Academic Catalog | Graduate Programs
Volume VIII, Issue 1

Effective Fall Semester 2017 | Session 1 | August 31, 2017

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See [auprograms.info](#) for program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info.

Section One, Introduction

Accreditation and State Licensing

Institutional Accreditation

Argosy University is accredited by the WASC Senior College and University Commission (985 Atlantic Avenue, Suite 100, Alameda, California, 94501, <http://www.wascsenior.org>).

State Licensing

Campus-Based Programs

Argosy University, Atlanta is authorized by the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Suite 220, Tucker, GA 30084-4113, 1.770.414.3300, www.gnpec.org).

Argosy University, Chicago is authorized by the Illinois Board of Higher Education, 1 North Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377, 217-782-2551, www.ibhe.state.il.us/default.htm.

Argosy University, Schaumburg is authorized by the Illinois Board of Higher Education, 1 North Old State Capitol Plaza, Suite 333, Springfield, IL 62701-1377, 217-782-2551, www.ibhe.state.il.us/default.htm.

Argosy University, Dallas holds a Certificate of Authorization from the Texas Higher Education Coordinating Board.

Certificate of Authorization--The Board's acknowledgment that an institution is qualified for an exemption from certain identified regulations in this subchapter.

Argosy University, Denver is authorized by the Colorado Commission on Higher Education, 1560 Broadway, Suite 1600, Denver, CO 80202. 1.303.866.2723.

Argosy University, Hawai'i is authorized by the State of Hawai'i Department of Commerce and Consumer Affairs pursuant to Hawai'i Revised Statutes Section 305J.

Argosy University, Nashville is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality education, ethical business practices, health and safety, and fiscal responsibility.

Argosy University, Orange County, Argosy University, Inland Empire, Argosy University, Los Angeles, Argosy University, San Diego, Argosy University, San Francisco Bay Area, is a private institution and has

been granted approval to operate by the California Bureau for Private Postsecondary Education. Approval to operate means compliance with state standards as set forth in the California Private Postsecondary Act of 2009. (Bureau for Private Postsecondary Education 2535 Capitol Oaks Drive, Suite 400 Sacramento CA 95834, www.bppe.ca.gov, 1.916.574.8200, Toll-free phone: 1.888.370.7589). Argosy University, Phoenix is authorized by the Arizona State Board for Private Postsecondary Education (1400 West Washington Street, Room 260, Phoenix, AZ 85007, 1.602.542.5709, <https://ppse.az.gov/>).

Argosy University, Salt Lake City holds a Certificate of State Authorization from the Utah Division of Consumer Protection (160 East 300 South, Second Floor, Salt Lake City, UT 84111, 801.530.6601).

Argosy University, Sarasota and Argosy University, Tampa are licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding the institutions may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number 888.224.6684.

Argosy University, Seattle is authorized by the Washington student achievement council (the council) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Granting Institutions Act. This authorization is subject to periodic review and authorizes Argosy University, Seattle to offer specific degree programs. The council may be contacted for a list of currently authorized programs. Authorization by the council does not carry with it an endorsement by the council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the council at P.O. Box 43430, Olympia, WA 98504-3430. *

*Effective November 4, 2015, Argosy University, Seattle is no longer enrolling new students. Questions should be addressed to the student's Seattle campus student advisor.

Argosy University, Twin Cities is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Argosy University, Northern Virginia, 1550 Wilson Boulevard, Suite 700, Arlington, VA 22209 is certified to operate by the State Council of Higher Education for Virginia (James Monroe Building, 101 North 14th Street, Richmond, VA 23219, 1.804.225.2600; www.schev.edu).

Argosy University Online Programs

The following supplemental information is required by some states in which Argosy University offers online programs.

Alabama

Argosy University is licensed by the Alabama Commission on Higher Education, 100 North Union Street, Montgomery, Alabama 36104-3758.

Argosy University is licensed by the Alabama Community College System, 135 South Union Street, Montgomery, Alabama 36104-4340, 1.334.293.4500.

Alaska

Argosy University programs are exempt from the Alaska Commission on Postsecondary Education authorization as an online or distance delivered program and the institution does not have a physical presence in the state. The exemption from authorization is a provision under 20 AAC 17.015(a)(5).

Arizona

Argosy University is authorized by the Arizona State Board for Private Postsecondary Education (1400 West Washington Street, Room 260, Phoenix, AZ 85007, 1.602.542.5709, <http://ppse.az.gov/>).

Arkansas

Argosy University has been granted certification by The Arkansas Higher Education Coordinating Board to offer the following programs: Associate of Arts in Psychology Degree Program, Associate of Science in Business Administration Degree Program, Associate of Science in Criminal Justice Degree Program, Associate of Science in Information Technology Degree Program, Bachelor of Arts in Liberal Arts Degree Program, Bachelor of Arts in Psychology Degree Program, Bachelor of Science in Business Administration Degree Program, Bachelor of Science in Criminal Justice Degree Program, Master of Arts in Education in Adult Education and Training Degree Program, Master of Arts in Education in Educational Administration Degree Program, Master of Arts in Education in Postsecondary Education Degree Program, Master of Arts in Education in Curriculum and Instruction Degree Program with a concentration in Integrated, Master of Arts in Forensic Psychology Degree Program, Master of Arts in Industrial Organizational Psychology Degree Program, Master of Arts in Sports Exercise Psychology Degree Program, Master of Science in Management Degree Program, Master of Business Administration Degree Program, Master of Public Administration Degree Program, Master of Public Health Degree Program, Master of Science in Health Services Management Degree Program, Master of Science in Human Resource Management Degree Program, Master of Science in Human Services Degree Program, Master of Science in Organizational Leadership Degree Program, Competency Master of Business Administration Degree Program, Doctor of Business Administration Degree Program, Doctor of Education in Higher Postsecondary Education Degree Program, Doctor of Education in Organizational Leadership Degree Program, Doctor of Education in Curriculum and Instruction Degree Program. Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution, course or degree program. Such certification merely indicates that certain minimum standards have been met under the rules and regulations of institutional certification as defined in Arkansas Code §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

Georgia

Argosy University is authorized by the Georgia Nonpublic Postsecondary Education Commission (2082 East Exchange Place, Suite 220, Tucker, GA 30084-4113, (770)414-3300, www.gnpec.org).

Kansas

The Kansas Board of Regents has approved Argosy University to operate in the State of Kansas. The Kansas Board of Regents may be contacted at the following address: Kansas Board of Regents. Private Postsecondary Education Division, 1000 SW Jackson St., Suite 520, Topeka, Kansas 66612-1368 Telephone: 785.430.4240.

Maryland

Argosy University is registered with the Maryland Higher Education Commission as an Out-of-State Institution of Higher Education offering online education.

Minnesota

Argosy University is registered as a private institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Tennessee

Argosy University is authorized by the Tennessee Higher Education Commission. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Utah

Argosy University holds a Certificate of State Authorization from the Utah Division of Consumer Protection (160 East 300 South, Second Floor, Salt Lake City, UT 84111, 801.530.6601).

Wisconsin

Argosy University has been approved and is legally authorized to do business in the state of Wisconsin as a private postsecondary school, subject to the provisions of §38.50 Wisconsin Statutes, and all administrative rules adopted pursuant to the statutes. Approval includes on those programs and those locations specifically approved by the Board (201 West Washington Avenue, 3rd Floor; Madison, WI 53703, 608-266-1996; <http://eab.state.wi.us/>).

Wyoming

Argosy University is licensed by the State of Wyoming as a post secondary proprietary school under W.S. 21-11-101 through 21-11-107.

Programmatic Accreditation

Accreditation Council for Business Schools and Programs (ACBSP)

The following programs at Argosy University are accredited by the Accreditation Council for Business Schools and Programs (ACBSP, 11520 West 119th Street; Overland Park, KS 66213; 913-339-9356; www.acbsp.org): Associate of Science in Business Administration (ASBA); Bachelor of Science in Business Administration (BSBA), with concentrations in Accounting, Finance, Healthcare Management, Human Resources, International Business, Marketing, Organizational Management, and Customized Professional; Master of Business Administration (MBA); Master of Science in Management (MSM); Master of Science in Human Resource Management (MSHRM); Master of Science in Organizational Leadership (MSOL); Doctor of Business Administration* (DBA), with concentrations in Accounting, Global Business Sustainability, Information Systems, International Business, Management, and Marketing. The following programs have been excluded by Argosy University for accreditation by ACBSP: Master of Public Administration (MPA); Doctor of Education in Organizational Leadership (EdDOL).

*Argosy University, Schaumburg does not offer the Doctor of Business Administration program or the concentrations.

American Psychological Association (APA)

Argosy University, Atlanta

The Doctor of Psychology in Clinical Psychology Program at the Georgia School of Professional Psychology at Argosy University is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: 202.336.5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Argosy University, Chicago

The Doctor of Psychology in Clinical Psychology Program at the Illinois School of Professional Psychology at Argosy University | Chicago is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: 202.336.5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Argosy University, Hawai'i

The Doctor of Psychology in Clinical Psychology Program at the Hawai'i School of Professional Psychology at Argosy University is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: 202.336.5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Argosy University, Northern Virginia

The Doctor of Psychology in Clinical Psychology Program at the American School of Professional Psychology at Argosy University | Northern Virginia is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: 202.336.5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Argosy University, Orange County

The Doctor of Psychology in Clinical Psychology Program at the American School of Professional Psychology at Argosy University | Southern California is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: 202.336.5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Argosy University, Phoenix

The Doctor of Psychology in Clinical Psychology Program at the Arizona School of Professional Psychology at Argosy University is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: 202.336.5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Argosy University, San Francisco Bay Area

The Doctor of Psychology in Clinical Psychology Program at American School of Professional Psychology at Argosy University | San Francisco Bay Area is accredited with the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: 202.336.5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Argosy University, Schaumburg

The Doctor of Psychology in Clinical Psychology Program at the Illinois School of Professional Psychology

at Argosy University | Schaumburg is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: 202.336.5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Argosy University, Tampa

The Doctor of Psychology in Clinical Psychology Program at the Florida School of Professional Psychology at Argosy University is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: 202.336.5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Argosy University, Twin Cities

The Doctor of Psychology in Clinical Psychology Program at the Minnesota School of Professional Psychology at Argosy University is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: 202.336.5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP)

Argosy University, Atlanta

The Argosy University, Atlanta Master of Arts in Clinical Mental Health Counseling degree program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990 www.cacrep.org. Currently the Clinical Mental Health Counseling program is accredited by CACREP under the 2001 Standards as a Community Counseling program. The CACREP 2016 standards combine the Community Counseling and Clinical Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling department intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for re-accreditation, per CACREP guidelines.

The Argosy University, Atlanta Doctor of Education in Counselor Education & Supervision degree program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990.

Argosy University, Chicago

The Argosy University, Chicago Master of Arts in Clinical Mental Health Counseling degree program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990 (www.cacrep.org). Currently the Clinical Mental Health Counseling program is accredited by CACREP under the 2001 Standards as a Community Counseling program. The CACREP 2016 standards combine the Community Counseling and Clinical Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling department intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for re-accreditation, per CACREP guidelines.

The Argosy University, Chicago Doctor of Education in Counselor Education & Supervision degree program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990.

Argosy University, Dallas

The Argosy University, Dallas Master of Arts in Clinical Mental Health Counseling degree program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990.

Argosy University, Denver

The Argosy University, Denver Master of Arts in Clinical Mental Health Counseling and Doctor of Education Counselor Education & Supervision degree programs are accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990 www.cacrep.org.

Argosy University, Northern Virginia

The Argosy University, Northern Virginia Master of Arts in Clinical Mental Health Counseling degree program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990 (www.cacrep.org). Currently the Clinical Mental Health Counseling program is accredited by CACREP under the 2001 Standards as a Community Counseling program. The CACREP 2016 standards combine the Community Counseling and Clinical Mental Health Counseling standards into standards for Clinical Mental Health

Counseling programs. The counseling department intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for re-accreditation, per CACREP guidelines.

The Argosy University, Northern Virginia Doctor of Education in Counselor Education & Supervision degree program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, 703.535.5990 www.cacrep.org.

Argosy University, Phoenix

The Argosy University, Phoenix Master of Arts in Clinical Mental Health Counseling degree program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990 www.cacrep.org.

Argosy University, Sarasota

The Argosy University, Sarasota Master of Arts in Clinical Mental Health Counseling degree program delivered on both the Sarasota and Tampa campuses is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990 www.cacrep.org.

The Argosy University, Sarasota Doctor of Education in Counselor Education & Supervision degree program delivered on both the Sarasota and Tampa campuses is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990 www.cacrep.org.

Argosy University, Schaumburg

The Argosy University, Schaumburg Master of Arts in Clinical Mental Health Counseling degree program is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990 (www.cacrep.org).

Argosy University, Tampa

Argosy University, Tampa is an approved site for the delivery of Argosy University, Sarasota's Master of Arts in Clinical Mental Health Counseling program that is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA) under the 2009 standards. The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990 www.cacrep.org.

Argosy University, Tampa is an approved site for the delivery of Argosy University, Sarasota's Doctor of Education in Counselor Education & Supervision program that is accredited by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA). The Council for Accreditation of Counseling and Related Educational Programs can be contacted at 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314, (703) 535-5990 www.cacrep.org.

Commission on Accreditation for Marriage and Therapy Education of the American Association for Marriage and Family Therapy (COAMFTE)**Argosy University, Denver**

The Master of Arts in Marriage & Family Therapy and the Doctorate of Marriage and Family Therapy programs at Argosy University, Denver are accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy, 112 South Alfred Street, Alexandria, Virginia 22314, Tel. No. 703.838.9808.

Argosy University, Salt Lake City

The Master of Arts in Marriage & Family Therapy program at Argosy University, Salt Lake City is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy, 112 South Alfred Street, Alexandria, Virginia 22314, Tel. No. 703.838.9808.

Argosy University, Twin Cities

The Master of Arts in Marriage & Family Therapy program at Argosy University, Twin Cities is accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) of the American Association for Marriage and Family Therapy, 112 South Alfred Street, Alexandria, Virginia 22314, Tel. No. 703. 838.9808.

National Council for Accreditation of Teacher Education (NCATE)

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawaii; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area;

Argosy University, Sarasota; Argosy University, Seattle*; Argosy University Tampa; Argosy University, Twin Cities; Argosy University, Northern Virginia

Argosy University is accredited based on the National Council for Accreditation of Teacher Education (NCATE) standards for a period of seven years, from 2014 to 2021. The accreditation covers advanced educator preparation programs across all campuses of Argosy University and its online programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, re-licensure, or other purposes.

*Argosy University, Seattle is no longer accepting new students in the College of Education.

National Association of School Psychologists

Argosy University, Phoenix

The Education Specialist (EdS) in School Psychology program has been approved/nationally recognized by the National Association of School Psychologists.

DEPARTMENT OF HOMELAND SECURITY: For Argosy University campuses: This school is authorized under Federal law to enroll nonimmigrant alien students.

Statement of Mission

At Argosy University, our passion is teaching and learning. We develop professional competence, provide opportunity for personal growth, and foster interpersonal effectiveness. Students succeed because our university community engages and supports them.

Values

Argosy University is a university community dedicated to delivering high quality professional education programs to working professionals. The university serves these individuals by offering doctoral, masters, post-graduate certificate and undergraduate programs in professional and career fields as well as continuing education and professional development services. Argosy University dedicates itself to offering its programs and services in ways that are accessible and responsive to the needs of its students. By focusing on the development of key educational and professional competencies, the university is able to serve effectively its student body and the needs of the professions served by its programs. The Argosy University community therefore embraces the following institutional beliefs and values:

We Believe in Quality

We believe that the programs of Argosy University must be offered at the highest levels of rigor, professionalism and ethical standards. This focus on quality will reward graduates for their investment of time, talent and resources by preparing them for professional advancement.

We Believe in Access

We believe that students should have access to the programs and services of Argosy University in modes of delivery most compatible with their life and work commitments as well as their educational needs and Argosy University's commitment to quality.

We Believe in Diversity

We believe that Argosy University has a responsibility to reach out to diverse groups of learners who need and want the professional educational programs and services we offer. We believe that diversity of faculty and staff and their background and experience enriches the educational process for all students. We believe that every program must prepare graduates with the skills and knowledge to effectively support the diverse needs of the populations they will serve. This diversity will ultimately strengthen the professions they enter and improve the services they provide to their clients and customers.

We Believe in Student Focus

We believe in a responsive learning-centered process that enables each student to realize his or her own potential. We believe in offering an environment that emphasizes care, concern and mutual respect for the students as both individuals and as professionals.

We Believe in Practicality

We believe in education that integrates practical learning experiences and outcomes that reflect the skills and competencies of the professions Argosy University serves; those required by the employers of Argosy University's graduates. We believe our faculty must contribute professional expertise as well as scholarship to the learning process.

We Believe in Respect

We believe that people, students, faculty, staff, and those in the communities we serve deserve to be treated in a manner that reflects mutual respect and a high regard for the other person. We believe that all should be treated with a personal caring attitude that reflects respect and positive regard.

Approved by Board of Trustees during Strategic Planning in 2006.

Statement of Purpose

- Argosy University develops and provides distinctive, innovative, and high-quality higher education and professional service programs at all levels to prepare individuals for careers to serve the needs of an evolving global marketplace.
- Argosy University administers its programs so as to ensure the financial viability and the growth of its campuses, the institution, and its parent organization.
- Argosy University provides certificate and continuing education programs to assist professionals in developing and enhancing their knowledge bases and skills.
- Argosy University seeks to recruit and employ faculty and staff who are service-oriented and student-centered, and who combine academic credentials of high quality with substantive career experience.
- Argosy University provides access through its services and programs to students of any social, geographic, and cultural background, and strives to prepare them to work with, and provide services to, diverse populations.
- Argosy University demonstrates its commitment to diversity through the development and support of a diverse educational community, and
- Argosy University seeks to provide wide access to its educational programs through a variety of delivery systems in geographical areas where demonstrated needs exist for its services and products.

History and Philosophy

Argosy University (the “University”) was formed in September 2001 by the merging of three separate academic institutions—the American Schools of Professional Psychology, the University of Sarasota, and the Medical Institute of Minnesota—and as a result offers professional programs at the undergraduate, graduate, and postgraduate levels in behavioral sciences, business, education, and allied healthcare.

Argosy University's programs in psychology, the behavioral sciences, and health sciences emphasize a practical approach built on a background in theory. The programs were formed following a movement begun in the early 1970s that called for a professional degree in clinical psychology emphasizing practical training and application of theory and research rather than the research-oriented approach of the traditional PhD degree program. This effort ultimately led to the creation of the Doctor of Psychology (PsyD) degree. Argosy University's original campus, the Illinois School of Professional Psychology, Chicago, began granting the PsyD degree in 1979 and received candidacy status with the North Central Association of Colleges and Schools (NCA) in that same year. Accreditation was received in 1981. Because of demand, additional campuses were opened and new programs were added to complement and expand upon the PsyD in Clinical Psychology degree program.

Argosy University's programs in business and education also are designed to provide students with a solid practical and theoretical foundation. These programs, which for more than 30 years were offered at the University of Sarasota (formerly Laurence University), had a specific focus of providing educational opportunities at the graduate level to working adults without requiring them to compromise their professional or personal lives. This was accomplished through a unique delivery format involving a mix of distance learning and brief, intensive on-campus study periods. In 1976, the state of Florida granted licensure to the University to offer the Doctor of Education (EdD) degree programs. In 1990, Argosy University was accredited by the Southern Association of Colleges and Schools (SACS) to offer master's and doctoral degrees, which was eventually expanded to include bachelor's degree completion programs. The institution also found strong demand for its programs and delivery methods, adding new campuses and new programs, widening the opportunities for working professionals interested in pursuing post-secondary education.

Argosy University's programs in allied healthcare were established in 1961, beginning with a certificate-level medical laboratory technician program. The Medical Institute of Minnesota, originally known as Park Medical Institute, was founded to provide skilled allied healthcare personnel to hospitals and clinics. In 1963, the school officially became the Medical Institute of Minnesota. In 1970, the Medical Institute of Minnesota was authorized by the state of Minnesota to grant an Associate of Science terminal degree. In 1971, the Medical Institute of Minnesota entered into a collaborative agreement with the University of Minnesota, General College, which agreed to grant associate's degrees to students who had earned a certificate from the Medical Institute of Minnesota and had satisfied the degree requirements of the General College. New programs were added, and the Medical Institute of Minnesota began offering eight programs in the allied health fields, including veterinary technology, dental hygiene, and medical laboratory technology. In 1980, the school applied for and was granted initial institutional accreditation with the Accrediting Bureau of Health Education Schools (ABHES). With the merger in 2001, the school became Argosy University, Twin Cities. All allied health programs are at the associate's degree level, granting either as the Associate of Applied Science (AAS) or the Associate of Science (AS) degree.

September 2011 Argosy University received notice from the U.S. Department of Education (USDE) that its institutional accreditor of record has been changed from the Higher Learning Commission (HLC) of the North Central Association to the Commission on Senior Colleges of the Western Association of Schools and Colleges (WASC).

Ownership

Argosy University is owned by Argosy University of California LLC, which through various intermediary companies is a subsidiary of Education Management Corporation. Education Management Corporation is located at 210 Sixth Avenue, 33rd Floor, Pittsburgh, PA 15222.

Governance

Board of Trustees

Responsibility for the organization and governance of Argosy University rests with the board of trustees. The members of this board exercise responsibility for the establishment of the basic policies that govern all campuses of Argosy University, and meet on a regular basis to review the implementation of these policies. Board members are primarily concerned with the academic quality of the institution, and regularly review data that allow them to ensure that the institution meets the needs of the students and serves the public interest of the communities in which it is located.

Argosy University Administration

The authority to administer Argosy University has been delegated by the board of trustees to the professional staff of academic administrators that Argosy University has retained for that purpose. The Chancellor of Argosy University has the responsibility for ensuring that the institution achieves its mission through the effective and efficient management of its financial, human, and academic resources. The Chancellor is charged with overall responsibility for the administration of Argosy University, including the implementation of board policy at all campuses. Assisting the Chancellor in these activities is the staff of Argosy University and the central offices of Education Management Corporation, which has shared responsibility for the administration of a number of key functions, including fiscal and property management, financial aid, student recruitment and services, information systems, institutional research, marketing, and development.

Campus Administration

The responsibility for the day-to-day operation of each campus has been delegated by the Chancellor of Argosy University to each campus president. The campus president functions as both the academic leader and the chief administrative officer of each campus. Assisting the campus president with these administrative responsibilities is a campus staff committed to providing those support services essential to a responsive undergraduate and graduate school. The entire administrative staff of each campus takes pride in the service it provides its students and believes that this is one of the distinguishing marks of Argosy University.

Advisory Boards

Colleges and programs within Argosy University have advisory boards, consisting of professionals from the associated fields. The advisory boards meet at least annually to discuss issues such as curriculum and community involvement. They also provide valuable feedback to the program faculty and staff regarding current trends and expectations within their respective professional communities.

Additional Information for California Students

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided prior to signing an enrollment agreement.

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau of Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, toll-free telephone number 888.370.7589 or by fax 916.263.1897. A California student does not need to exhaust the institution's complaint and appeal procedures prior to contacting BPPE.

Any student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling 888.370.7589 toll-free or by completing a complaint form, which can be obtained on the bureau's Internet web site www.bppe.ca.gov.

Classes will be held at the following locations in California.

Argosy University, Inland Empire
3401 Centrelake Drive, Suite 200, Ontario, CA 91716
909.472.0800/866.217.9075
Director of Student Services: 909.472.0646
<http://www.argosy.edu/locations/inland-empire>

Argosy University, Los Angeles
5230 Pacific Concourse Drive, Suite 200, Los Angeles, CA 90045
310.531.9700/866.505.0332
Director of Student Services: 310.531.9681
<http://www.argosy.edu/locations/los-angeles>
Argosy University, Orange County
601 South Lewis Street, Orange CA 92868
714.620.3700/800.716.9598
Director of Student Services: 714.620.3757
<http://www.argosy.edu/locations/los-angeles-orange-county>

Argosy University, San Diego
1615 Murray Canyon Road, Suite 100, San Diego, CA 92108
619.321.3000/866.505.0333
Director of Student Services: 619.321.3083
<http://www.argosy.edu/locations/san-diego>

Argosy University, San Francisco Bay Area
1005 Atlantic Avenue, Alameda, CA 94501
510.217.4700/866.215.2777
Director of Student Services: 510.217.4872
<http://www.argosy.edu/locations/san-francisco>

Argosy University, San Diego
Military Coast Guard, Off-Campus Location
1001 South Seaside Avenue, Building 3, San Pedro, CA 90731

All California campuses consist of lecture rooms, computer labs, a learning resource center, staff and administrative offices, student lounge with vending machines and restrooms. Equipment and materials used for instruction include, but are not limited to: computers, projectors, printer, wireless access, textbooks and digital textbooks.

Housing

Argosy University is not responsible in assisting students in finding housing. Local housing near the California campuses are listed below. Argosy University does not endorse any apartment listed below and costs are estimates. Argosy University is not made aware of any pricing changes regarding the housing costs represented below.

Argosy University, Inland Empire

Waterbrook Apartments
10400 Arrow Route
Rancho Cucamonga, CA 91730
888-670-7927
1-Bedroom \$1,204 - \$1,656

Terra Vista Apartments
10935 Terra Vista Parkway
Rancho Cucamonga, CA 91730
844-743-4163
1-Bedroom \$1,232 - \$1,438

Village on the Green Apartments
9400 Fairway View Place
Rancho Cucamonga, CA 91730
844-391-4652
1-Bedroom \$1,250 - \$1,450

Argosy University, Los Angeles

Pacific Place Apartments
5211 Pacific Concourse Drive
Los Angeles, CA 90045
1-Studio \$2,020
1-Bedroom \$2070

Apartment Living
1370 Lemoli Ave
Hawthorne, CA 90250
1-Studio \$925
1-Bedroom \$1,125

Apartments for Rent
717 Olympic
Los Angeles, CA 90015
1-Bedroom \$1,500

Avaire South Bay Apartment
11622 Aviation Blvd.
Inglewood, CA 90304
1-Bedroom \$1,750

Argosy University, Orange County
Windsor at Main Place Apartments
1235 Town and County
Orange, CA
1-Bedroom \$1,785

Beach Creek Resort Apartments
Garden Grove, CA
1-Bedroom-\$1,455-\$1,810

Twin Oaks & Los Robles Apartments
Orange, CA
1-Bedroom \$ 1,375-\$1,675

Ridgewood Village Apartments
Orange, CA
1-Bedroom \$2,080

Argosy University, San Diego
Bella Posta Apartments
10343 San Diego Mission Road
San Diego, CA 92108
619-735-7986
1-Bedroom \$1,500

The Marquis at Hillcrest Apartments
1751 University Ave.
San Diego, CA 92103
619-299-7727
1-Studio Bedroom \$1,300

Mariposa Apartments
604 W. Richmar Ave.
San Diego, CA 92069
1-Studio Bedroom \$1,445

Argosy University, San Francisco Bay Area

Marina View Towers Apartments
1100 Pacific Marina
Alameda, CA 94501
510-521-3600
1-Studio Bedroom \$1,500

Alameda Park Apartments
547 Buena Vista Ave.
Alameda, CA 94501
510-814-1040
1-Studio Bedroom \$1,500 - \$4,586

Park Central Apartments
773 Esterbrook Ct.
Alameda, CA 94501
1-Studio Bedroom \$1,500 - \$4,586

Argosy University retains student records to satisfy its obligations to students, employees and legal authorities for six years. Transcripts are maintained on a continuous basis.

Distance Education Grading

California students taking a course online can expect assignments to be returned within 72 hours following the due date.

Neither Argosy University or its parent company Education Management Corporation (EDMC) has a pending petition in bankruptcy, is operating as a debtor in possession, has filed a petition within the preceding five years, or has had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

Argosy University Articulation Agreements – California Campuses

Articulation agreements can be located and review at the following:

<https://www.argosy.edu/admissions/transfer-credits>

Not all programs are available at all campuses. See the catalog for program availability at each campus.

Program of Study	Credit Hours	Program Length (Semester)	Tuition per Credit Hour	Technology Fee ¹	Digital Textbooks ²	Activity Fee ³	Graduation Fee ³	Non Refundable ⁵	STRF	Other Fees	Tuition Only	Approx. Tuition & Fees per Program
Associate of Arts (AA)												
Psychology Available at all Campuses	60	5	\$556	\$0	\$300	\$24	\$175		\$0		\$33,360	\$33,859
Associate of Science (AS)												
Business Administration Available at all Campuses	60	5	\$556	\$0	\$300	\$24	\$175		\$0		\$33,360	\$33,859
Information Technology Available at all Campuses	60	5	\$556	\$0	\$300	\$24	\$175		\$0		\$33,360	\$33,859
Bachelor of Arts (BA)												
Liberal Arts Available at all Campuses	120	10	\$556	\$0	\$600	\$48	\$175		\$0		\$66,720	\$67,543
Psychology Available at all Campuses	120	10	\$556	\$0	\$600	\$48	\$175		\$0		\$66,720	\$67,543
Bachelor of Science (BS)												
Business Administration Available at all campuses	120	10	\$556	\$0	\$600	\$48	\$175		\$0		\$66,720	\$67,543
Criminal Justice Available at all campuses	120	10	\$556	\$0	\$600	\$48	\$175		\$0		\$66,720	\$67,543
Information Technology Available at all campuses	120	10	\$556	\$0	\$600	\$48	\$175		\$0		\$66,720	\$67,543
Doctor of Business Administration (DBA)												
Business Administration ⁸ Available at all campuses	60	10	\$995	\$900	\$1,900	\$100	\$175		\$0	\$1,800	\$59,700	\$64,575
Doctor of Education (EdD)												
Counseling Psychology ^{6,9} Available at Inland Empire, Los Angeles, Orange County & San Diego	60	10	\$995	\$900	\$1,900	\$100	\$175		\$0	\$2,795	\$59,700	\$65,570
Higher & Postsecondary Education ⁸ Available at Inland Empire, Los Angeles, Orange County & San Francisco Bay Area	60	10	\$995	\$900	\$1,900	\$100	\$175		\$0	\$1,800	\$59,700	\$64,575
Initial Educational Administration ⁸ Available at Los Angeles, Orange County & San Francisco Bay Area	60	10	\$995	\$900	\$1,900	\$100	\$175		\$0	\$1,800	\$59,700	\$64,575
Organizational Leadership ⁸ Available at all campuses	60	10	\$995	\$900	\$1,900	\$100	\$175		\$0	\$1,800	\$59,700	\$64,575
Pastoral Community Counseling ^{8,9} Available at San Francisco Bay Area	60	10	\$995	\$900	\$1,900	\$100	\$175		\$0	\$2,795	\$59,700	\$65,570
Teaching & Learning ⁸ Available at Inland Empire, Los Angeles, & San Francisco Bay Area	60	10	\$995	\$900	\$1,900	\$100	\$175		\$0	\$1,800	\$59,700	\$64,575
Doctor of Psychology (PsyD)												
Clinical Psychology ^{6,9} Available at Orange County & San Francisco Bay Area	98	15	\$1,162	\$1,470	\$3,135	\$125	\$175	\$50	\$0	\$2,444	\$113,876	\$121,275
Education Specialist (EdS)												
Initial Education Administration Available at Los Angeles	30	5	\$995	\$450	\$950	\$50	\$175		\$0		\$29,850	\$31,475
Master of Arts (MA)												
Clinical Mental Health Counseling ⁹ Available at San Francisco Bay Area	60	12	\$750	\$900	\$1,700	\$100	\$175		\$0	\$750	\$45,000	\$48,625
Clinical Psychology ^{6,9} Available at Orange County & San Francisco Bay Area	51	9	\$1,162	\$765	\$1,455	\$50	\$175	\$50	\$0	\$2,444	\$59,262	\$64,201
Counseling Psychology ⁹ Available at Inland Empire, Los Angeles, Orange County & San Diego	60	12	\$750	\$900	\$1,700	\$100	\$175		\$0	\$750	\$45,000	\$48,625
Forensic Psychology Available at all campuses	36	4	\$750	\$540	\$1,020	\$50	\$175		\$0		\$27,000	\$28,785
Industrial Organizational Psychology Available at Inland Empire & San Francisco Bay Area	36	6	\$750	\$540	\$1,020	\$50	\$175		\$0		\$27,000	\$28,785
Sport-Exercise Psychology ⁹ Available at Inland Empire, Orange County, & San Francisco Bay Area	30	5	\$750	\$450	\$850	\$50	\$175		\$0	\$750	\$22,500	\$24,775
Master of Arts in Education (MAEd)												

Educational Administration Available at Inland Empire, Los Angeles, & San Francisco Bay Area	30	6	\$564	\$450	\$850	\$50	\$175		\$0	\$16,920	\$18,445
Master of Business Administration (MBA)											
Business Administration Available at all campuses	30	4	\$775	\$450	\$850	\$50	\$175		\$0	\$23,250	\$24,775

Program of Study	Credit Hours	Program Length (Semester)	Tuition per Credit Hour	Technology Fee ¹	Digital Textbooks ²	Activity Fee ³	Graduation Fee ³	Non Refundable ⁵	STRF	Other Fees	Tuition Only	Approx. Tuition & Fees per Program
Master of Science (MS)												
Health Services Management Available at San Francisco Bay Area	45	8	\$731	\$675	\$1,275	\$75	\$175		\$0		\$32,895	\$35,095
Human Resource Management Available at all campuses	30	5	\$775	\$450	\$850	\$50	\$175		\$0		\$23,250	\$24,775
Human Services Available at all campuses	36	6	\$750	\$540	\$1,020	\$50	\$175		\$0		\$27,000	\$28,785
Management Available at all campuses	30	5	\$775	\$450	\$850	\$50	\$175		\$0		\$23,250	\$24,775
Organizational Leadership Available at all campuses	30	5	\$775	\$450	\$850	\$50	\$175		\$0		\$23,250	\$24,775
Master of Science (MS)												
Public Health ⁷ Available at all campuses	45	8	\$731	\$675	\$1,275	\$75	\$175		\$0	\$20	\$32,895	\$35,115

AVERAGE COST OF ATTENDANCE PER SEMESTER

Not all fees are applied each semester which will result in some fluctuation in cost. The number of credits indicated is based on full time status. Each student's cost structure may vary depending on the number of credits taken per semester.

Program of Study	Credit Hours	Program Length (Semester)	Tuition per Credit Hour	Technology Fee ¹	Digital Textbooks ²	Activity Fee ³	Graduation Fee ³	Non Refundable ⁵	STRF	Other Fees	Tuition Only	Approx. Tuition & Fees per Semester
Associate and Bachelor Degree Programs												
All AA, AS, BA, and BS degree programs	12	1	\$556	\$0	\$60	\$12					\$6,672	\$6,744
Doctor of Business Administration (DBA)												
Business Administration ⁸	6	1	\$995	\$90	\$190	\$25			\$0		\$5,970	\$6,275
Doctor of Education (EdD)												
Counseling Psychology ^{8,9}	6	1	\$995	\$90	\$190	\$25			\$0	\$995	\$5,970	\$7,270
Higher & Postsecondary Education ⁸	6	1	\$995	\$90	\$190	\$25			\$0		\$5,970	\$6,275
Initial Educational Administration ⁸	6	1	\$995	\$90	\$190	\$25			\$0		\$5,970	\$6,275
Organizational Leadership ⁸	6	1	\$995	\$90	\$190	\$25			\$0		\$5,970	\$6,275
Pastoral Community Counseling ^{8,9}	6	1	\$995	\$90	\$190	\$25			\$0	\$995	\$5,970	\$7,270
Teaching & Learning ⁸	6	1	\$995	\$90	\$190	\$25			\$0		\$5,970	\$6,275
Doctor of Psychology (PsyD)												
Clinical Psychology ^{6,9}	7	1	\$1,162	\$105	\$209	\$25		\$50	\$0	\$1,162	\$8,134	\$9,685
Education Specialist (EdS)												
Initial Education Administration	6	1	\$995	\$90	\$190	\$25			\$0		\$5,970	\$6,275
Master of Arts (MA)												
Clinical Mental Health Counseling ⁹	5	1	\$750	\$75	\$142	\$25			\$0	\$750	\$3,750	\$4,742
Clinical Psychology ^{6,9}	6	1	\$1,162	\$90	\$162	\$25		\$50	\$0	\$1,162	\$6,972	\$8,461
Counseling Psychology ⁹	5	1	\$750	\$75	\$142	\$25			\$0	\$750	\$3,750	\$4,742
Forensic Psychology	9	1	\$750	\$135	\$255	\$25			\$0		\$6,750	\$7,165
Industrial Organizational Psychology	6	1	\$750	\$90	\$255	\$25			\$0		\$4,500	\$4,870
Sport-Exercise Psychology ⁹	6	1	\$750	\$90	\$170	\$25			\$0	\$750	\$4,500	\$5,535
Master of Arts in Education (MAEd)												
Educational Administration	5	1	\$564	\$75	\$142	\$25			\$0		\$2,820	\$3,062
Master of Business Administration (MBA)												
Business Administration	8	1	\$775	\$120	\$212	\$25			\$0		\$6,200	\$6,557
Master of Science (MS)												
Health Services Management	6	1	\$731	\$90	\$160	\$25			\$0		\$4,386	\$4,661
Human Resource Management	6	1	\$775	\$90	\$170	\$25			\$0		\$4,650	\$4,935
Human Services	6	1	\$750	\$90	\$170	\$25			\$0		\$4,500	\$4,785
Management	6	1	\$775	\$90	\$170	\$25			\$0		\$4,650	\$4,935
Organizational Leadership	6	1	\$775	\$90	\$170	\$25			\$0		\$4,650	\$4,935
Master of Science (MS)												
Public Health ⁷	6	1	\$731	\$90	\$160	\$25			\$0	\$20	\$4,386	\$4,681

Please visit our [Student Consumer Information](#) page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full time, or at full load. Changing programs, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

¹Technology Fee: \$15.00 per credit hour.

²Not all courses include a Digital Textbook. Courses that include a Digital Textbook will be noted in the registration material and the Digital Textbook will be charged in addition to tuition unless the student chooses to opt out. The Digital Textbook costs are \$15.00 per course (undergraduate), \$85.00 per course (Master's) and \$95.00 per course (doctoral). Students that do not opt out will not need to purchase textbooks for courses using a Digital Textbook. The purchase of the Digital Textbook is not refundable. Students that do opt out will be issued a credit to the student account for the cost of the book and will be responsible for purchasing the required textbook. If a course does not use a Digital Textbook, the student is responsible for purchasing the required textbook.

³ Based on the current credit hour rate. Total cost will increase per credit hour tuition and other cost increase. Estimated Total Cost includes a Graduation Fee of \$175.00 (charged one time at the end of the program), a Student Activity Fee of \$25/ Graduate student and \$12/Undergraduate student (charged each academic year and assessed in the Fall Semester), and program specified fees.

I understand that total program cost may be impacted by approved transfer credits or needed prerequisite coursework. Any changes to tuition and fees will be published to students as they are made. Please refer to Academic Catalog Tuition and Fee Schedule for residency cancellation fees and penalties.

⁴Approximate tuition and fees is based on the current credit hour rate. Total cost will increase with each per credit hour tuition increase.

⁵ Beginning September 15, 2016, Argosy University began using Psychology Centralized Admissions System (PSYCAS). PSYCAS is a centralized application service supported by the American Psychological Association (APA) and Liaison International. Instructions on how to use PSYCAS and how your admissions documents will be uploaded and delivered to PSYCAS for processing can be found in the application: <https://psycas.liaisoncas.com/>. Students should create an account for free on the PSYCAS web site <https://psycas.liaisoncas.com>. Creating an account is free. However, there is a \$50 fee to PSYCAS for the first application. If a student is applying to other programs utilizing PSYCAS for the admissions process, an additional \$35 fee is charged for each additional application.

⁶Programs include \$1,162 Clinical Psychology Retreat/Internship, \$100 Testing Kit, and \$20.00 Professional Liability Insurance fees.

⁷Program includes \$20.00 Professional Liability Insurance Fee

⁸Residency fees for the doctoral programs are inclusive of Residency I and Residency II billed at \$900 each, for students taking the online Residency courses only.

⁹ This program includes a Professionalization Group Fee as identified below:

Doctor of Education in Counseling Psychology \$995
Doctor of Education in Pastoral Community Counseling \$995
Doctor of Psychology in Clinical Psychology \$1,162
Master of Arts in Clinical Mental Health Counseling \$750
Master of Arts in Clinical Psychology \$1,162
Master of Arts in Counseling Psychology \$750
Master of Arts in Sport-Exercise Psychology \$750

There is a non-refundable \$200 tuition deposit for all programs if the student cancels after the cancellation period or withdraws.

The current STRF charge is \$0.00

The STRF rate is subject to change based upon the balance in the STRF account. Statute requires the Bureau begin collecting if the balance falls below \$20 million (\$20,000,000.00) and caps the account at \$25 million (\$25,000,000.00). Please see the office of admissions for questions regarding the assessment of the STRF fee. Because this institution participates in the STRF, students who are otherwise eligible are protected by STRF regardless of whether the fee is assessed. STRF fees are currently a one-time non-refundable charge of \$0.00 per \$1,000 of institutional charges, rounded to the nearest thousand dollars; but this amount is subject to change.

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the (STRF), or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.

2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before the closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Student Record Retention

Argosy University retains student records to satisfy its obligations to students, employees and legal authorities for six years. Transcripts are maintained permanently.

Distance Education Grading

California students taking a course online can expect assignments to be returned within 72 hours following the due date.

Section Two, Institutional Policies

Academic and Professional Standards

Each campus of Argosy University is committed to developing professionals who demonstrate high levels of integrity. All programs have been designed to be challenging and demanding. They require that students continually apply themselves to their academic program over an extended period of time.

Argosy University closely monitors student academic progress. Monitoring by faculty, and in some programs training supervisors, is designed to address the issues of professional preparation as well as academic achievement. Aspects of students' personal adjustment, interpersonal relationships, and behavior in all settings are relevant to student progress. Argosy University strives to ensure that students realize their potential to become competent and ethical professionals.

Argosy University requires that all students meet the standards of the profession for which they are preparing. Students are required to do more than complete certain academic and field training requirements. Students are expected to conduct themselves in a manner consistent with professional ethics at all times. Professional conduct requires the faithful discharge of all responsibilities undertaken during all aspects of the educational experience, as well as the maintenance of respectful interpersonal relationships with all individuals.

Copyright and Intellectual Property

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is therefore generally illegal to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational university, however, and whether the use of copyrighted material without permission falls with "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law. A violation of Argosy University's policy for use of its information technology system can result in termination of network

access for the student and/or other disciplinary action including removal of the student from Argosy University.

Summary of Civil and Criminal Penalties for Violation of Federal Copyright Laws

Copyright infringement is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act (Title 17 of the United States Code). These rights include the right to reproduce or distribute a copyrighted work. In the file-sharing context, downloading or uploading substantial parts of a copyrighted work without authority constitutes an infringement. Penalties for copyright infringement include civil and criminal penalties. In general, anyone found liable for civil copyright infringement may be ordered to pay either actual damages or "statutory" damages affixed at not less than \$750 and not more than \$30,000 per work infringed. For "willful" infringement, a court may award up to \$150,000 per work infringed. A court can, in its discretion, also assess costs and attorneys' fees. For details, see Title 17, United States Code, Sections 504, 505. Willful copyright infringement can also result in criminal penalties, including imprisonment of up to five years and fines of up to \$250,000 per offense. For more information, please see the website of the U.S. Copyright Office at www.copyright.gov.

Argosy University's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the Argosy University's information technology system. Argosy University's policies prohibit use of Argosy University's computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files) without permission.

Faculty members sign, and are expected to adhere to, the terms of Argosy University's copyright and patent policy. This policy provides for the sharing of the proceeds of discovery, subject to current laws and regulations. Of particular interest to faculty is the policy on royalties on publications or materials authored by faculty members. Argosy University encourages publication and work in their field by faculty and allows faculty to keep copyrights on materials, except in the case of works:

- Commissioned by Argosy University.
- Developed on University time.
- Accomplished under letter of appointment and grants where copyright specifications are delineated.
- Completed under agreements made in advance between the author and Argosy University.

Faculty members should inform the Human Resources Department if they have any patents or copyrights pending.

Argosy University complies with the copyright laws as applied to proprietary schools. Using and/or photocopying copyrighted material without permission in projects by faculty, students, and staff are prohibited. Faculty members are required to instruct students in the proper use of licensed materials in

their works and are charged with the responsibility of monitoring the work of students to ensure that they use only licensed materials in their projects. This standard applies to printed, web-published, audio, and video materials, as well as to computer software.

There are no explicitly defined specifications as to what may constitute fair use, but the following four factors must be considered:

- The purpose and character of the use, including whether the use is for commercial or non-profit educational use.
- The nature of the copyrighted work being used.
- The nature and the amount and substantiality of the material used.
- The effect of use on the actual or potential market for value of the work.

When in doubt as to whether using material is a copyright infringement, faculty members should consult with their program chairs or obtain written permission from the copyright holder. In some cases, the program chair may seek guidance from other Argosy University administrators and/or EDMC legal support.

Outcomes Assessment

Argosy University is committed to a process of continuous improvement in all operations of the institution, especially those related to improvements in student academic achievement. Using both direct and indirect measures, Argosy University regularly and formally assesses student learning on program outcomes which have been developed by faculty to reflect the skills, knowledge bases, and behaviors required of the profession, the accreditation standards where applicable, and the disciplines in which the degrees are offered. Argosy University also evaluates student perceptions of the services provided to support student learning. In addition to the ongoing assessment of individual students, these assessment and evaluation strategies occur at the class, program, campus, college, and institutional levels.

Argosy University believes that such ongoing analyses of students' learning are central to the efficacy of its educational services and programs. The integration of the collective data and results generated by these assessment strategies form a significant portion of the information used to evaluate individual student and programmatic success in Argosy University's programs. Further, this educational input on the outcomes of student learning and the various educational processes furnishes critical feedback to Argosy University's planning process that closes the institutional effectiveness loop and is used on an ongoing basis to continuously enhance the quality of student learning at Argosy University.

Students should anticipate participating in a wide array of evaluation and assessment procedures throughout their educational careers. Students are expected to enter into these procedures openly and honestly in an effort to assist Argosy University in its continuous improvement processes.

Institutional Learning Outcomes for Argosy University

Approved April 17, 2012

1. Analytical Reasoning

Analyze issues objectively, interpret and synthesize data and ideas, and develop feasible, flexible, and creative solutions to real world problems.

2. Effective Communication

Identify audiences, assess information provided, interpret needs, and present relevant information using appropriate written, oral, and listening skills and media to meet the needs of the situation.

3. Information Competency

Gather, evaluate, and ethically use information from a variety of relevant technological and library resources to make decisions and take action.

4. Interpersonal Effectiveness

Develop individual and group interpersonal skills to improve and foster participation and interaction critical for achieving individual and group goals.

5. Personal and Professional Integrity and Ethical Behavior

Demonstrate a multi-dimensional awareness of individual and social responsibility to act ethically and with integrity in a diverse, global society.

6. Professional Competence

Apply skills appropriate to program objectives and employ critical reasoning to contribute to one's field and profession.

Philosophy of Education

The primary objective of Argosy University is to educate and prepare students for careers in professional fields. To achieve this, each campus aims to provide an environment that integrates theory, training, research, and applications of the discipline. A faculty composed of individuals who are both practitioners and scholars guide students through coursework to give them the opportunity to meet the standards of their professions. Education is provided through training and practical experiences appropriate to their discipline, as well as through the study of a comprehensive academic curriculum.

Commitment to Diversity

Argosy University strives to prepare students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and experiential curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

Non-Discrimination Policy

Argosy University does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, gender identity or expression, disability, age, religion, veteran's status, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities, pursuant to Title IX of the Education Amendments Act of 1972. Argosy University provides reasonable accommodations to qualified individuals with disabilities. Argosy University will not retaliate against persons bringing forward allegations of harassment or discrimination. The Title IX Coordinator for Argosy University is Anne Orelli, Vice President of Student Services Operations & Compliance, 1400 Penn Avenue, Pittsburgh, PA 15222, (866) 427-4679 ext. 28564, amorelli@argosy.edu. The Title IX Coordinator has been designated to handle inquiries and coordinate the institution's compliance efforts regarding the Non-Discrimination Policy.

See Appendix IV, Argosy University Campus Locations for phone number information for the Deputy Title IX Coordinator for each campus.

Questions regarding Title IX may be referred to the Title IX Coordinator, the Deputy Coordinator, or the Office of Civil Rights.

Student Grievance Procedure for Internal Complaints of Discrimination and Harassment

Students who believe they have been subjected to discrimination or harassment (other than sexual harassment) in violation of the Non-Discrimination Policy should follow the procedure outlined below. (Please note that students who believe they have been subjected to sexual harassment should follow the reporting process in the Sexual Misconduct and Relationship Violence Policy.) This complaint procedure is intended to provide a fair, prompt and reliable determination about whether the Argosy University Non-Discrimination Policy has been violated.

1. Complainants are encouraged to file a complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should do so either with the Vice President of Academic Affairs or with the Director of Student Services at their campus. See Appendix IV, Argosy University Campus Locations for phone number information for each campus. Online students should file complaints with studentcomplaints@argosy.edu. The complaint should be presented in writing and it should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the complainant.
2. The Director of Student Services or designee or Vice President of Academic Affairs will investigate the allegations. Both the accuser and the accused are entitled to have others present during a disciplinary proceeding. Both will be informed of the outcome of any campus disciplinary proceeding. For this purpose, the outcome of a disciplinary proceeding means only Argosy University's final determination with respect to the alleged offense and any sanction that is imposed against the accused. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support

of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. The investigator may prohibit from attending or remove any person who disrupts the investigation in the investigator's sole discretion.

3. The student who made the complaint and the accused shall be informed promptly in writing when the investigation is completed, no later than 45 calendar days from the date the complaint was filed. The student who made the complaint shall be informed if there were findings made that the policy was or was not violated and of actions taken to resolve the complaint, if any, that are directly related to him/her, such as an order that the accused not contact the student who made the complaint. In accordance with institutional policies protecting individuals' privacy, the student who made the complaint may generally be notified that the matter has been referred for disciplinary action, but shall not be informed of the details of the recommended disciplinary action without the consent of the accused.
4. The decision of the Director of Student Services or the Vice President of Academic Affairs may be appealed by petitioning the Campus President's office. The written appeal must be made within 20 calendar days of receipt of the determination letter. The President or his/her designee, will render a written decision on the appeal within 30 calendar days from the receipt of the appeal. The Campus President's decision shall be final.
5. Argosy University will not retaliate against persons bringing forward allegations of harassment or discrimination.
6. Matters involving general student complaints will be addressed according to the "Student Complaint Procedure", a copy of which can be found in the Academic Catalog
7. For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education at <http://www2.ed.gov/about/offices/list/ocr/index.html>.

If you follow this complaint procedure and still feel dissatisfied with the results, you may send a written copy of the complaint to the state agency that has oversight of Argosy University in your state. See "Unresolved Disputes" under Section Four, Student Rights and Responsibilities.

Right to Change Requirements

Argosy University reserves the right to change the policies contained within this catalog from time to time. Accordingly, although notice is not required for a new policy to take effect, Argosy University will make reasonable attempts to notify students promptly of any policy changes through Web site or email postings, or other methods deemed appropriate by university administration.

Students will follow the degree requirements in effect at the time of their matriculation. However, a student who changes degree programs or fails to maintain continuous enrollment with an absence greater than one year (see "Readmission Process after Withdrawal/Dismissal" in Section Five, Admission Policies) will be required to follow the Academic Catalog in effect at the time of matriculation. Furthermore, requirements of government agencies, accreditation agencies, and other regulatory bodies may influence a student's degree requirements. Possible changes include, but are not limited to,

graduation requirements, admission requirements, tuition, fees, curricula, and course content. Students are responsible for making themselves aware of any changes.

Licensing/Registering/Certification

Argosy University does not guarantee third-party licensing/registering/certification. Outside agencies control the requirements for taking and passing licensing/registering/certification exams and are subject to change without notice to Argosy University.

Disability Services

Argosy University provides accommodations to qualified students with disabilities. The Disability Services office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting equal access to services, programs and activities at Argosy University.

Students who seek reasonable accommodations should notify the Disabilities Services Coordinator at their Argosy University campus of record of their specific limitations and, if known, their specific requested accommodations. Students will be asked to supply medical documentation of the need for accommodation. Classroom accommodations are not retroactive, but are effective only upon the student sharing approved accommodations with the instructor. Therefore, students are encouraged to request accommodations as early as feasible with the Disability Services Coordinator to allow for time to gather necessary documentation. If you have a concern or complaint in this regard, please contact the Director of Student Services. See Appendix IV, Argosy University Campus Locations for the telephone number for the Director of Student Services for each campus. Complaints will be handled in accordance with Argosy University's Student Grievance Procedure for Internal Complaints of Discrimination and Harassment under Section Two, Institutional Policies.

Disability Services Accommodations for Pregnant Students

Argosy University complies with Title IX's requirement that pregnant students are not discriminated against or penalized because of their pregnancy or related condition (including recovery from childbirth). At the same time, Argosy University will not presume that a pregnant student is unable to attend classes due to pregnancy.

To ensure all pregnant students' access to its educational programs, Argosy University will make reasonable adjustments to the regular program that is responsive to the student's temporary pregnancy status. For example, depending on the student's needs and requests, the university may provide a larger desk, allow frequent trips to the bathroom, or permit temporary access to elevators. Similarly, students will not be penalized for absences that were medically necessary due to pregnancy or pregnancy-related conditions. For example, an instructor may not refuse to allow a student to submit work after a deadline that she missed because of absences that were medically necessary due to pregnancy or childbirth.

Additionally, if an instructor's grading is based in part on class attendance or participation, the student's attendance and participation will be adjusted to account for medically necessary pregnancy-related absences. In the event a student's pregnancy or related condition necessitates a leave from school, she will be allowed to earn the credits missed due to these medically necessary pregnancy-related absences so that she can be reinstated to the status she had before the leave.

As with students who seek exceptions or accommodations for medical reasons, Argosy University requires a pregnant student or student who has given birth to submit evidence that the exceptions or accommodations are medically necessary.

The Family Educational Rights and Privacy Act of 1974

The Family Educational Rights and Privacy Act of 1974, as amended ("FERPA") sets out requirements designed to afford students certain rights with respect to their education records. In addition, it puts limits on what information Argosy University may disclose to third parties without receiving prior written consent from the student.

I. Procedure to Inspect Education Records

Students have the right under FERPA to inspect and review their education records. A student who wishes to inspect and review his/her records should submit a written request to the Director of Student Services (See Appendix IV, Argosy University Campus Locations, for the telephone number for the Director of Student Services for each campus.). The request should identify as precisely as possible the records the student wishes to inspect. If the requested records are subject to inspection and review by the student, arrangements for access will be made within a reasonable period of time but in no case more than 45 days after the request was made, and the student will be notified of the time and place where the records may be inspected. The university may require the presence of a university official during the inspection and review of a student's records.

Certain limitations exist on a student's right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior to January 1, 1975; (iii) confidential letters and recommendations placed in their files after January 1, 1975 to which the student has waived his or her right to inspect and review and that are related to the student's admission, application for employment or job placement, or receipt of honors. In addition, the term "education record" does not include certain types of records such as, by way of example, records of instructional, supervisory, administrative, and certain educational personnel that are in the sole possession of the maker thereof, and are not accessible or revealed to any other individual except a substitute.

When a record contains personally identifiable information about more than one student, the student may inspect and review only the information that relates to him/her personally.

II. Disclosure of Educational Records

Argosy University generally will not permit disclosure of personally identifiable information from the records of a student without prior written consent of the student. Personally identifiable information is disclosed (some items are mandatory, some discretionary) from the records of a student without that student's prior written consent to the following individuals or institutions or in the following circumstances:

1. To Argosy University officials who have been determined by the university to have legitimate educational interests in the records. A university official is
 - a. a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
 - b. a person employed by or under contract to the university to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another university official.

Any university official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for Argosy University has a legitimate educational interest.

2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
4. To organizations conducting certain studies for or on behalf of the university.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another school in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a nonforcible sexual offense, the final results of the disciplinary proceedings conducted by the university against the alleged perpetrator of that crime or offense with respect to that crime or offense.
11. To persons in addition to the victim of a crime of violence or nonforcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the university has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The university, in such instances, may only disclose the name of the perpetrator — not the name of any other student, including a victim or witness — without the prior written consent of the other student(s)).
 - a. Both the accuser and the accused must be informed of the outcome of any institutional disciplinary proceeding brought alleging a sex offense. Compliance with this paragraph

does not constitute a violation of the Family Educational Rights and Privacy Act (20 U.S.C. 1232g). For the purpose of this paragraph, the outcome of a disciplinary proceeding means only the institution's final determination with respect to the alleged sex offense and any sanction that is imposed against the accused

12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the university governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (see Section IV below).
14. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and Argosy University will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran's status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

III. Record of Requests for Disclosure

Except with respect to those requests made by the student themselves, those disclosures made with the written consent of the student, or to requests by or disclosures to Argosy University officials with legitimate educational interests and disclosures of directory information (or other exceptions described in the applicable regulations), Argosy University will maintain a record indicating the parties who have requested or obtained personally identifiable information from a student's education records and the legitimate interests those parties had in requesting or obtaining the information. This record may be inspected by the student.

IV. Directory Information

Argosy University designates the following information as directory information. (Directory information is personally identifiable information which may be disclosed without the student's consent):

1. Student's name
2. Address: Local, email and Web site
3. Telephone number (local)
4. Date and place of birth
5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)
12. Student honors and awards received
13. The height and weight of athletic team members

Notice of these categories and of the right of an individual in attendance at Argosy University to request that his/her directory information be kept confidential will be given to the student annually. Students may request nondisclosure of student directory information by specifying nondisclosure, in writing, to the campus director of Student Services or Registrar (see Appendix IV, Argosy University Campus Locations, for the address and phone numbers of the Director of Student Services for each campus). Failure to request nondisclosure of directory information will result in routine disclosure of one or more of the above-designated categories of personally identifiable directory information.

V. Correction of Educational Records

Students have the right under FERPA to ask to have records corrected which they believe are inaccurate, misleading, or in violation of their privacy rights. The following are the procedures for the correction of records:

1. A student must ask the campus director of Student Services or Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. Argosy University may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request, Argosy University will arrange for a hearing and notify the student reasonably in advance of the date, place, and time of the hearing. The hearing will be conducted by an individual who does not have a direct interest in the outcome of the hearing. That individual may be an official of Argosy University. The student shall be afforded a forum for the opportunity to present evidence relevant to the issues raised in the original request to amend the student's education records. The student may be assisted by other people, including an attorney.
4. Argosy University will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence, and the reasons for the decision.
5. If, as a result of the hearing, Argosy University decides that the information is inaccurate, misleading, or otherwise in violation of the privacy rights of the student, it will (a) amend the record accordingly; and (b) inform the student of the amendment in writing.
6. If, as a result of the hearing, Argosy University decides that the information in the education record is not inaccurate, misleading, or otherwise in violation of the privacy rights the student, it shall inform the student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school.
7. If a statement is placed in the education records of a student under paragraph 6 above, Argosy University will:
 - a. maintain the statement with the contested part of the record for as long as the record is maintained; and
 - b. disclose the statement whenever it discloses the portion of the record to which the statement relates.

VI. Student Right to File Complaint

A student has the right to file a complaint with the United States Department of Education concerning alleged failures by Argosy University to comply with the requirements of FERPA. The name and address of the governmental office that administers FERPA is:

Family Policy Compliance Office
United States Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202 – 4605

STUDENT RIGHT TO KNOW

According to regulations published by the Department of Education based on the Student Right-to-Know act, the graduation/completion rates for first time, full-time students who entered school and graduated/completed within 150 % of the normal time to complete the program, as published in the catalog, must be made available to current and prospective students. This information may be obtained in the Admissions office or in the Consumer Information section of the school's website.

JURY WAIVER AND AGREEMENT TO BINDING, INDIVIDUAL ARBITRATION

This policy is for use by all campuses other than those located in the states of California or Washington or any campus regulated by the Tennessee Higher Education Commission.

Student and Argosy University irrevocably waive our rights to a trial by jury and agree instead that any and all disputes, no matter how described, pleaded or styled, between me and Argosy University (including its parent and past and present affiliates, employees, agents, and lenders) or related to any aspect of my relationship with or any act or omission by Argosy University ("Claim") shall be resolved by individual binding arbitration, conducted by the American Arbitration Association ("AAA") under its Commercial Arbitration Rules and applicable Supplementary Procedures for Consumer-Related Disputes ("AAA Rules") and in accordance with the terms of this Jury Waiver and Agreement to Binding, Individual Arbitration ("Arbitration Agreement"). Student can obtain a copy of the AAA Rules at www.adr.org or by calling 1-800-778-7879. This Arbitration Agreement, however, does not modify Student's right, if any, to file a grievance with any state educational licensing agency or accrediting body.

1. Student is strongly encouraged to first attempt to resolve the Claim by using the General Student Complaint Procedure outlined in the Catalog.
2. Neither party shall file or maintain any lawsuit in court against the other, and any suit filed in violation of this Arbitration Agreement shall be dismissed by the court in favor of arbitration conducted pursuant to this Arbitration Agreement. The parties agree that the moving party shall be entitled to an award of costs and fees of compelling arbitration.

3. The arbitration shall take place before a single, neutral arbitrator in the federal judicial district in which Student resides, unless the parties agree otherwise.
4. Student will be responsible for paying a portion of the AAA filing fee at the time his/her Claim is filed in an amount equal to \$200 or the applicable filing fee of the court of general jurisdiction in the district/circuit near me, whichever fee is less. The parties shall bear the expense of their own attorneys, experts and witnesses, unless the applicable law provides, and the arbitrator determines, otherwise.
5. Student agrees not to combine or consolidate any Claims with those of other students, such as in a class or mass action, or to have any Claims be arbitrated or litigated jointly or consolidated with any other person's claims. Further, the parties agree that the arbitrator shall have no authority to join or consolidate claims by more than one person. **I understand that I may opt out of this single-case provision by delivering via certified mail return receipt a written statement to that effect to the Vice President and Senior Counsel of Argosy University /EDMC at 210 Sixth Avenue, Suite 3300 Pittsburgh, PA 15222 within 30 days of my first execution of an Enrollment Agreement.**
6. The Federal Arbitration Act (FAA), including all its substantive and procedural provisions, and related federal decisional law shall govern this Arbitration Agreement to the fullest extent possible. All determinations as to the scope, enforceability, validity and effect of this Arbitration Agreement shall be made by the arbitrator, and not by a court. However, any issue concerning the validity of paragraph 5 above must be decided by a court, and an arbitrator does not have authority to consider the validity of paragraph 5. If for any reason, paragraph 5 is found to be unenforceable, any putative class or mass action may only be heard in court on a non-jury basis and may not be arbitrated under this Agreement.
7. The arbitrator shall have the power to award any remedy that directly benefits the parties to this Arbitration Agreement (provided the remedy would be available from a court under the law where the Arbitration Agreement was executed) but not the power to award relief for the benefit of anyone not a party to this Arbitration Agreement.
8. Judgment on the award rendered by the arbitrator may be entered in any court having jurisdiction.
9. Notwithstanding any provision in the Catalog or Enrollment Agreement, this Arbitration Agreement shall not be modified except by written agreement signed by both parties. Any or all of the provisions set forth in this Arbitration Agreement may also be waived by the party against whom the Claim is asserted, but such waiver shall be in writing, physically signed (not merely electronically signed) by the party waiving, and specifically identify the provision or provisions being waived. Any such waiver shall not waive or affect any other portion of the Arbitration Agreement.

10. This Arbitration Agreement shall survive the termination of Student's relationship with Argosy University.

11. If any part(s) of this Arbitration Agreement are found to be invalid or unenforceable, then such specific part(s) shall be of no force and effect and shall be severed, but the remainder of the Arbitration Agreement shall continue in full force and effect.

STUDENT UNDERSTANDS AND ACKNOWLEDGES THAT S/HE IS WAIVING HIS/HER RIGHT TO A JURY TRIAL, TO ENGAGE IN DISCOVERY (EXCEPT AS PROVIDED IN THE AAA RULES), AND TO LITIGATE THE DISPUTE OR CLAIM IN ANY COURT. FURTHER, STUDENT UNDERSTANDS AND ACKNOWLEDGES THAT S/HE WILL NOT HAVE THE RIGHT TO PARTICIPATE AS A REPRESENTATIVE OR MEMBER OF ANY CLASS ACTION AGAINST ARGOSY UNIVERSITY.

Notice of Argosy University Policies to Comply with the Higher Education Opportunity Act of 2008

The unauthorized distribution of copyrighted material, including unauthorized peer-to-peer file sharing, may subject students and individuals to civil and criminal liabilities. Almost all of the music, movies, television shows, software, games and images found on the Internet are protected by federal copyright law. The owner of the copyright in these works has the right to control their distribution, modification, reproduction, public display and public performance. It is generally illegal therefore to use file sharing networks to download and share copyrighted works without the copyright owner's permission unless "fair use" or another exemption under copyright law applies.

Fair use under the federal Copyright Act allows the use without permission of copyrighted material for the purpose of criticism, comment, news reporting or teaching under certain limited circumstances. There is no blanket exception from liability for students or employees of educational institutions, however, and whether the use of copyrighted material without permission falls within "fair use" or one of the other exceptions in the Act depends on a very detailed, case-by-case analysis of various factors. Students should be aware that sharing music, videos, software and other copyrighted materials is very likely not to be considered a "fair use" and therefore may be a violation of the law.

A violation of the institution's policy for use of its information technology system can result in termination of network access for the student and/or other disciplinary action including removal of the student from the institution. Moreover, there are severe civil and criminal penalties for copyright infringement under federal law. A copyright owner is entitled to recover actual damages and profits resulting from an infringement, but also may recover statutory damages ranging from \$750 to \$30,000 per work for a non-willful infringement and up to \$150,000 for a willful infringement, even if there is no proof of actual damages, in addition to court costs and reasonable attorneys' fees. The government also can file criminal charges that can result in fines and imprisonment.

Argosy University's policies in regard to copyright infringement via the Internet prohibit the illegal downloading or unauthorized distribution of copyrighted materials using the institution's information technology system. Argosy University's policies prohibit use of the Argosy University computer network to engage in illegal copying or distribution of copyrighted works such as by unauthorized peer-to-peer file sharing (i.e., the sharing of copyrighted works, typically in digital or electronic files), without permission.

Section Three, Health/Safety Policies and Procedures

Anti-Hazing Policy

Hazing involving Argosy University students or student groups is strictly prohibited. Hazing is defined as any action or situation that recklessly or intentionally endangers the mental or physical health or safety of a student for the purpose of initiation or admission into or affiliation with any club or organization operating under the sanction of an institution of higher education.

For purposes of this definition, any activity as described in this definition that the initiation or admission into or affiliation with a club or organization is directly or indirectly conditioned shall be presumed to be "forced" activity, the willingness of an individual to participate in such activity notwithstanding. This policy is applicable to all students and members of a student club or organization at Argosy University. Every student and member of a student club or organization is responsible for complying with this policy.

Individuals and/or student clubs that force, require, and/or endorse violations will be referred to the Student Conduct Committee and, if appropriate, to the local authorities, which may pursue criminal action. Students who wish to make a complaint under this policy should contact the director of Student Services at their campus of residence. The negligence or consent of a student or any assumption of risk by the student is not a defense to an action brought pursuant to this policy. Student club activities or programs must not interfere with the rights and activities of others and should always reflect the best interests of the members of the organization it represents and the Argosy University community as a whole. In all cases of alleged violations of this policy, faculty and staff advisors and the national/international headquarters, if applicable, of any organization will be notified.

No Harassment Policy

Argosy University is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, gender identity or expression, age, national origin, disability, medical condition, marital status, veteran's status, genetic marker, or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business. Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law. (Please note that sexual harassment is more thoroughly addressed in the Sexual Misconduct & Relationship Violence Policy.)

Florida disclaimer:

In recognition of our commitment to Florida's "Protecting Our Children from Sexual Predators Act," please be advised that the Florida Department of Law Enforcement (FDLE) maintains a sexual predator and sexual offender registry website, which can be located at: <https://offender.fdle.state.fl.us/offender/homepage.do>. The FDLE compiles and provides the information on that website for public access pursuant to Florida law. In addition, the FDLE Registration & Compliance Unit also maintains a toll-free number, 1-888-357-7332, which provides access to the same public information.

If you have any questions or concerns regarding this law, please contact the director of Student Services at the campus of residence.

Sexual Misconduct & Relationship Violence Policy; Procedures for Handling Sexual Misconduct and Relationship Violence Complaints

Argosy University values civility, dignity, diversity, education, honesty, and safety and is firmly committed to maintaining a campus environment free from all forms of sex discrimination, sexual harassment, and sexual assault. Sexual Misconduct and Relationship Violence, defined more specifically below, are inconsistent with these values, violate institutional policy, and will not be tolerated at Argosy University and are expressly prohibited. Similarly, retaliation for having brought forward a concern or allegation or for participating in an investigation of a report of Sexual Misconduct or Relationship Violence is also expressly prohibited and is grounds for disciplinary action.

This Policy provides information regarding how an individual – whether a student, faculty member, or staff member – can make a report of Sexual Misconduct or Relationship Violence impacting a student and how Argosy University will proceed once it is made aware of any such report.

For faculty and staff members who believe they are the victim of sexual misconduct, please follow our No Harassment policy in the Employee Handbook.

I. Preliminary Issues & Important Definitions

This Policy prohibits "Sexual Misconduct" and "Relationship Violence," broad categories encompassing the conduct defined below. Sexual Misconduct and Relationship Violence can be committed by anyone, including third parties, and can occur between people of the same sex or different sexes and regardless of one's biological sex or transgendered sex. This policy applies to Sexual Misconduct and Relationship Violence that is committed against a student when that Sexual Misconduct or Relationship Violence occurs: (i) on campus; (ii) off-campus if in connection with a University-sponsored program or activity or in student housing; or (iii) off-campus if allegedly perpetrated by a fellow student, faculty member, staff member, or third party when the victim/reporting student reasonably believes that the off-campus conduct has created a hostile educational environment.

A. What is “Sexual Misconduct”?

Sexual Misconduct includes:

- Sexual Assault: Having or attempting to have sexual intercourse, cunnilingus, or fellatio without Consent (as defined below). Sexual intercourse is defined as anal or vaginal penetration by a penis, tongue, finger, or inanimate object.
- Non-Consensual Sexual Contact: Any intentional sexual touching with any body part or object by any person upon any person without Consent.
- Sexual Exploitation: An act attempted or committed through the abuse or exploitation of another person’s sexuality. Examples include, but are not limited to, prostituting another student; inducing a student into sexual intercourse, sexual contact, or other sexual activity by implicit or explicit threat of exposure of personal information or academic consequences; non-consensual video or audio-taping of sexual activity; allowing others to observe a personal consensual sexual act without the knowledge or Consent of all involved parties; and knowingly transmitting or exposing another person to a sexually transmitted infection without the person’s knowledge.
- Indecent Exposure: the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.
- Sexual Harassment: unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s academic status; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; or (c) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.

B. What is “Relationship Violence”?

Relationship Violence includes:

- Domestic Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a current or former spouse or intimate partner or any other person from whom the student is protected under federal or applicable state law.
- Dating Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. The existence of such a relationship is generally determined based on a consideration of the length and type of relationship and the frequency of interaction.
- Stalking: A course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts in which a person directly, indirectly or through third

parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person's property.

The following also constitute violations of this Policy:

- **Complicity:** Assisting, facilitating, or encouraging the commission of a violation of this Policy.
- **Retaliation:** Acts or attempted acts for the purpose of interfering with any report, investigation, or proceeding under this Policy, or as retribution or revenge against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation, or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. To be clear, retaliation against a Complainant for reporting an incident or against any witness who participates in an investigation is strictly prohibited.

C. Who are “Complainants” and “Respondents”?

Argosy University is not a court of law. We also do not engage in victim-blaming or rushes to judgment. Therefore, without judgment, we refer to anyone who reports that s/he has experienced Sexual Misconduct as a “Complainant” and to anyone who reportedly has engaged in Sexual Misconduct as a “Respondent.”

D. Defining Consent

In many cases of Sexual Misconduct, the central issue is consent or the ability to give consent. Consent is a voluntary agreement to engage in sexual activity. Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Past Consent does not imply future Consent, and Consent to engage in one form of sexual activity does not imply Consent to engage in a different form of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Consent must be knowing and voluntary. To give Consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of her/his actions. Individuals who are physically or mentally incapacitated cannot give Consent.

Silence, without actions evidencing permission, does not demonstrate Consent. Where force, threats, or coercion is alleged, the absence of resistance does not demonstrate Consent. Force, threats, or coercion invalidates Consent. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one's responsibility to obtain Consent or negate one's intent.

Consent to engage in sexual activity may be withdrawn by either person at any time. Once withdrawal of Consent has been clearly expressed, the sexual activity must cease.

Incapacitation is the inability, temporarily or permanently, to give Consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or

involuntarily, due to an intellectual or other disability that prevents the student from having the capacity to give Consent, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he or she demonstrates that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators that an individual is incapacitated may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, lack of awareness of circumstances or surroundings, or inability to perform other physical or cognitive tasks without assistance.

E. Title IX Coordinator & Deputy Coordinators

The Title IX Coordinator for Argosy University is Anne Orelli, Vice President of Student Services Operations & Compliance, 1400 Penn Avenue, Pittsburgh, PA 15222, (866) 427-4679 ext. 28564, amorelli@argosy.edu. The Title IX Coordinator is responsible for, among other things, coordinating the campus's efforts to comply with and carry out the campus's responsibilities under Title IX of the Education Amendments of 1972, including compliance with Non-Discrimination and Sexual Misconduct policies. The Title IX Coordinator has ultimate oversight of Title IX related investigations; other individuals may serve as Deputy Title IX Coordinators to help oversee investigations and determination proceedings under Grievance and Misconduct policies and procedures.

See Appendix IV, Argosy University Campus Locations for phone number information for the Deputy Title IX Coordinator for each campus.

Questions regarding Title IX may be referred to the Title IX Coordinator, the Deputy Coordinator, or the Office of Civil Rights.

II. Reporting & Confidentiality

We encourage victims of Sexual Misconduct & Relationship Violence to talk to somebody about what happened – so they can get the support they need, and so the University can respond appropriately.

Different employees on campus have different abilities to maintain confidentiality:

- **CONFIDENTIAL REPORTING:** Some individuals are required to maintain near complete confidentiality. These include professional counselors such as those provided by Talk One2One counseling services (available at 888-617-3362). These individuals can provide resources and generally talk to a victim without revealing any personally identifying information about an incident to the University. A victim can seek assistance and support from these individuals without triggering a University investigation.

For Argosy University, Twin Cities ONLY:

A victim may also make an anonymous report by using our online reporting system, accessible through the 'Help/Contact Us' link on the Student Portal. A report made through this medium may trigger an investigation.

- **NON-CONFIDENTIAL REPORTING.** Other than professional counselors defined above, most other employees and contractors are required to report all the details of an incident to the Title IX coordinator. A report to these employees (called "responsible employees") constitutes a report to the University and generally obligates the University to investigate the incident and take appropriate steps to address the situation. The following campus employees (or categories of employees) are examples of responsible employees: the Title IX Coordinator, all Deputy Title IX Coordinators, President, Director of Student Services, other Student Services staff, Academic Advisors, the Security Team (including contract security personnel), all full-time and adjunct Faculty, Human Resources, and Employee Relations.*

* For Argosy University, Twin Cities, Argosy University, Schaumburg and Argosy University, Chicago ONLY

A victim may also make a report by using our online reporting system, accessible through the 'Help/Contact Us' link on the Student Portal. A report made through this medium may trigger an investigation.

The University will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged Sexual Misconduct or Relationship Violence to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the University's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

The University will complete any publicly available record-keeping, including Clery Act reporting and disclosure, without the inclusion of identifying information about the alleged victim. It will also maintain as confidential any interim measures or remedies provided to the alleged victim to the extent that maintaining confidentiality will not impair its ability to provide the interim measures or remedies.

In addition to internal reporting, the University strongly encourages anyone who believes they have experienced a sexual assault (or any other crime) to make a report to local law enforcement. Collection and preservation of evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. Designated staff will, upon request, assist an individual in making a report to law enforcement as necessary and appropriate.

Although we strongly encourage complainants to report to local law enforcement, such a report is not a prerequisite to the University's review and investigation of any complaint covered by this Policy. The University will honor a Complainant's request not to report the matter to local law enforcement UNLESS we have a reasonable basis to believe that the safety and security of the campus community is at risk. In this event, the University will endeavor to notify a Complainant or Reporter of the institution's intent to report the matter to law enforcement in advance of any such report.

The University does not limit the time frame for reporting under this Policy, although a delay in reporting may impact the University's ability to take certain actions.

Other Code of Conduct Violations: The University encourages students who have been the victim of Sexual Misconduct or Relationship Violence to come forward. Students should not be discouraged from reporting such incidents because they fear discipline for their own violations of the Student Code of Conduct, such as use of alcohol in University housing. Therefore, the University has discretion not to pursue other violations of the Student Code of Conduct that occurred in the context of the reported incident of Sexual Misconduct or Relationship Violence.

III. Response Procedure

Students are encouraged to report any incident of Sexual Misconduct or Relationship Violence to the Title IX Coordinator, Deputy Title IX Coordinator, the Director of Student Services, or the Campus President. If a report is made verbally, the University will request a written statement by the student.

Upon receipt of a report, the University will generally proceed as described below.

A. Investigation Commencement

The University will provide a timely and thorough investigation. Barring exigent circumstances, cases of Sexual Misconduct and Relationship Violence will generally be resolved within a 60 day period once the incident has been reported. An extension of time may be necessary if witnesses are unavailable or uncooperative or due to other extenuating circumstances beyond the control of the investigator.

B. Initial Response

Once the University is put on notice of possible Sexual Misconduct and Relationship Violence, the Complainant will be offered appropriate confidential support, accommodations, and other resources and will be notified of applicable policies and procedures. Accommodations include the ability to move to different housing, to change work schedules, to alter academic schedules, to withdraw from/retake a class without penalty, and to access academic support. The Respondent also will be offered appropriate resources and notified of applicable policies and procedures.

C. Interim Intervention

Pending a final determination, the Title IX Coordinator and/or Student Services staff will take appropriate interim measures. These measures may include, but are not limited to, the imposition of a no-contact order and/or employment, transportation, residence, and academic modifications. Student Services staff may limit a student or organization's access to certain University facilities or activities pending resolution of the matter. The University may impose an Interim Suspension on the Respondent pending the resolution of an alleged violation when the University determines, in its sole discretion, that it is necessary in order to protect the safety and well-being of members of the campus community.

D. Decision to Proceed to Investigation

If the Complainant is willing to participate in the review and investigation process, the University will proceed as described below in Section III (E).

If the Complainant requests a confidential investigation, the University will seek to protect the privacy and confidentiality of the Complainant to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the University's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

If a confidential investigation is requested and agreed to, the University will investigate without revealing the name of the Complainant in any interview or email and will not ask questions that inadvertently or reasonably could reveal the identity of the Complainant.

If the Complainant asks that the report of sexual misconduct not be pursued, the University will consider the interests of the Complainant, the campus community, law enforcement, and/or other appropriate interests under the circumstances. The University, in consultation with the Title IX Coordinator, will make a final decision on whether and to what extent it will conduct an investigation, and notify the Complainant promptly.

E. Investigation Procedure

Investigators do not function as advocates for either Complainants or Respondents. Investigators can, however, identify advocacy and support resources for either Complainants or Respondents.

The Respondent will receive written notice of the report and the nature of the alleged misconduct. He/She will be advised in writing of the investigation process and opportunity to provide any relevant evidence.

The Investigation will generally be conducted by the Director of Student Services for the campus (or any other individual appointed by the Title IX Coordinator) if the Respondent is a student. If the Respondent is a faculty or staff member, Employee Relations will also participate in the investigation.

The investigator will separately interview both Complainant and Respondent. Both parties will be able to provide evidence and suggest other witnesses to be interviewed. The investigator will interview other relevant witnesses and review any other available relevant evidence. Both the Complainant and Respondent can have another individual present during their own respective interviews. If the Complainant or Respondent elects, they may have an attorney present during their own interview, but said attorney may not advocate during the interview.

F. Determinations

1. For cases where the Respondent is a student.

The investigator will present all evidence to the Title IX Coordinator (or his/her designated Deputy Title IX Coordinator). In all cases, the Title IX Coordinator or the designated Deputy Title IX Coordinator will

be appropriately trained regarding handling and considering sexual misconduct and relationship violence cases.

The Title IX Coordinator will weigh the evidence presented and decide whether additional evidence is necessary for consideration. Ultimately, the Title IX Coordinator will make a determination of whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

The University reserves the right to convene a Determination Panel to review the evidence and make the determination in appropriate circumstances.

2. For cases where the Respondent is a Faculty or Staff Member.

The investigator will present all evidence to the Ethics Committee of EDMC. The Ethics Committee will be appropriately trained regarding handling and adjudicating sexual misconduct and relationship violence cases. The Ethics Committee will weigh the evidence presented and make a determination whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

G. Standard of Proof

In all cases under the Sexual Misconduct policy, the Title IX Coordinator (or designee) or the Ethics Committee will determine if a violation of policy has occurred by the preponderance of evidence standard. Thus, they will determine whether it is more likely than not that a violation has occurred.

H. Potential Sanctions

If a violation of policy has been found, the Title IX Coordinator or the Ethics Committee will impose appropriate sanctions, including but not limited to coaching, training, probation, suspension, or expulsion in the case of students or coaching, training, written warning, demotion, or termination in the case of employees.

I. Outcome Notifications

Both the Complainant and Respondent will be notified in writing of the outcome of the investigation and of the sanctions imposed, if any.

J. Appeals

If the Complainant or Respondent is a student, he or she may appeal the outcome determination by written appeal to the Campus President within 15 days of notification of the outcome. An appeal may be made based only on one or more of the following reasons:

1. New and significant evidence appeared that could not have been discovered by a properly diligent charged student or complainant before or during the original investigation and that could have changed the outcome.

2. The Finding is Arbitrary and Capricious: Reading all evidence in the favor of the non-appealing party, the finding was not supported by reasonable grounds or adequate consideration of the circumstances. In deciding appeals, the Campus President is allowed to make all logical inferences in benefit of the non-appealing party.
3. Disproportionate Sanctions: The sanctions were disproportionate to the findings.

The appeal shall consist of a written statement requesting review of the conduct decision or sanction and explaining in detail the basis for the appeal. The Campus President, or designated representative, will notify the non-appealing party of the request for an appeal. Within five working days of receipt of the notice, the non-appealing party may submit a written statement to be included in the case file. The appeal may proceed without the non-appealing party's written statement if it is not submitted within the designated time limit.

The Campus President will endeavor to make a determination of the appeal within 15 business days of receipt. The President's decision is final.

Sexual Misconduct & Relationship Violence Policy; Procedures for Handling Sexual Misconduct and Relationship Violence Complaints at Argosy University, Chicago and Argosy University, Schaumburg

Argosy University, Chicago and Argosy University, Schaumburg value civility, dignity, diversity, education, honesty, and safety and is firmly committed to maintaining a campus environment free from all forms of sex discrimination, sexual harassment, and sexual assault. Sexual Misconduct and Relationship Violence, defined more specifically below, are inconsistent with these values, violate institutional policy, and will not be tolerated at Argosy University, Chicago and Argosy University, Schaumburg and are expressly prohibited. Similarly, retaliation for having brought forward a concern or allegation or for participating in an investigation of a report of Sexual Misconduct or Relationship Violence is also expressly prohibited and is grounds for disciplinary action.

This Policy provides information regarding how an individual – whether a student, faculty member, or staff member – can make a report of Sexual Misconduct or Relationship Violence impacting a student and how Argosy University, Chicago and Argosy University, Schaumburg will proceed once it is made aware of any such report.

For faculty and staff members who believe they are the victim of sexual misconduct, please follow our No Harassment policy in the Employee Handbook.

I. Preliminary Issues & Important Definitions

This Policy prohibits "Sexual Misconduct" and "Relationship Violence," broad categories encompassing the conduct defined below. Sexual Misconduct and Relationship Violence can be committed by anyone, including third parties, and can occur between people of the same sex or different sexes and regardless of one's biological sex or transgendered sex. This policy applies to Sexual Misconduct and Relationship Violence that is committed against a student when that Sexual Misconduct or Relationship Violence occurs: (i) on campus; (ii) off-campus if in connection with a School-sponsored program or activity or in

student housing; or (iii) off-campus if allegedly perpetrated by a fellow student, faculty member, staff member, or third party when the victim/reporting student reasonably believes that the off-campus conduct has created a hostile educational environment.

A. What is “Sexual Misconduct”?

Sexual Misconduct includes:

- Sexual Assault: Having or attempting to have sexual intercourse, cunnilingus, or fellatio without Consent (as defined below). Sexual intercourse is defined as anal or vaginal penetration by a penis, tongue, finger, or inanimate object.
- Non-Consensual Sexual Contact: Any intentional sexual touching with any body part or object by any person upon any person without Consent.
- Sexual Exploitation: An act attempted or committed through the abuse or exploitation of another person’s sexuality. Examples include, but are not limited to, prostituting another student; inducing a student into sexual intercourse, sexual contact, or other sexual activity by implicit or explicit threat of exposure of personal information or academic consequences; non-consensual video or audio-taping of sexual activity; allowing others to observe a personal consensual sexual act without the knowledge or Consent of all involved parties; and knowingly transmitting or exposing another person to a sexually transmitted infection without the person’s knowledge.
- Indecent Exposure: the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.
- Sexual Harassment: unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (a) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s academic status; or (b) Submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; or (c) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.

B. What is “Relationship Violence”?

Relationship Violence includes:

- Domestic Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a current or former spouse or intimate partner or any other person from whom the student is protected under federal or applicable state law.
- Dating Violence: Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a person who is or has been in a social relationship of a romantic or

intimate nature with the alleged victim. The existence of such a relationship is generally determined based on a consideration of the length and type of relationship and the frequency of interaction.

- **Stalking:** A course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts in which a person directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person's property.

The following also constitute violations of this Policy:

- **Complicity:** Assisting, facilitating, or encouraging the commission of a violation of this Policy.
- **Retaliation:** Acts or attempted acts for the purpose of interfering with any report, investigation, or proceeding under this Policy, or as retribution or revenge against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation, or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. To be clear, retaliation against a Complainant for reporting an incident or against any witness who participates in an investigation is strictly prohibited.

C. Who are "Complainants" and "Respondents"?

Argosy University, Chicago and Argosy University, Schaumburg are not a court of law. We also do not engage in victim-blaming or rushes to judgment. Therefore, without judgment, we refer to anyone who reports that s/he has experienced Sexual Misconduct as a "Complainant" and to anyone who reportedly has engaged in Sexual Misconduct as a "Respondent."

D. Defining Consent

In many cases of Sexual Misconduct, the central issue is consent or the ability to give consent. Consent is a voluntary agreement to engage in sexual activity. Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Past Consent does not imply future Consent, and Consent to engage in one form of sexual activity does not imply Consent to engage in a different form of sexual activity. A person's consent to engage in sexual activity with one person does not constitute consent to engage in sexual activity with another. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Consent must be knowing and voluntary. To give Consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of her/his actions. Individuals who are physically or mentally incapacitated cannot give Consent.

Silence, without actions evidencing permission, does not demonstrate Consent. Where force, threats, or coercion is alleged, the absence of resistance does not demonstrate Consent. Force, threats, or coercion invalidates Consent. A person's manner of dress does not constitute consent. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one's responsibility to obtain Consent or negate one's intent. Consent to engage in sexual activity may be withdrawn by either person at any time. Once withdrawal of Consent has been clearly expressed, the sexual activity must cease.

Incapacitation is the inability, temporarily or permanently, to give Consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, due to an intellectual or other disability that prevents the student from having the capacity to give Consent, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he or she demonstrates that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators that an individual is incapacitated may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, lack of awareness of circumstances or surroundings, or inability to perform other physical or cognitive tasks without assistance.

E. Title IX Coordinator & Deputy Coordinators

The Title IX Coordinator for Argosy University is Anne Orelli, Vice President of Student Services Operations & Compliance, 1400 Penn Avenue, Pittsburgh, PA 15222, (866) 427-4679 ext. 28564, amorelli@argosy.edu. The Title IX Coordinator is responsible for, among other things, coordinating the campus's efforts to comply with and carry out the campus's responsibilities under Title IX of the Education Amendments of 1972, including compliance with Non-Discrimination and Sexual Misconduct policies. The Title IX Coordinator has ultimate oversight of Title IX related investigations; other individuals may serve as Deputy Title IX Coordinators to help oversee investigations and determination proceedings under Grievance and Misconduct policies and procedures.

See Appendix IV, Argosy University Campus Locations for phone number information for the Deputy Title IX Coordinator for each campus.

Questions regarding Title IX may be referred to the Title IX Coordinator, the Deputy Coordinator, or the Office of Civil Rights.

II. Reporting & Confidentiality

We encourage victims of Sexual Misconduct & Relationship Violence to talk to somebody about what happened – so they can get the support they need, and so the School can respond appropriately. Different employees on campus have different abilities to maintain confidentiality:

- **CONFIDENTIAL REPORTING:** Some individuals are required to maintain near complete confidentiality. These include professional counselors such as those provided by Talk One2One

counseling services (available at 1-888-617-3362). These individuals can provide resources and generally talk to a victim without revealing any personally identifying information about an incident to the School. A victim can seek assistance and support from these individuals without triggering a School investigation.

o Local crisis hotline resources that offer 24/7 confidential counseling services are:

Argosy University, Chicago
Rape Victim Advocates (RVA)
(888) 293-2080
180 N. Michigan Avenue
Chicago, IL 60601
(312) 443-9603
Website: <http://www.rapevictimadvocates.org>

Argosy University, Schaumburg
Northwest CASA
(888) 802-8890
415 W. Golf Rd., Suite 47
Arlington Heights, IL 60005
(847) 806-6526
Website: <http://www.nwcasa.org>

A victim may also make an anonymous report by using our online reporting system, accessible through the “Help/Contact Us” link on the Student Portal. A report made through this medium may trigger an investigation.

- **NON-CONFIDENTIAL REPORTING.** Other than professional counselors defined above, most other employees and contractors are required to report all the details of an incident to the Title IX coordinator. A report to these employees (called “responsible employees”) constitutes a report to the School and generally obligates the School to investigate the incident and take appropriate steps to address the situation. The following campus employees (or categories of employees) are examples of responsible employees: the Title IX Coordinator, all Deputy Title IX Coordinators, President, Director of Student Services, other Student Services staff, Housing staff, Academic Advisors, the Security Team (including contract security personnel), all full-time and adjunct Faculty, Human Resources, and Employee Relations. Upon receiving a report of an alleged violation of this Policy the School is obligated to provide survivors with concise information, written in plain language, concerning the survivor’s rights and options.

o The Director of Student Services at your campus is: Eric Ziehlke. He can be contacted at eziehlke@argosy.edu or via phone at 312-777-7637.

A victim may also make a report by using our online reporting system, accessible through the “Help/Contact Us” link on the Student Portal. A report made through this medium may trigger an investigation.

The School will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged Sexual Misconduct or Relationship Violence to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the School's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

The School will complete any publicly available record-keeping, including Clery Act reporting and disclosure, without the inclusion of identifying information about the alleged victim. It will also maintain as confidential any interim measures or remedies provided to the alleged victim to the extent that maintaining confidentiality will not impair its ability to provide the interim measures or remedies. Third parties and/or bystanders may also report using the methods above.

In addition to internal reporting, the School strongly encourages anyone who believes they have experienced a sexual assault (or any other crime) to make a report to local law enforcement. Designated staff will, upon request, assist an individual in making a report to law enforcement as necessary and appropriate. Local law enforcement for your campus may be contacted at: (312) 745-4290 for Chicago and (847) 882-3586 for Schaumburg.

Collection and preservation of physical evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. No-cost medical forensic examinations are available at any hospital emergency room. Although we strongly encourage complainants to report to local law enforcement, such a report is not a prerequisite to the School's review and investigation of any complaint covered by this Policy. The School will honor a Complainant's request not to report the matter to local law enforcement UNLESS we have a reasonable basis to believe that the safety and security of the campus community is at risk. In this event, the School will endeavor to notify a Complainant or Reporter of the institution's intent to report the matter to law enforcement in advance of any such report.

The School does not limit the time frame for reporting under this Policy, although a delay in reporting may impact the School's ability to take certain actions.

Other Code of Conduct Violations: The School encourages students who have been the victim of Sexual Misconduct or Relationship Violence to come forward. Students should not be discouraged from reporting such incidents because they fear discipline for their own violations of the Student Code of Conduct, such as use of alcohol in School housing. Any student who reports, in good faith, an alleged violation of this Policy shall not receive a disciplinary sanction for a student conduct violation that is revealed in the course of such a report, unless the violation is determined to be egregious including, without limitation, an action that places the health or safety of any other person at risk.

III. Response Procedure

Students are encouraged to report any incident of Sexual Misconduct or Relationship Violence to the Title IX Coordinator, Deputy Title IX Coordinator, the Director of Student Services, or the Campus President. If a report is made verbally, the School will request a written statement by the student. Upon receipt of a report, the School will generally proceed as described below.

A. Investigation Commencement

The School will provide a timely and thorough investigation. Barring exigent circumstances, cases of Sexual Misconduct and Relationship Violence will generally be resolved within a 60 day period once the incident has been reported. An extension of time may be necessary if witnesses are unavailable or uncooperative or due to other extenuating circumstances beyond the control of the investigator.

B. Initial Response

Once the School is put on notice of possible Sexual Misconduct and Relationship Violence, the Complainant will be offered appropriate confidential support, accommodations, and other resources and will be notified of applicable policies and procedures. Accommodations include the ability to move to different housing, to change work schedules, to alter academic schedules, to withdraw from/retake a class without penalty, and to access academic support. The Respondent also will be offered appropriate resources and notified of applicable policies and procedures.

C. Interim Intervention

Pending a final determination, the Title IX Coordinator and/or Student Services staff will take appropriate interim measures. These measures may include, but are not limited to, the imposition of a no-contact order and/or employment, transportation, residence, and academic modifications. Student Services staff may limit a student or organization's access to certain School facilities or activities pending resolution of the matter. The School may impose an Interim Suspension on the Respondent pending the resolution of an alleged violation when the School determines, in its sole discretion, that it is necessary in order to protect the safety and well-being of members of the campus community.

D. Decision to Proceed to Investigation

If the Complainant is willing to participate in the review and investigation process, the School will proceed as described below in Section III (E). The Title IX Coordinator will choose investigators that do not have a conflict of interest or bias for or against any parties involved in the potential Policy violation, and who receive at least annual training on issues related to sexual assault, domestic violence, dating violence, and stalking. The Complainant will receive notice of the individual with the authority to make a finding or impose a sanction and have the opportunity to request a substitute if there is a conflict of interest.

If the Complainant requests a confidential investigation, the School will seek to protect the privacy and confidentiality of the Complainant to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the School's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

If a confidential investigation is requested and agreed to, the School will investigate without revealing the name of the Complainant in any interview or email and will not ask questions that inadvertently or reasonably could reveal the identity of the Complainant.

If the Complainant asks that the report of sexual misconduct not be pursued, the School will consider the interests of the Complainant, the campus community, law enforcement, and/or other appropriate interests under the circumstances. The School, in consultation with the Title IX Coordinator, will make a final decision on whether and to what extent it will conduct an investigation, and notify the Complainant promptly.

In the event that a campus-wide alert related to the incident is deemed necessary, the campus shall generally attempt to notify the Complainant of the alert and its content before it is circulated. If the campus is unable to contact the Complainant in a timely fashion, or otherwise deems it necessary, the message may be sent without his/her review.

E. Investigation Procedure

Investigators do not function as advocates for either Complainants or Respondents. Investigators can, however, identify advocacy and support resources for either Complainants or Respondents. The Respondent will receive written notice of the report and the nature of the alleged misconduct. He/She will be advised in writing of the investigation process and opportunity to provide any relevant evidence.

The Investigation will generally be conducted by the Director of Student Services for the campus (or any other individual appointed by the Title IX Coordinator) if the Respondent is a student. If the Respondent is a faculty or staff member, Employee Relations will also participate in the investigation.

The investigator will separately interview both Complainant and Respondent. Both parties will be able to provide evidence and suggest other witnesses to be interviewed. The investigator will interview other relevant witnesses and review any other available relevant evidence. Both the Complainant and Respondent can have another individual present during their own respective interviews. If the Complainant or Respondent elects, they may have an attorney present during their own interview, but said attorney may not advocate during the interview.

F. Determinations

1. For cases where the Respondent is a student.

The investigator will present all evidence to the Title IX Coordinator (or his/her designated Deputy Title IX Coordinator). In all cases, the Title IX Coordinator or the designated Deputy Title IX Coordinator will be appropriately trained regarding handling and considering sexual misconduct and relationship violence cases.

The Title IX Coordinator will weigh the evidence presented and decide whether additional evidence is necessary for consideration. Ultimately, the Title IX Coordinator will make a determination of whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred. The School reserves the right to convene a Determination Panel to review the evidence and make the determination in appropriate circumstances.

2. For cases where the Respondent is a Faculty or Staff Member.

The investigator will present all evidence to the Ethics Committee of EDMC. The Ethics Committee will be appropriately trained regarding handling and adjudicating sexual misconduct and relationship violence cases. The Ethics Committee will weigh the evidence presented and make a determination whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

G. Standard of Proof

In all cases under the Sexual Misconduct policy, the Title IX Coordinator (or designee) or the Ethics Committee will determine if a violation of policy has occurred by the preponderance of evidence standard. Thus, they will determine whether it is more likely than not that a violation has occurred.

H. Potential Sanctions

If a violation of policy has been found, the Title IX Coordinator or the Ethics Committee will impose appropriate sanctions, including but not limited to coaching, training, probation, suspension, or expulsion in the case of students or coaching, training, written warning, demotion, or termination in the case of employees.

I. Outcome Notifications

Both the Complainant and Respondent will be notified in writing of the outcome of the investigation and of the sanctions imposed, if any.

J. Appeals

If the Complainant or Respondent is a student, he or she may appeal the outcome determination by written appeal to the Campus President within 15 business days of notification of the outcome. An appeal may be made based only on one or more of the following reasons:

1. New and significant evidence appeared that could not have been discovered by a properly diligent charged student or complainant before or during the original investigation and that could have changed the outcome.
2. The Finding is Arbitrary and Capricious: Reading all evidence in the favor of the non-appealing party, the finding was not supported by reasonable grounds or adequate consideration of the circumstances. In deciding appeals, the Campus President is allowed to make all logical inferences in benefit of the non-appealing party.
3. Disproportionate Sanctions: The sanctions were disproportionate to the findings.

The appeal shall consist of a written statement requesting review of the conduct decision or sanction and explaining in detail the basis for the appeal. The Campus President, or designated representative, will notify the non-appealing party of the request for an appeal. Within five business days of receipt of the notice, the non-appealing party may submit a written statement to be included in the case file. The

appeal may proceed without the non-appealing party's written statement if it is not submitted within the designated time limit.

The Campus President will endeavor to make a determination of the appeal within 15 business days of receipt. The President's decision is final.

The following policy is an addition to the current catalog applicable to Argosy University, Twin Cities only. It is to appear below the 'Sexual Misconduct and Relationship Violence Policy; Procedures for Handling Sexual Misconduct and Relationship Violence Complaints' policy currently located in the Argosy University Undergraduate Academic Catalog and is effective on 8/1/16.

Sexual Misconduct & Relationship Violence Policy; Procedures for Handling Sexual Misconduct and Relationship Violence Complaints at Argosy University, Twin Cities

Argosy University, Twin Cities (also "University") values civility, dignity, diversity, education, honesty, and safety and is firmly committed to maintaining a campus environment free from all forms of sex discrimination, sexual harassment, and sexual assault. Sexual Misconduct and Relationship Violence, defined more specifically below, are inconsistent with these values, violate institutional policy, and will not be tolerated Argosy University, Twin Cities and are expressly prohibited. Similarly, retaliation for having brought forward a concern or allegation or for participating in an investigation of a report of Sexual Misconduct or Relationship Violence is also expressly prohibited and is grounds for disciplinary action.

This Policy provides information regarding how an individual – whether a student, faculty member, or staff member – can make a report of Sexual Misconduct or Relationship Violence impacting a student or employee and how Argosy University, Twin Cities will proceed once it is made aware of any such report.

I. Preliminary Issues & Important Definitions

This Policy prohibits "Sexual Misconduct" and "Relationship Violence," broad categories encompassing the conduct defined below. Sexual Misconduct and Relationship Violence can be committed by anyone, including third parties, and can occur between people of the same sex or different sexes and regardless of one's biological sex or transgendered sex. This policy applies to Sexual Misconduct and Relationship Violence that is committed against a student or employee when that Sexual Misconduct or Relationship Violence occurs: (i) on campus; (ii) off-campus if in connection with a University-sponsored program or activity, in student housing, or at any other property owned or leased by the School; or (iii) off-campus if allegedly perpetrated by a fellow student, faculty member, staff member, or third party when the victim/reporting student or employee reasonably believes that the off-campus conduct has created a hostile educational environment.

A. What is "Sexual Misconduct"?

Sexual Misconduct includes:

- **Sexual Assault:** Having or attempting to have sexual intercourse, cunnilingus, or fellatio without Consent (as defined below). Sexual intercourse is defined as anal or vaginal penetration by a penis, tongue, finger, or inanimate object.
- **Non-Consensual Sexual Contact:** Any intentional sexual touching with any body part or object by any person upon any person without Consent.

- **Sexual Exploitation:** An act attempted or committed through the abuse or exploitation of another person's sexuality. Examples include, but are not limited to, prostituting another individual; inducing another individual into sexual intercourse, sexual contact, or other sexual activity by implicit or explicit threat of exposure of personal information or academic consequences; non-consensual video or audio-taping of sexual activity; allowing others to observe a personal consensual sexual act without the knowledge or Consent of all involved parties; and knowingly transmitting or exposing another person to a sexually transmitted infection without the person's knowledge.
- **Indecent Exposure:** the exposure of the private or intimate parts of the body in a lewd manner in public or in private premises when the accused may be readily observed.
- **Sexual Harassment:** unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a sexual nature when it meets any of the following: (a) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's academic status; or (b) submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting such individual; or (c) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working, learning, or living on campus.

B. What is "Relationship Violence"?

Relationship Violence includes:

- **Domestic Violence:** Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a current or former spouse or intimate partner or any other person from whom the student is protected under federal or applicable state law.
- **Dating Violence:** Violence, including but not limited to sexual or physical abuse or the threat of such abuse, committed by a person who is or has been in a social relationship of a romantic or intimate nature with the alleged victim. The existence of such a relationship is generally determined based on a consideration of the length and type of relationship and the frequency of interaction.
- **Stalking:** A course of conduct directed at a specific person that would cause a reasonable person to fear for their own safety or the safety of others or suffer substantial emotional distress. A course of conduct means two or more acts in which a person directly, indirectly or through third parties, by any action, method, device or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person or interferes with a person's property.

The following also constitute violations of this Policy:

- **Complicity:** Assisting, facilitating, or encouraging the commission of a violation of this Policy.
- **Retaliation:** Acts or attempted acts for the purpose of interfering with any report, investigation, or proceeding under this Policy, or as retribution or revenge against anyone who has reported Sexual Misconduct or Relationship Violence or who has participated (or is expected to participate) in any manner in an investigation, or proceeding under this Policy. Prohibited retaliatory acts include, but are not limited to, intimidation, threats, coercion, or discrimination. Retaliation against a Complainant for reporting an incident or against any witness who participates in an investigation is strictly prohibited.

C. Who are “Complainants” and “Respondents”?

Argosy University, Twin Cities is not a court of law. We also do not engage in victim-blaming or rushes to judgment. Therefore, without judgment, we refer to anyone who reports that s/he has experienced Sexual Misconduct as a “Complainant” and to anyone who reportedly has engaged in Sexual Misconduct as a “Respondent.”

D. Defining Consent

In many cases of Sexual Misconduct, the central issue is consent or the ability to give consent. Consent is a voluntary agreement to engage in sexual activity. Consent to engage in sexual activity must exist from beginning to end of each instance of sexual activity. Past Consent does not imply future Consent, and Consent to engage in one form of sexual activity does not imply Consent to engage in a different form of sexual activity. Consent is demonstrated through mutually understandable words and/or actions that clearly indicate a willingness to engage in a specific sexual activity. Consent must be knowing and voluntary. To give Consent, a person must be awake, of legal age, and have the capacity to reasonably understand the nature of her/his actions. Individuals who are physically or mentally incapacitated cannot give Consent.

Silence, without actions evidencing permission, does not demonstrate Consent. Where force, threats, or coercion is alleged, the absence of resistance does not demonstrate Consent. Force, threats, or coercion invalidates Consent. The responsibility of obtaining Consent rests with the person initiating sexual activity. Use of alcohol or drugs does not diminish one’s responsibility to obtain Consent or negate one’s ability to give Consent.

Consent to engage in sexual activity may be withdrawn by either person at any time. Once withdrawal of Consent has been clearly expressed, the sexual activity must cease.

Incapacitation is the inability, temporarily or permanently, to give Consent, because the individual is mentally and/or physically helpless due to drug or alcohol consumption, either voluntarily or involuntarily, due to an intellectual or other disability that prevents the student from having the capacity to give Consent, or the individual is unconscious, asleep or otherwise unaware that the sexual activity is occurring. In addition, an individual is incapacitated if he or she demonstrates that they are unaware of where they are, how they got there, or why or how they became engaged in a sexual interaction. Where alcohol is involved, incapacitation is a state beyond drunkenness or intoxication. Some indicators that an individual is incapacitated may include, but are not limited to, vomiting, unresponsiveness, inability to communicate coherently, inability to dress/undress without assistance, inability to walk without assistance, slurred speech, loss of coordination, lack of awareness of circumstances or surroundings, or inability to perform other physical or cognitive tasks without assistance.

E. Title IX Coordinator & Deputy Coordinators

The Title IX Coordinator for Argosy University is Anne Orelli, Vice President of Student Services Operations & Compliance, 1400 Penn Avenue, Pittsburgh, PA 15222, (866) 427-4679 ext. 28564, amorelli@argosy.edu. The Title IX Coordinator is responsible for, among other things, coordinating the campus’s efforts to comply with and carry out the campus’s responsibilities under Title IX of the Education Amendments of 1972, including compliance with Non-Discrimination and Sexual Misconduct policies. The Title IX Coordinator has ultimate oversight of Title IX related investigations; other individuals may serve as Deputy Title IX Coordinators to help oversee investigations and determination proceedings under Grievance and Misconduct policies and procedures.

See Appendix IV, Argosy University Campus Locations for phone number information for the Deputy Title IX Coordinator for each campus.

Questions regarding Title IX may be referred to the Title IX Coordinator, the Deputy Coordinator, or the Office of Civil Rights.

II. Resources and Contact Information

Victims of Sexual Misconduct and Relationship Violence (including sexual harassment and sexual assault) have rights under the crime victims bill of rights, including the right to assistance from the Crime Victims Reparations Board and the Commissioner of Public Safety. See MN Stat. 611A.01, *et seq.*

For more information, please visit the Minnesota Department of Public Safety's website at:

<https://dps.mn.gov/divisions/ojp/help-for-crime-victims/Pages/default.aspx>

Victims of sexual violence possess rights under Minnesota State Statutes section 135A.15. These rights include the following:

1. The victim has the right to file criminal charges with local law enforcement officials.
2. Local University authorities, at the request of the victim, will provide assistance in notifying the appropriate law enforcement officials and disciplinary authorities of any incident of sexual assault.
3. At the direction of law enforcement authorities, the University will provide complete and prompt assistance in obtaining, securing, and maintaining evidence in connection with an incident of sexual assault.
4. University authorities will provide assistance to the sexual assault victim or complainant in preserving materials relevant to a campus disciplinary proceeding.
5. All sexual assault complaints will be investigated and resolved consistent with the standards in this policy.
6. The victim may be accompanied by an attorney or other support person at, and may participate in, any campus disciplinary proceeding concerning the sexual assault complaint.
7. The victim will be informed of the outcome of any campus disciplinary proceeding concerning the sexual assault complaint, consistent with laws relating to data practices.
8. At the request of the sexual assault victim, University authorities in cooperation with appropriate law enforcement authorities will provide assistance in shielding the victim from unwanted contact with the alleged assailant, including transferring the victim to alternative classes or alternative University-owned housing, if alternative classes or housing are available and feasible.
9. University authorities will inform sexual assault victims of their rights to assistance from the office of the Crime Victim Ombudsman and the Crime Victims Reparations Board and will provide assistance in contacting these offices.

All students have complimentary access to Talk One-2-One counseling services for a range of personal problems including family and marital issues, stress, anxiety, and depression. These services include up to 4 confidential face-to-face or telephone counseling sessions, as well as a crisis hotline open 24 hours per day, 7 days per week. Talk One-2-One's counselors are licensed, experienced, and easy to talk to. To schedule an appointment, call 1-888-617-3362. This is a no charge, confidential service to SCHOOL.

In addition, the following local organizations provide victim / survivor services:

- Cornerstone Advocacy Crisis Line
952-884-0330

- Alexandra House, in partnership with the Minnesota Coalition for Battered Women
866-223-1111
- Crisis Connection
612-379-6363
- Hennepin County Mental Health - COPE
612-596-1223
- Boynton Health Service (after hours recorded info) 612-625-7800 or 612-625-8400
- Fairview-University Medical Center Emergency Room
612-273-3000

If a student who reported a violation of the Sexual Misconduct & Relationship Violence Policy decides to transfer to another postsecondary institution after making a report under this policy, the University will provide the student with information regarding available resources for victims of sexual assault at their new institution.

III. **Reporting & Confidentiality**

We encourage victims of Sexual Misconduct & Relationship Violence to talk to somebody about what happened – so they can get the support they need, and so the University can respond appropriately. Different employees on campus have different abilities to maintain confidentiality:

- **CONFIDENTIAL REPORTING:** Some individuals are required to maintain near complete confidentiality. These include professional counselors such as those provided by Talk One-2-One counseling services. These individuals can provide resources and generally talk to a victim without revealing any personally identifying information about an incident to the University. A victim can seek assistance and support from these individuals without triggering a University investigation. A victim may also make an anonymous report by using our online reporting system, accessible through the “Help/Contact Us” link on the Student Portal. A report made through this medium may trigger an investigation.
- **NON-CONFIDENTIAL REPORTING.** Other than professional counselors defined above, most other employees and contractors are required to report all the details of an incident to the Title IX coordinator. A report to these employees (called “responsible employees”) constitutes a report to the University and generally obligates the University to investigate the incident and take appropriate steps to address the situation. The following campus employees (or categories of employees) are examples of responsible employees: the Title IX Coordinator, all Deputy Title IX Coordinators, President, Director of Student Services, other Student Services staff, Housing staff, Academic Advisors, the Security Team (including contract security personnel), all full-time and adjunct Faculty, Human Resources, and Employee Relations. A victim may also make a report by using our online reporting system, accessible through the “Help/Contact Us” link on the Student Portal. A report made through this medium may trigger an investigation.

Except as required by Title IX, the University will only disclose data collected under this Policy to the victim of Sexual Misconduct and Relationship Violence, persons whose work assignments reasonably requires access, and, at a sexual assault victim’s request, to police conducting a criminal investigation or to the victim’s legal representative or support person.

The University will seek to protect the privacy and confidentiality of the individuals involved in any report of alleged Sexual Misconduct or Relationship Violence to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the University’s responsibility to provide a safe and nondiscriminatory environment to all members of its community.

In the event that a campus-wide alert related to the incident is deemed necessary, the campus shall generally attempt to notify the Complainant of the alert and its content before it is circulated. If the campus is unable to contact the Complainant in a timely fashion, or otherwise deems it necessary, the message may be sent without his/her review.

The University will complete any publicly available record-keeping, including Clery Act reporting and disclosure, without the inclusion of identifying information about the alleged victim. It will also maintain as confidential any interim measures or remedies provided to the alleged victim to the extent that maintaining confidentiality will not impair its ability to provide the interim measures or remedies. In addition to internal reporting, the University strongly encourages anyone who believes they have experienced a sexual assault (or any other crime) to make a report to local law enforcement. A report may be made to the Minneapolis Police Department's Sex Crimes Unit. Those wishing to make a report may contact the Sex Crimes Unit at Sex Crimes Unit at 612-871-5111 or on their website at: http://www.minneapolismn.gov/police/about/investigations/police_about_sexcrimes. Collection and preservation of evidence relating to the reported sexual assault is essential for law enforcement investigations, so prompt reporting of the incident to law enforcement is especially critical. Designated school staff will promptly, upon request, assist an individual in making a report to the appropriate law enforcement should the individual choose to do so. Further, school staff, at the direction of law enforcement, will assist with obtaining, securing and maintaining evidence in connection with a sexual assault incident, when requested.

Although Argosy University, Twin Cities strongly encourages complainants to report to local law enforcement, such a report is not a prerequisite to the school's review and investigation of any complaint covered by this Policy. The school will honor a Complainant's request not to report the matter to local law enforcement.

The University does not limit the time frame for reporting under this Policy, although a delay in reporting may impact the University's ability to take certain actions. Throughout the reporting process, a victim may be asked to repeat their description of the incident numerous times in order to fully and fairly investigate the allegations raised, but the University will endeavor to limit the number of times this occurs. It is the victim's decision when to elect to repeat their description of the incident.

If the victim decides to provide the University with a description of the incident, the school will provide that statement to the victim of Sexual Misconduct and Relationship Violence or, if the victim transfers to another post-secondary institution, to that post-secondary institution. In disclosing this information, the school will comply with all state and federal laws governing access to student records, including the Family Educational Rights and Privacy Act of 1974 (FERPA).

Amnesty for Drug and Alcohol Violations: Argosy University, Twin Cities encourages victims and witnesses of Sexual Misconduct or Relationship Violence to come forward. Victims and witnesses should not be discouraged from reporting such incidents because they fear discipline for their own violations of University policies regarding the use of alcohol or drugs. Therefore, the school will not sanction a witness or victim of an incident of Sexual Misconduct or Relationship Violence whose good faith report of the incident includes an admission to using drugs or alcohol in violation of school policies.

IV. Response Procedure

Students are encouraged to report any incident of Sexual Misconduct or Relationship Violence to the Title IX Coordinator, Deputy Title IX Coordinator, the Director of Student Services, or the Campus President. If a report is made verbally, the University will request a written statement by the student. When receiving a report, all school authorities will treat the victim with dignity. At no time will school authorities suggest that a victim is at fault for the crime or violation that occurred, or that the victim should have acted in a different manner to avoid the crime.

The school will preserve, to the extent possible and practicable, information related to all stages of the complaint process.

Upon receipt of a report, the school will generally proceed as described below.

A. Investigation Commencement

The school will provide a timely and thorough investigation. Barring exigent circumstances, cases of Sexual Misconduct and Relationship Violence will generally be resolved within a 60 day period once the incident has been reported. An extension of time may be necessary if witnesses are unavailable or uncooperative or due to other extenuating circumstances beyond the control of the investigator.

B. Initial Response

Once the school is put on notice of possible Sexual Misconduct and Relationship Violence, the Complainant will be offered appropriate confidential support, accommodations, and other resources (including fair and respectful health care, counseling services or provide referrals to such services) and will be notified of applicable policies and procedures. Accommodations include the ability to move to different housing, to change work schedules, to alter academic schedules, to withdraw from/retake a class without penalty, and to access academic support. The Respondent also will be offered appropriate resources and notified of applicable policies and procedures.

C. Interim Intervention

During and after the investigation and disciplinary procedure, school authorities, in cooperation with law enforcement as appropriate and at the victim's request, the school will shield the victim from unwanted contact from the accused. These measures may include transferring the victim to alternative classes or to alternative college-owned housing, if alternative classes or housing are available and feasible. Furthermore, pending a final determination, the Title IX Coordinator and/or Student Services staff will take appropriate interim measures. These measures may include, but are not limited to, the imposition of a no-contact order and/or employment, transportation, residence, and academic modifications. Student Services staff may limit a student or organization's access to certain school facilities or activities pending resolution of the matter. The school may impose an Interim Suspension on the Respondent pending the resolution of an alleged violation when the school determines, in its sole discretion, that it is necessary in order to protect the safety and well-being of members of the campus community.

D. Decision to Proceed to Investigation

If the Complainant is willing to participate in the review and investigation process, the school will proceed as described below in Section IV (E).

If the Complainant requests a confidential investigation, the school will seek to protect the privacy and confidentiality of the Complainant to the extent possible and allowed by law. The Title IX Coordinator will evaluate any request for confidentiality in the context of the school's responsibility to provide a safe and nondiscriminatory environment to all members of its community.

If a confidential investigation is requested and agreed to, the school will investigate without revealing the name of the Complainant in any interview or email and will not ask questions that inadvertently or reasonably could reveal the identity of the Complainant.

If the Complainant asks that the report of sexual misconduct not be pursued, the University will consider the interests of the Complainant, the campus community, law enforcement, and/or other appropriate interests under the circumstances. The University, in consultation with the Title IX Coordinator, will make a final decision on whether and to what extent it will conduct an investigation, and notify the Complainant promptly.

E. Investigation Procedure

Investigators do not function as advocates for either Complainants or Respondents. Investigators can, however, identify advocacy and support resources for either Complainants or Respondents. The Respondent will receive written notice of the report and the nature of the alleged misconduct. He/She will be advised in writing of the investigation process and opportunity to provide any relevant evidence.

The Investigation will generally be conducted by the Director of Student Services for the campus (or any other individual appointed by the Title IX Coordinator) if the Respondent is a student. If the Respondent is a faculty or staff member, Employee Relations will also participate in the investigation. The investigator will separately interview both Complainant and Respondent. Both parties will be able to provide evidence and suggest other witnesses to be interviewed. The investigator will interview other relevant witnesses and review any other available relevant evidence. Both the Complainant and Respondent can have another individual present during their own respective interviews. If the Complainant or Respondent elects, they may have an attorney or other support person who is not a fact witness to the sexual assault present during their own interview, but said attorney may not advocate during the interview.

F. Determinations

1. For cases where the Respondent is a student.

The investigator will present all evidence to the Title IX Coordinator (or his/her designated Deputy Title IX Coordinator). In all cases, the Title IX Coordinator or the designated Deputy Title IX Coordinator will be appropriately trained regarding handling and considering sexual misconduct and relationship violence cases.

The Title IX Coordinator will weigh the evidence presented and decide whether additional evidence is necessary for consideration. Ultimately, the Title IX Coordinator will make a determination of whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred. The University reserves the right to convene a Determination Panel to review the evidence and make the determination in appropriate circumstances.

2. For cases where the Respondent is a Faculty or Staff Member. The investigator will present all evidence to the Ethics Committee of EDMC. The Ethics Committee will be appropriately trained regarding handling and adjudicating sexual misconduct and relationship violence cases. The Ethics Committee will weigh the evidence presented and make a determination whether a violation of the Sexual Misconduct & Relationship Violence Policy or any other policy has occurred.

G. Standard of Proof

In all cases under the Sexual Misconduct policy, the Title IX Coordinator (or designee) or the Ethics Committee will determine if a violation of policy has occurred by the preponderance of evidence standard. Thus, they will determine whether it is more likely than not that a violation has occurred.

H. Potential Sanctions

If a violation of policy has been found, the Title IX Coordinator or the Ethics Committee will impose appropriate sanctions, including but not limited to coaching, training, probation, suspension, or expulsion in the case of students or coaching, training, written warning, demotion, or termination in the case of employees.

I. Outcome Notifications

Both the Complainant and Respondent will be notified in writing of the outcome of the investigation and of the sanctions imposed, if any.

J. Appeals

If the Complainant or Respondent is a student, he or she may appeal the outcome determination by written appeal to the Campus President within 15 days of notification of the outcome. An appeal may be made based only on one or more of the following reasons:

1. New and significant evidence appeared that could not have been discovered by a properly diligent charged student or complainant before or during the original investigation and that could have changed the outcome.
2. The Finding is Arbitrary and Capricious: Reading all evidence in the favor of the non-appealing party, the finding was not supported by reasonable grounds or adequate consideration of the circumstances. In deciding appeals, the Campus President, or their designee, is allowed to make all logical inferences in benefit of the non-appealing party.
3. Disproportionate Sanctions: The sanctions were disproportionate to the findings.

The appeal shall consist of a written statement requesting review of the conduct decision or sanction and explaining in detail the basis for the appeal. The Campus President, or designated representative, will notify the non-appealing party of the request for an appeal. Within five working days of receipt of the notice, the non-appealing party may submit a written statement to be included in the case file. The appeal may proceed without the non-appealing party's written statement if it is not submitted within the designated time limit.

The Campus President will endeavor to make a determination of the appeal within 15 business days of receipt. The President's decision is final.

V. No Retaliation

Argosy University, Twin Cities expressly forbids retaliation against victims of sexual assault by campus authorities, the accused, organizations affiliated with the accused, other students and other employees.

Complaints of retaliation will be investigated in accordance with Argosy University, Twin Cities Academic Catalog and/or EDMC's Employee Handbook, depending on the circumstances and parties involved in the alleged retaliatory conduct.

Reporting Health or Safety Hazards

Students should immediately report health or safety hazards to the Campus President or designee. Any accident or injury, no matter how slight, must also be reported immediately.

Campus Security Report

Argosy University publishes an annual security report that contains information concerning policies and programs relating to campus security, crimes and emergencies, the prevention of crimes and sexual offenses, drug and alcohol use, campus law enforcement and access to campus facilities. The annual security report also includes statistics concerning the occurrence of specified types of crimes on campus, at certain off-campus locations, and on the public property surrounding the campus. The annual security report is published each year by October 1 and contains statistics for the three most recent calendar years. The annual security report is provided to all current students and employees. A copy of the most recent annual security report may be obtained from the Student Services department during regular business hours. Copies of the Crime Report are available on the University website at the following links for each campus:

Argosy University, Atlanta	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-atlanta.pdf
Argosy University, Chicago	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-chicago.pdf
Argosy University, Dallas	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-dallas.pdf
Argosy University, Denver	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-denver.pdf
Argosy University, Hawai'i	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-honolulu.pdf
Argosy University, Inland Empire	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-inland-empire.pdf
Argosy University, Los Angeles	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-los-angeles.pdf
Argosy University, Nashville	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-nashville.pdf
Argosy University, Northern Virginia	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-northern-virginia.pdf
Argosy University, Orange County	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-orange-county.pdf
Argosy University, Phoenix	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-phoenix.pdf
Argosy University, Salt Lake City	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-salt-lake-city.pdf
Argosy University, San Diego	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-san-diego.pdf
Argosy University, San Francisco Bay Area	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-san-francisco.pdf
Argosy University, Sarasota	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-sarasota.pdf

Argosy University, Schaumburg	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-schaumburg.pdf
Argosy University, Seattle	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-seattle.pdf
Argosy University, Tampa	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-tampa.pdf
Argosy University, Twin Cities	http://content.argosy.edu/assets/pdf/AU/Sci/crime-reports/crime-report-twin-cities.pdf

In addition to the annual security report, Argosy University maintains a crime log recording all reported crimes. The crime log is available for public inspection during regular business hours at the Student Services Department office. Argosy University will report to the campus community concerning the occurrence of any crime includable in the annual security report that is reported to the Student Services department or local police and that is considered to be a threat to students or employees.

Argosy University reminds all students that they are ultimately responsible for their own actions regarding their safety and welfare.

Drug and Alcohol Policies

In keeping with section 120(a) through (d) of The Higher Education Act of 1965, as amended, including the Drug-Free Schools and Communities Amendments of 1989 (Public Law 101-226), a “Drug Free Schools and Campuses” publication, the ‘Drug and Alcohol Prevention Program and the Drug-Free Workplace and Campus Program’, is provided to all students and employees annually.

Pursuant to federal and state drug laws, employees and students are prohibited from the unlawful manufacture, distribution, possession, sale or use of illicit/illegal drugs. The University also enforces state laws regarding underage drinking. This prohibition applies while on the property of the college or when participating in any institutional activity. Students or employees who violate this policy will be subject to disciplinary action up to, and including, expulsion from the college or termination of employment.

For more information please refer to the Drug and Alcohol Prevention Program and the Drug-Free Workplace and Campus Program. Please see the links below for information by campus.

Hard copies of the policy are available at each campus.

Argosy University, Atlanta	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-atlanta.pdf
Argosy University, Chicago	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-chicago.pdf
Argosy University, Dallas	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-dallas.pdf
Argosy University, Denver	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-denver.pdf

Argosy University, Hawai'i	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-honolulu.pdf
Argosy University, Inland Empire	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-inland-empire.pdf
Argosy University, Los Angeles	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-los-angeles.pdf
Argosy University, Nashville	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-nashville.pdf
Argosy University, Northern Virginia	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-northern-virginia.pdf
Argosy University, Orange County	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-orange-county.pdf
Argosy University, Phoenix	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-phoenix.pdf
Argosy University, Salt Lake City	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-salt-lake-city.pdf
Argosy University, San Diego	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-san-diego.pdf
Argosy University, San Francisco	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-san-francisco.pdf
Argosy University, Sarasota	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-sarasota.pdf
Argosy University, Schaumburg	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-schaumburg.pdf
Argosy University, Seattle	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-seattle.pdf
Argosy University, Tampa	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-tampa.pdf
Argosy University, Twin Cities	http://content.argosy.edu/assets/pdf/AU/Sci/policies/drug-alcohol-policy-twin-cities.pdf

Procedures Following Suicide Threats and Attempts

Argosy University is committed to the well-being and safety of its university community. Argosy University expects and encourages students to maintain a reasonable concern for their own self-welfare and in turn, the welfare of the university community. In the event that Argosy University has reasonable cause to believe that a student attempted, will attempt, or has engaged in efforts to prepare to commit suicide, the campus may require the student to suspend their studies at Argosy University until the student can demonstrate that they have sought help or assistance from others including family, mental health professionals, support groups or any other resource that offer support around suicidality. If the

student resides in School Sponsored Housing, they may need to temporarily find alternative accommodations until Argosy University feels that the student can safely return to housing.

Students with psychological impairments that affect the student's ability to function in the university community (academically, socially or otherwise) may opt for a medical withdrawal or a medical leave of absence. The university, at its discretion, may set restrictions and/or conditions for the student to return to the university including receiving outside counseling and signing a safety contract.

Argosy University cannot provide the long-term psychological treatment that is necessary for students experiencing suicidal distress. Because of the serious nature of attempted suicide and/or suicidal ideation, the student's parents or other support person(s) may be contacted by the university and informed of the student's condition. The Family Educational Rights and Privacy Act (FERPA) permits university officials to contact parents without the student's consent, "if knowledge of the information is necessary to protect the health and safety of the student or other individuals." If circumstances indicate further harm may come to a student by contacting family members, other options may apply.

Health and Immunization

Vaccination Policy

EDMC institutions shall recognize all state and federal vaccination and immunization requirements. Institutions, with the support of EDMC accreditation and licensing and law departments, are responsible for ensuring compliance with applicable requirements.

Meningococcal Disease

Meningococcal disease can refer to any illness that is caused by the type of bacteria called *Neisseria meningitidis*, also known as meningococcus [muh-ning-goh-KOK-us]. These illnesses are often severe and include infections of the lining of the brain and spinal cord (meningitis) and bloodstream infections (bacteremia or septicemia).

Meningococcus bacteria are spread through the exchange of respiratory and throat secretions like spit (e.g., by living in close quarters, kissing). Meningococcal disease can be treated with antibiotics, but quick medical attention is extremely important. Keeping up to date with recommended vaccines is the best defense against meningococcal disease.

Meningococcal disease is more commonly diagnosed among infants, adolescents, and young adults. Infectious diseases tend to spread wherever large groups of people gather together. Outbreaks of serogroup B meningococcal disease have been reported from college campuses during the last several years. There are certain medical conditions and medications that put people at increased risk of meningococcal disease, such as not having a spleen and having a complement component deficiency. Travelers to the meningitis belt in sub-Saharan Africa may be at risk for meningococcal disease, particularly during the dry season.

There are three types of meningococcal vaccines available in the United States:

- Meningococcal conjugate vaccines
- Meningococcal polysaccharide vaccine
- Serogroup B meningococcal vaccines

Meningococcal vaccination is recommended for all preteens and teens. All 11 to 12 year olds should be vaccinated with a single dose of a quadrivalent (protects against serogroups A, C, W, and Y) meningococcal conjugate vaccine. Since protection decreases over time, a booster dose is recommended at age 16 so teens continue to have protection during the years when they are at highest risk of meningococcal disease. Teens and young adults (16 through 23 year olds) may also be vaccinated with a serogroup B meningococcal vaccine, preferably at 16 through 18 years old. Two or three doses are needed depending on the brand. Preteens, teens, and young adults should be vaccinated with a serogroup B meningococcal vaccine if they are identified as being at increased risk of meningococcal disease. Some people should not get the meningococcal vaccine, should wait, or should tell their doctor if they have certain conditions.

Additional information regarding the meningococcal vaccination, disease, risks, and contraindications can be found at <http://www.cdc.gov/meningococcal/index.html>.

Measles, Mumps and Rubella Vaccination (MMR)

Measles, mumps, and rubella are serious diseases. Before vaccines they were very common, especially among children. Measles virus causes rash, cough, runny nose, eye irritation, and fever. It can lead to ear infection, pneumonia, seizures (jerking and staring), brain damage, and death. Mumps virus causes fever, headache, muscle pain, loss of appetite, and swollen glands. It can lead to deafness, meningitis (infection of the brain and spinal cord covering), painful swelling of the testicles or ovaries, and rarely sterility. Rubella virus causes rash, arthritis (mostly in women), and mild fever. If a woman gets rubella while she is pregnant, she could have a miscarriage or her baby could be born with serious birth defects.

These diseases spread from person to person through the air. You can easily catch them by being around someone who is already infected. Measles, mumps, and rubella (MMR) vaccine can protect children (and adults) from all three of these diseases.

Children should get 2 doses of MMR vaccine: the First Dose at 12-15 months of age and the Second Dose at 4-6 years of age (may be given earlier, if at least 28 days after the 1st dose).

Some adults should also get MMR vaccine: Generally, anyone 18 years of age or older who was born after 1956 should get at least one dose of MMR vaccine, unless they can show that they have either been vaccinated or had all three diseases.

Additional information regarding the MMR vaccination, disease, risks, and contraindications can be found at <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/mmr.html>

Hepatitis B

Hepatitis B is a liver infection caused by the Hepatitis B virus (HBV). Hepatitis B is transmitted when blood, semen, or another body fluid from a person infected with the Hepatitis B virus enters the body of someone who is not infected. This can happen through sexual contact; sharing needles, syringes, or other drug-injection equipment; or from mother to baby at birth. For some people, hepatitis B is an acute, or short-term, illness but for others, it can become a long-term, chronic infection. Risk for chronic infection is related to age at infection: approximately 90% of infected infants become chronically infected, compared with 2%–6% of adults. Chronic Hepatitis B can lead to serious health issues, like cirrhosis or liver cancer. The best way to prevent Hepatitis B is by getting vaccinated.

The vaccination schedule most often used for adults and children has been three intramuscular injections, the second and third administered 1 and 6 months after the first. Recombivax HB® has been approved as a two dose schedule for aged 11-15 years. Twinrix® has also been approved as a four dose accelerated schedule.

Additional information regarding the hepatitis B vaccination, disease, risks, and contraindications can be found at <http://www.cdc.gov/hepatitis/hbv/index.htm>

Institutions in the following states are required to provide students with information regarding meningococcal disease and/or hepatitis B including the availability of vaccination:

- California*
- Colorado*
- Florida*
- Georgia
- Kentucky*
- Massachusetts
- Minnesota
- New York*
- North Carolina*
- Oklahoma*
- Tennessee*
- Washington
- Wisconsin
- Wisconsin

Institutions in the following states are to require each student attending each student attending a public institution of higher education who lives in on-campus housing to receive the meningococcal vaccine unless he or she has a medical or religious exemption:

- Missouri

Institutions in the following states are to require all to be vaccinated against certain diseases:

- Oklahoma
- Oregon
- Tennessee

Students attending institutions in the following states are required to present evidence of immunization for measles, mumps, and rubella, diphtheria, and/or tetanus. Some states may allow for a medical or religious exemption or waiver:

- California*
- Colorado*
- Hawaii*
- Illinois
- Massachusetts
- Minnesota*
- Nevada*
- New York*
- Tennessee

Institutions in the following states are required to provide detailed information regard the vaccine for Hepatitis B:

- Florida*

Institutions in the following states must have on file a certificate of TB examination:

- Hawaii

*Student records maintained by the institution must contain documentation

Medical Responsibility and Risks

When enrolling at Argosy University, the student accepts full financial responsibility for all medical treatment and care and/or disability costs for any illness and/or injury incurred while on campus or at an Argosy University-affiliated clinical training site. While on clinical training/practicum/internship, students will adhere to standard health policies at their respective facilities. The student understands that neither Argosy University nor the affiliated clinical training/practicum/internship facilities carry medical insurance or Workers' Compensation coverage for students of Argosy University. Argosy University will not accept responsibility for medical or other costs incurred by sick or injured students while on an Argosy University campus or on clinical training/practicum/internship.

Health Insurance

Optional health insurance is available to students through an outside agency. International students are strongly encouraged to obtain health insurance while studying in the United States. Contact the Student Services Department for information.

Liability Insurance

All students involved in clinical training/practicum/internship must have liability insurance. Enrollment in the Argosy University Student Liability Insurance Plan occurs with the registration process.

No Smoking Policy

Argosy University provides a non-smoking work and study environment.

Firearms Policy

It is the responsibility of all employees, students, alumni and all others to adhere to the provisions set forth in this policy and to report any known violations of this policy to Human Resources or a member of management.

It is the responsibility of management and Human Resources to enforce compliance with this policy and to take corrective action when necessary.

Conditions/Guidelines:

- a. This Policy applies to anyone on university premises, unless otherwise prohibited by law.
- b. Firearms, including concealed weapons, are not permitted on university premises and/or at university events, except that **sworn members of a law enforcement agency acting in performance of their duties and/or employees of a licensed armored car service providing contracted services to Argosy University or to university vendors and contractors (where approved by Argosy University) may carry weapons.**
- c. Firearms are not permitted in any vehicle while the vehicle is parked on university property, whether said property is owned or leased by the university or provided to Argosy University for its use, except where otherwise required by law.
- d. Any employee or student who becomes aware of a violation of this policy should immediately notify Human Resources, the President or a member of management or a member of school staff.

Violation of this policy is considered a serious offense that endangers the safety of anyone on university premises. Any person violating this policy may be required to leave university premises. Employees violating this policy are subject to discipline, up to and including termination. Students violating this policy are subject to suspension or dismissal from school.

Section Four, Student Rights and Responsibilities

Statement of Student Rights and Responsibilities

All students enrolled at Argosy University assume an obligation to conduct themselves at all times as responsible members of the campus community, to respect the personal and property rights of others, and to support the educational mission of Argosy University. Argosy University insists that its students demonstrate personal and professional integrity in addition to academic excellence.

Argosy University's administrators, faculty, and staff encourage student involvement in decision making. Student membership and input on institutional committees are valued and encouraged at Argosy University.

Argosy University Ethical Code of Conduct

Students are expected to conduct themselves in an ethical, professional, and civil manner. Unprofessional behavior includes, but is not limited to, hostile or careless uses of profanity or obscenities, physical displays of anger or aggressiveness, threatening gestures or comments, violence or harassment, insubordination or persistent, disrespectful arguing or any other illegal or unethical conduct. Unprofessional behavior may be cause for disciplinary action.

Argosy University is dedicated to the advancement of knowledge and learning, as well as to the development of responsible personal and social conduct. Each student, by registering, assumes the responsibility of becoming familiar with, and abiding by, the general standards of conduct expected by Argosy University, as well as those of their respective disciplines. By way of example, each student is expected to refrain from engaging in the following:

- Academic dishonesty of any kind with respect to examinations or coursework. This includes any form of cheating and plagiarism
- Falsification or alteration of Argosy University documents, records, or identification cards.
- Forgery, issuing bad checks, or not meeting financial obligations to Argosy University.
- Theft or the deliberate damaging or misusing of property belonging to others or the property of Argosy University.
- The manufacture, possession, use, or distribution of any form of alcoholic beverages or illegal drugs while on Argosy University property.
- Possession, display, or use of any dangerous instrument, weapon, or explosives (certified law enforcement officers required by their employer to carry a firearm are excluded).
- Disrupting the study of others or of Argosy University activities, or interfering with the freedom of movement of any member or guest of the Argosy University community.
- Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of the Argosy University community.

- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of Argosy University.
- Physical abuse, threatening acts, or harassment toward others.
- Students in all programs are also required to demonstrate behavior that conforms to standard codes of conduct of their respective disciplines.

Students suspected of violating Argosy University's Code of Conduct will be referred to the Student Conduct Committee (SCC). Students found guilty of violating Argosy University's Ethical Code of Conduct are subject to sanctions up to and including dismissal from Argosy University.

Academic Dishonesty/Plagiarism

Argosy University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. Argosy University further considers resubmission of a work produced for one course in a subsequent course without the expressed written consent of the instructor, or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used.

Students found guilty of academic dishonesty or plagiarism shall be subject to disciplinary action up to and including dismissal from Argosy University.

Institutional Review Board

The mission of the Argosy University Institutional Review Board (IRB) at each campus, and at the national level, is to ensure the ethical treatment of human and animal participants in the conduct of any and all research by any individual affiliated with Argosy University, in accordance with the guidelines set forth in the Code of Federal Regulations (Title 45) and the Belmont Report. Consistent with the guidelines outlined in the IRB Guide, each investigator proposing a research project must submit an IRB request for certification form. This policy applies regardless of source of funding and location of study to all research studies or pilot studies conducted by or on faculty, staff, students, or employees of Argosy University, or by or on Argosy University as an institution.

To ensure the highest quality research and to protect subjects involved in that research, Argosy University requires that all students, faculty and investigators complete human subjects protection training. To facilitate this training, Argosy University has arranged for a web-based training and assurance program in human research subjects protection through the Collaborative Institutional Training Initiative (CITI).

There are two sets of modules: one set for IRB members and a general set for all investigators, dissertation/Clinical Research Project committee members, faculty, and students. Additional modules may be required based on the nature of the research (e.g., research with children or prisoner).

Student Professional Development Committee

The Student Professional Development Committee (SPDC) is a standing academic committee responsible for monitoring the academic progress, professional competence and behavior of students. Students who do not meet the academic standards of their program or whose behaviors raise concerns about professional competence shall be subject to referral to the SPDC. The primary function of the SPDC is to guide students who are referred to the committee in improving their academic performance and developing the professional competencies required by their profession. The SPDC can hold hearings on student issues specific to respective professional and academic requirements and recommend remediation actions to students where warranted. If remediation actions are not satisfied by the student, a SPDC may impose probationary conditions with explicit requirements and a timeline for removal from probation. The committee should include any consequences that will result in the event of noncompliance with academic probation requirements. Any recommendation to dismiss a student should be referred to the Student Conduct Committee (SCC).

Please refer to the Academic Catalog for the institutional, college, or program minimum requirements for maintaining satisfactory academic progress. Failure to meet the minimum standards for satisfactory academic progress outlined in the Academic Catalog will result in automatic academic probation. If academic progress is not achieved during the probationary period as defined in the Academic Catalog, the student will be dismissed from the program.

Student Professional Development Committee Policies and Procedures

I. Purpose and Scope

The SPDC and department faculty share the role of student academic and professional performance evaluation. Faculty evaluate student academic performance in the classroom and monitor student interactions and behaviors with the faculty members, staff, practicum and internship supervisors and peers. Faculty members are strongly encouraged to discuss concerns about academic, professional, or interpersonal performance directly with students. Through these discussions faculty assess how a student accepts supervision and feedback. If concerns remain, the faculty member may first seek out the student's advisor for further discussion. The faculty member and/or advisor may then refer the student to the SPDC if the problems are not resolved or are serious enough to raise ongoing concerns about professional competence.

a. Monitoring Academic Progress

- Academic difficulties that come before the committee may be managed in a number of ways including:

- o Written response to the student indicating concern and proposing methods of remediation. Copies of the letter are sent to the student's advisor and placed in the student's file.
- o Requiring student to develop a remediation plan with the advisor within a specified period of time. The remediation plan should (1) communicate specific desired improvements and (2) identify real consequences for failing to reach the desired goals. The remediation plan is returned to the committee and a copy is placed in the student's file. The student's advisor is responsible for monitoring the remediation plan with the student, communicating with the student that the student is failing or has failed to reach desired improvements and for imposing the specific consequences identified in the plan. In addition, the advisor should provide the committee with written progress reports that specify the degree to which the student is making satisfactory progress.
- The committee may meet with the student if:
 - o A student and advisor are unable to come up with a mutually acceptable remediation plan or if the student is unable to complete a remediation plan.
 - o The occurrence of a single event or a continuing pattern exists suggesting the possibility of academic, professional or ethical unsuitability in the program and/or the need for major remediation.

b. *Monitoring Professional Competence and Conduct*

All students are expected to demonstrate professional behavior that conforms to the standard codes of conduct of their respective disciplines. It is the job of all faculty members to evaluate students for clinical and/or professional competence during their entire course of study. For example, students in the College of Counseling, Psychology and Social Sciences, College of Clinical Psychology and in the College of Health Sciences are expected to demonstrate professional behavior that conforms to the guidelines developed by the Student Competence Task Force of the Council of Chairs of Training Councils (CCTC), December 4, 2003. Faculty teaching in these programs are asked to evaluate each student in the following competency areas:

- Interpersonal and professional competence; examples of which include the following:
 - o Demonstrates respectful peer and faculty interactions
 - o Demonstrates respect for the ideas and integrity of others
 - o Demonstrates maturity in interactions with others
 - o Demonstrates ability to interact respectfully with people of diverse backgrounds
 - o Demonstrates ability to react with appropriate empathy and sensitivity

Sample behaviors that could result in referral to the committee are:

 - Student demonstrates an inability to control anger
 - Uses insulting or profane words
 - Uses intimidating tactics
 - Demonstrates inability to tolerate cultural or lifestyle differences
 - Demonstrates dishonest or unethical behavior
- Self-awareness, self-reflection, and self-evaluation; examples of which include the following:
 - o Ability to formulate and express observations/impressions
 - o Interpersonal interactions provide evidence that student understands how one's behavior affects relationships with others

Sample behaviors that could result in referral to the committee are:

- o Student demonstrates a lack of awareness or inability to manage own limitations and responsibilities; for example, does not allow enough time to study, turns assignments in late with some regularity, avoids responsibility for situations by blaming others
- Openness to process of supervision; examples of which include the following:
 - o Uses professional language to communicate even when agitated, uses the appropriate chain of command, etc.
 - o Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback

Sample behaviors that could result in referral to the committee are:

 - o Student demonstrates overt hostile reaction to supervision refuses or is unable to adjust behavior in response to clearly communicated feedback
- Resolution of problems or issues that interfere with professional development or functioning in a satisfactory manner; examples of which include the following:
 - o Demonstrates ability to respond constructively to feedback from supervisors or program faculty with minimal defensiveness
 - o Is able to acknowledge own role in creating problems such as, contributions to or exacerbation of a situation
 - o Offers appropriate responses given a situation
 - o Demonstrates ability to act constructively to prevent and resolve issues and openness to solutions proposed by others
 - o Demonstrates tolerance for the shortcomings and mistakes of others

Sample behaviors that could result in referral to the committee are:

 - o Student consistently fails to give appropriate credit to others demonstrates pattern of overreaction to a small slight demonstrates inability or refusal to accept academic inquiry or disagreement or to work collaboratively in a professional or academic environment

II. Procedures

a. Referral Procedure

Any member of the academic community who wishes to bring a student concern before the SPDC must submit a formal letter of referral addressed to the chair of the committee. The letter should include specific descriptions of academic insufficiencies and subsequent attempts at remediation by faculty, and/or descriptions of behaviors that raise concerns about clinical competence and/or professional conduct.

If a student serving an internship, practicum, or clinical placement is dismissed by the internship site or asked not to return, the student will typically be referred to the committee for an investigation of the circumstances by the clinical or internship training director or the program chair. The focus of the investigation will be to determine what happened at the site and whether any remediation may be needed, both with the site and with the student.

The committee will evaluate any written referral and respond in one of the following ways:

- a. Request additional information
- b. Reject the referral
- c. Refer the student back to the student's advisor or faculty member with instructions

- d. Refer the complaint to the student conduct committee or
- e. Accept the referral. Once a referral is accepted, a meeting date is determined and the student in question is notified in writing of the meeting date and the concerns brought before the committee. The committee may request additional information from any source available to it.

b. *Committee Procedures*

The following procedures govern the actions of the SPDC:

- o The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the complaint.
- o In advance of the hearing date, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance of the hearing.
- o The student may submit written information relevant to the situation to the Chair within 48 hours prior to the hearing. All written documentation to be considered by the committee should be made available for review by the student in advance of the hearing.
- o If a student does not to attend a duly noticed meeting, the SPDC may continue its action and render a decision.
- o The student is permitted to have a support person for example, another student, faculty, staff member, friend or family present during the hearing. The support person must not act as an attorney or an advocate. Students are expected to speak on their own behalf.
- o The student is not permitted to bring legal counsel to committee meetings.
- o Verbatim transcription or electronic recording of the meeting is not normally permitted, and never without the consent of all parties in the room.
- o The committee should assure itself that the student has had a fair opportunity to understand the charges against him or her and that the student has had an opportunity to respond.
- o After the meeting the committee members shall render a decision on what course of action, if any, is required. The outcomes may include, but are not limited to the following:
 - No action required
 - Letter of concern for student file
 - Individual consultation with faculty member recommended by the committee
 - Tutorial assistance
 - Referral to advisor, training director or Training Committee for remediation
 - Recommendation for referral to outside resources
 - Academic or behavioral remediation; note that any remediation should include specified desired outcomes and consequences and a process for monitoring
 - Structured monitoring of progress with specific and structured remediation actions required
 - Probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements

- Referral to the Student Conduct Committee (SCC) with recommendations for program dismissal
- The committee should also consider whether any follow up action is required with an internship or practicum site (to the Internship or Practicum Coordinator) or with an instructor (to the program chair or dean) or with another student (to the director of Student Services)
- The committee shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within 30 business days of the date of the meeting. In all cases, the faculty should describe the problems before it and the recommended solutions in specific detail.

c. *Requesting Additional Evaluation by Professionals*

When a student claims a disability, the SPDC should refer the student to the campus Disability Services Coordinator to determine if the student needs accommodations for committee proceedings. All students with or without a documented disability must perform to the standards of conduct and academic achievement required by Argosy University.

Accommodations are not retroactive and the failure to request accommodations does not forgive past difficulties. Referral for mandatory evaluation is the purview of the Student Conduct Committee (SCC) The SCC may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected). In such cases, the evaluation is to determine the health and safety of the student and the campus. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, the director of Student Services will contact the proper authorities.

d. *Appeal Process*

The student may appeal the decision of the committee according to the Student Right to Appeal process in the Academic Catalog. Any result of the SPDC proceedings will remain in place until the appeals committee designated by the Campus President or the Campus President renders a decision otherwise. Any designated appeals committee will be comprised of staff and faculty members not involved in making the initial remediation decision. The student must obey the terms of the decision pending the outcome of the appeal.

III. Committee Membership

The SPDC consists of at least three (3) voting members to be comprised of faculty. Where three voting members from a single department are not available, membership may be interdepartmental. A staff member may be added at the discretion of the campus Vice President of Academic Affairs or Campus President. In addition, a student appearing before the SPDC may request that another student from the program, selected by faculty, be added as a student representative of the program and as a fourth committee member. The committee will determine whether or not student members are voting members. Faculty members are selected by the program chair or dean. If requesting a student member, the student before the committee should also sign a form giving the school permission to share educational and other records with the student committee member. The student committee member

should sign acknowledging that the student will not further disclose educational and other student records beyond any disclosures required by the student's committee duties or otherwise necessary to investigate issues before the committee.

In the event that a member of the committee has made the referral under review or has other potential conflicts of interest, that member will be excused and another will be recruited by the chair as a temporary replacement.

Student Conduct Committee

Any student suspected of violating the Argosy University Ethical Code of Conduct may be referred to the Student Conduct Committee (SCC) which is responsible for investigating the allegations. In addition, students may be referred to the SCC by the programmatic Student Professional Development Committee (SPDC) for failure to comply with the remediation recommendations of the SPDC and failure to meet the academic and professional standards of the program.

Students found guilty of violating the Argosy University Ethical Code of Conduct by the SCC or failing to meet the academic and professional standards of Argosy University as determined by their respective SPDC shall be subject to disciplinary action. Sanctions include but are not limited to the following:

- a. Issue a warning to the student
- b. Place the student on administrative leave of absence and establish conditions for re-entry.
- c. Place the student on general probation
- d. Remove the student from school premises.

The SCC is the only committee that has the authority to dismiss the student from Argosy University. Referrals to the SCC can be made by any member of the university community, including students, faculty, administration, and/or the SPDC.

Student Conduct Committee Policies and Procedures

I. Purpose and Scope

The SCC is responsible for investigating suspected violations of the Argosy University Ethical Code of Conduct. Additionally, the SCC accepts referrals from a SPDC, where a determination has been made that a student has not complied with the remediation actions set forth by that committee and whereby that committee is making a recommendation that program dismissal be considered. The SCC is the only institutional committee with the authority to dismiss a student.

II. Procedures

a. Complaint Procedures

Any member of the University including faculty, staff, students, clinical supervisors, may file a complaint against any student for misconduct or for otherwise being in violation of Argosy University policies. The complaint must be prepared in writing and directed to the director of Student Services as co-chair of the committee or his/her designee. Complaints should be submitted within 30 business days after the alleged violation occurred.

Students may also be referred to the SCC for disciplinary action by their program SPDC when previous remediation and disciplinary actions imposed by the SPDC have been unsuccessful or if they have failed to meet the academic and professional standards of the program. The SPDC shall prepare a referral in writing to the director of Student Services or designee. As co-chair of the SCC, the director of Student Services or designee shall review and investigate the complaint to determine if the allegations have merit, to identify specific violations of the Argosy University Ethical Code of Conduct, and to coordinate the student conduct committee proceedings.

b. Committee Procedures

The following procedures govern the actions of the SCC:

- The student should be notified in writing of the charges and pending action of the SCC
- The director of Student Services (or designee) will schedule a committee hearing within 7 to 21 business days of notifying the student of the charges and pending action by the SCC
- The student should receive written notification of the time and date of the hearing as well as the specific allegations against them including any supporting documentation that will be reviewed by the SCC prior to the hearing
- In the event that the student does not attend the proceedings, the SCC should commence deliberation and render a decision
- The student is permitted to have a support person, for example, another student, faculty, staff member, friend or family present during the hearing. The support person must not act as an attorney or an advocate. Students are expected to speak on their own behalf
- The student is not permitted to bring legal counsel to committee meetings
- Witnesses with knowledge of circumstances related to the alleged infraction are permitted to present information during the hearing and pertinent records, exhibits and written statements may be accepted as evidence for consideration by the SCC
- Any procedural questions raised during the process should be addressed by the committee
- After the hearing, the SCC shall render a decision regarding the merits of the allegations. If the SCC determines that a violation has occurred, the SCC will determine what sanctions are appropriate, including, but not limited to: a) issue a warning to the student, b) place the student on general probation with a remediation plan c) place the student on administrative leave of absence and establish conditions for reentry, or d) dismiss the student from Argosy University

- Within 30 business days of the hearing the student should be informed in writing of the disciplinary action, as well as the conditions that must be met in order to remove the disciplinary action, if appropriate. Information regarding the student's right to appeal should be included
- Copies of the referral letter, evidence, letter of notification, minutes, and the letter sent to the student describing the disciplinary action are retained in the SCC records and a copy of the disciplinary letter is placed in the student file. A copy of the disciplinary letter is also provided to the student's program chair. The referral source, faculty, and administration will be informed of the outcome on a need to know only basis in accordance with the Family Educational and Privacy Rights Act (FERPA)

c. *Mandatory Evaluations*

The SCC may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected) in order to determine the health and safety of the student and the campus. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, the director of Student Services will contact the proper authorities.

d. *Administrative Leave of Absence*

In addition to other reasons for administrative leave, the University may place a student on an administrative leave of absence prior to a conduct hearing when, in the judgment of Argosy University, the student's presence may pose a threat of harm to himself, to others, or to property of Argosy University. The administrative leave of absence is subject to the provisions outlined in the Academic Catalog (see "Administrative Leave of Absence" in Section Four, Student Rights and Responsibilities).

e. *Violations of Law*

Disciplinary procedures may be instituted against a student charged with violation of a law that is also a violation of the student conduct policy. Proceedings under this policy may be carried out prior to, concurrent with, or following civil or criminal proceedings off campus. Argosy University will cooperate fully with law enforcement and other agencies in the enforcement of criminal laws on University property.

f. *Appeal Process*

Students wishing to appeal a disciplinary decision may do so according to the Student Right to Appeal process described in Section Four, Student Rights and Responsibilities of the Academic Catalog. No further appeals will be heard.

- Any sanctions issued as a result of the SCC proceedings will remain in place until the designated appeals committee or campus official assigned by the Campus President renders a decision otherwise. This designated appeals committee or campus official will be comprised of staff and faculty members not involved in making the initial disciplinary decision. The student must obey the terms of the decision pending the outcome of the appeal.

III. Committee Membership

The SCC consists of at least three (3) up to five (5) voting members, including co-chairs (a core faculty member and the Director of Student Services or designee), and faculty. In the event of a referral from a SPDC, a faculty member from the respective program who is not a member of the referring SPDC, should be added as a voting member for that referral. The referring SPDC will be notified of the hearing and informed that a representative may be asked to provide information to the SCC. The Campus President accepts nominations from the Vice President of Academic Affairs and selects the members. A student member may be selected by the faculty members of the committee.

Members shall serve for staggered two-year terms, with half of the seats expiring in even-numbered years and half of the seats expiring in odd-numbered years. The Campus President may assign certain seats temporarily to one-year terms to meet this requirement.

In the event that a member of the committee has made the referral under review or has other potential conflicts of interest, that member will be excused and another will be recruited by the chair as a temporary replacement.

In carrying out its responsibilities, the committee operates within the published policies of Argosy University governing standards for academic progress, academic and administrative sanctions, and professional competence.

General Probation

The administration and/or faculty may request that the Student Professional Development Committee (SPDC) or Student Conduct Committee (SCC) (see Section Four, Student Rights and Responsibilities for a detailed discussion of each committee) review any student whose professional performance indicates deficiencies in performing the work required of students within their respective programs. The SPDC may refer students to the SCC with a recommendation of general probation. The SCC may place the student on general probation and require remediation steps as deemed appropriate. The student must agree to all reasonable conditions in order to remain enrolled.

Criteria for Removal from General Probation

The body that placed the student on general probation (SPDC or SCC) determines the conditions under which students placed on general probation shall be removed. The conditions must be clearly stated in writing and sent to the student.

Schedule for Removal from General Probation

The body that placed the student on general probation (SPDC or SCC) will determine the schedule under which the student placed on general probation shall be removed, as well as make the determination as to the satisfaction of the requirements of the terms of the probation.

Other Reasons for Dismissal

Students may be dismissed from Argosy University for reasons other than those described under "Dismissal" (see Section Seven, Academic Policies and Procedures). If the institution determines that a student cannot satisfactorily meet the academic, professional, or ethical expectations, the expectations detailed in the student responsibility policy, or other expectations of the program, then the student may be dismissed from Argosy University. Dismissal normally occurs when the Student Conduct Committee or Campus President makes a decision for dismissal and communicates that decision to the student.

It is the responsibility of all students to be familiar with the Argosy University Ethical Code of Conduct in Section Four, Student Rights and Responsibilities.

Student Complaint Procedure

Students may use this complaint procedure to address complaints that are not otherwise covered by a more specific policy. Students who have a complaint regarding grades should refer to the "Grade Appeal Procedures" (see Section Seven, Academic Policies and Procedures). Students with complaints about possible bias and harassment or Disability Services should refer to the "Student Grievance Procedure for Internal Complaints of Discrimination and Harassment" (see Section Two, Institutional Policies). The institutional community benefits from prompt resolution of issues. Before pursuing the Student Complaint Procedure, where practical, the student should first discuss the problem or complaints with the individuals involved in the complaint. Students presenting complaints for resolution must present them in writing within 45 days of the incident prompting the complaint. Faculty, staff, and administrators should make a prompt response in order to answer any questions or resolve the complaints brought to their attention. Students will not be subjected to adverse actions by any school officials as a result of initiating a complaint.

If these efforts are unsuccessful, the following process will be utilized:

- For complaints about faculty members, written complaints may be brought to the faculty member's program chair (or campus Vice President of Academic Affairs if such a position exists at the campus). This individual will appoint a third party or parties to hear both sides of the dispute and present a recommendation to the program chair (or campus Vice President of Academic Affairs). The program chair will forward a decision in writing to the student within 45 days of the receipt of the complaint.
- For complaints about campus administrators who are not the Campus President, written complaints may be brought to the Campus President, who will appoint a third party or parties to hear the dispute. This party will present a recommendation to the Campus President who will forward a decision in writing to the student within 45 days of the receipt of the complaint.
- For complaints about the Campus President, the matter should be presented in writing to the Argosy University President, who will appoint an appropriate third party or parties to hear the dispute. This party will present a recommendation to the Argosy University President who will forward a decision to the student in writing within 45 days of the receipt of the complaint.

- In the event that the third party is, for any reason, unable to complete his/her investigation, a substitute individual will be appointed to complete the investigation.

A California student does not need to exhaust the institution's complaint and appeal procedures prior to contacting BPPE. Students may appeal the outcome of a final student complaint resolution by following the Argosy University Student Right to Appeal process in Section Four, Student Rights and Responsibilities.

Student Right to Appeal

Appeal of Disciplinary Action or Dismissal

Students have the right to appeal academic probation, dismissal, and disciplinary actions taken against them, as well as final decisions regarding any other dispute resolution procedure, except for dismissal due to violation of the Maximum Allowable Timeframe (MTF) policy. Students who believe they have extenuating circumstances regarding a particular matter or believe that they have been treated in an arbitrary or biased fashion and/or without adherence to Argosy University policies and procedures may file an appeal. For the purposes of this policy, "bias" shall mean inequitable treatment based upon a student's membership in a class protected from discrimination under relevant Argosy University policy, and shall not encompass personality conflicts between student and instructor/administrator.

Extenuating circumstances include extreme situations such as:

- Death of an immediate family member
- Student illness requiring hospitalization (this illness includes mental health issues)
- Severe illness of an immediate family member where the student is a primary caretaker
- Illness of an immediate family member where that family member is the primary financial support
- Abusive relationship
- Divorce proceeding
- Natural disaster
- Financial hardship such as foreclosure or eviction
- Military deployment

Students must provide documentation of extenuating circumstances. The appeal must clearly state, in writing, and in the student's own words, the reason(s) for the appeal, and provide any evidence the student may have in support of his or her position. As part of the appeal, the student must document in writing what in the student's situation has changed that will allow the student to meet the standards for satisfactory academic progress by the end of the Academic/Financial Aid Probation period, according to a written academic plan. The Chair of the Appeals Committee will initially rule as to whether the subject of the appeal constitutes an issue of bias/discrimination or a failure of the University to follow its process and procedures. The Chair determines if a basis for an appeal has been stated. If so determined, then the Appeals Committee gathers and reviews relevant information in order to make its decision.

Appeals Committee

Appeals Committee Procedures

- Students have 45 calendar days from the date of the action to inform the Vice President of Academic Affairs (VPAA), or in the absence of a campus VPAA, the Campus President of their intent to appeal in writing. The letter must clearly state the reason for the appeal, and provide any supporting documentation.
- Students should provide documentation to support the allegations in the appeal.
- The Vice President of Academic Affairs or Campus President will convene a hearing by the Appeals Committee within 30 calendar days of the date of receipt of the appeal. The student will be notified in writing of the date and time of the meeting.
- The student is expected to attend or otherwise participate in the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
- The Appeals Committee may hear from others who can provide relevant information in the matter.
- The student may request that others provide information to the committee regarding the grounds of the appeal.
- The Appeals Committee is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting, and the student is expected to present the appeal, in the student's own words.
- Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.
- Following appropriate review and deliberation, the Appeals Committee will communicate its decision in writing to the student within 15 calendar days of the Appeals Committee hearing, with copies to the student's academic file and the Campus President.
- Appeals Committee decisions are subject to review by the Campus President.
- The Campus President has final authority for campus appeals.

Appeals Committee Membership

The membership of the Appeals Committee consists of five voting members: a chair, three faculty members, and a student. The Campus President appoints the committee members.

The Campus President will typically appoint the Vice President of Academic Affairs as chair of the Appeals Committee. If circumstances warrant, however, the Campus President may appoint any other appropriate chair.

The Campus President appoints the faculty members to serve on the Appeals Committee. These faculty members will hear all appeals that arise from September through August. Any committee member, however, may decline to serve on a particular appeal, if a real or perceived conflict of interest exists. The Campus President appoints replacement committee members.

The Campus President may appoint a third faculty member on an ad hoc basis, depending on the nature of the appeal. Faculty may be appointed because they bring special knowledge of the student's program or because they have expertise in the area of appeal.

Argosy University's administrators, faculty, and staff encourage student involvement in decision-making. To this end, the Campus President appoints a student to serve on the committee on an ad hoc basis.

If a committee member is absent, the Chair, in consultation with committee members, will decide whether the appeal hearing will go forward as scheduled.

Unresolved Disputes

If a dispute cannot be resolved satisfactorily after exhausting the institution's complaint or appeals procedures, the student may file a complaint with the campus state licensing agency or Argosy University's institutional accrediting agency, the Senior College and University Commission of the Western Association of Schools and Colleges (985 Atlantic Avenue, Suite 100, Alameda, California, 94501, <http://www.wascsenior.org>).

Contact information for the state agencies can be found at the beginning of Section One, Introduction of this catalog.

Students may also reference the Argosy University Arbitration Agreement found in Section Two, Institutional Policies.

State Contact Information for Student Complaints

Alabama

If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the Alabama Department of Postsecondary Education (135 South Union Street, Montgomery, Alabama 36104-4340, 334-293-4500).

Arizona

If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the Arizona State Board for Private Post-secondary Education (1400 West Washington Street, Room 2560, Phoenix, AZ 85007, 1.602.542.5709, website: <https://ppse.az.gov/>). The student should contact the State Board for further details.

Arkansas

If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the Arkansas Department of Higher Education (114 E. Capitol, Little Rock, AR 72201, Phone 501.371.2000, website www.adhe.edu).

California

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education (BPPE) by calling 1.916.574.8200 or by completing a

complaint form, which can be obtained on the bureau's Internet web site www.bppe.ca.gov. Also, if a complaint cannot be resolved after exhausting the institution's complaint procedure, the student may file a complaint with the California Department of Consumer Affairs, 1625 North Market Boulevard, Suite S-308, Sacramento, CA 95834, 1.916.574.8200.

Florida

If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the Florida Commission for Independent Education (325 West Gaines Street, Suite 1414, Tallahassee, FL 32399-0400, toll-free telephone number 888.224.6684).

Georgia

If a complaint cannot be resolved after exhausting the institution's complaint procedure, the student may file a complaint with the Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia, 30084-4113, 770.414.3300, <http://gnpec.org/consumer-resources>.

Kansas

If a complaint cannot be resolved after exhausting the institution's complaint procedure, the student may file a complaint with the Kansas Board of Regents, 1000 SW Jackson St., Suite 520, Topeka, KS 66612, www.kansasregents.org, 785-430-4288.

Maryland

If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the Maryland Attorney General. Complaints should be directed to: Maryland Attorney General Consumer Protection Division, 200 St. Paul St., Baltimore, MD 21202, 410.528.8662 or 888.743.0823 (toll free).

Argosy University is subject to investigation of complaints by the Office of the Attorney General or the Maryland Higher Education Commission.

New Mexico

If a complaint cannot be resolved after exhausting the institution's complaint procedure, the student may file a complaint with the New Mexico Higher Education Department, 2048 Galisteo Street, Santa FE, NM 87505-2100, Phone: 505.476.8400 fax: 505.476.8453, www.hed.state.nm.us/institutions/complaints.aspx.

Tennessee

If a complaint cannot be resolved at the institutional level, the student may contact the Tennessee Higher Education Commission (Parkway Towers, Suite 1900, 404 James Robertson Parkway, Nashville, TN 37243-0830, 615.741.5293).

Texas

If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the Texas Higher Education Coordinating Board, P.O. Box 12788, Austin, TX 78711-2788, (512) 427 6101. To review the Texas Higher Education Coordinating Board's rules governing student complaints (Title 19 of the Texas Administrative code, Sections 1.110-1.120): [http://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&](http://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=1&ch=1&sch=E&)

rl=Y. A description of the complaint procedure and online forms are located at:
<http://www.thecb.state.tx.us/index.cfm?objectid=051F93F5-03D4-9CCE-40FA9F46F2CD3C9D>.

Utah

Students may contact the Utah Division of Consumer Protection at any time to file a complaint. The Utah Division of Consumer Protection does not require Utah students to go through Argosy University complaint procedure. Utah Division of Consumer Protection (160 East 300 South, Salt Lake City, Utah 84111, 801-530-6601; consumerprotection@utah.gov; <http://consumerprotection.utah.gov/complaints/index.html>)

Virginia

If a complaint cannot be resolved after exhausting the institution's complaint procedures, the student may file a complaint with the State Council of Higher Education for Virginia (James Monroe Building, 101 North 14th Street; Richmond, VA 23219; 804-225-2600; www.schev.edu).

Administrative Leave of Absence

In situations requiring immediate action, and after consultation with concerned individuals (e.g., students, faculty, administrators, other staff members, practicum site supervisors) the Student Conduct Committee (SCC) or the appropriate administrative unit may, after discussion with the student, place the student on an administrative leave of absence. During this leave of absence, the SCC or the appropriate administrative unit may undertake, in a timely fashion, assessment of the circumstances and severity of the student's behavior. Students will remain on an administrative leave of absence no more than 45 days. Within that 45-day period, the SCC or appropriate administrative unit will render a decision as to the student's future with Argosy University.

Section Five, Admission Policies

Admission Procedures and Conditions

The Admissions Department of each Argosy University campus is available to assist prospective students with the process of submitting an application for admission. Individuals interested in information about Argosy University, its programs, and the application process are invited to contact the Admissions Department at the Argosy University campus of choice. Argosy University reserves the right to limit enrollment in any of its programs, and requirements may vary from program to program. Effective November 4, 2015, Argosy University, Seattle is no longer enrolling new students. Questions should be addressed to the student's Seattle campus student advisor.

See program descriptions in this catalog for admission requirements and procedures. Individuals interested in applying to Argosy University should contact the Admissions Department with additional questions.

Admission Decisions

Argosy University does not discuss decisions regarding an applicant's file. Admissions decisions are final and are not subject to appeal.

Applications to Multiple Campuses

Policy and procedure for applying to more than one location may vary depending on the graduate program of interest. Applicants who wish to apply to more than one location should refer to the policies specific to their graduate program of interest.

Late Admission

Argosy University recommends that applicants apply well before their expected program start date to allow sufficient time to complete all necessary requirements for admission. Argosy University may allow a student to start classes after the beginning of an academic session if the student completes all admission requirements and begins class within the add/drop period.

Conditional Admission

Conditional admission may be granted to an applicant pending receipt of official transcripts or other equivalent official documentation. Students must also submit additional basis of admission documentation based on their program of study. To be eligible for conditional admission to matriculate into the program, unofficial transcripts must show receipt of the degree required for admission to the program. Students who are conditionally admitted to a program are not eligible to receive financial aid

until documentation has been provided and the conditional status removed. International students requiring an F-1 visa are not eligible for conditional admission status.

Failure to provide official transcripts within the stated timeline will result in the student being withdrawn from the program, credits will not be transcribed, and tuition will be refunded. Timeline requirements vary depending on whether a program is comprised of 5 week, 7.5 week, or 15 week courses. See chart below for timeline requirements for submitting all official transcripts:

Type of Program	Timeline Requirements to Submit All Official Transcripts
5 Week Courses	End of Week 10 of enrollment
7.5 Week Courses	End of Week 15 of enrollment
15 Week Courses	End of Week 15 of enrollment

Reapplication for Admission

Applicants who have been denied admission to a given program may reapply to that program at any of the Argosy University campuses or online after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Readmission Process After Withdrawal/Dismissal

Students who have been withdrawn from Argosy University for a period of greater than one year must reapply for admission. These applicants must submit the materials required by the campus and program to which they are reapplying.

Students who have been denied an appeal or dismissed from Argosy University for reasons other than Maximum Allowable Timeframe (MTF) or conduct issues may apply for readmission to any Argosy University campus or online one year after the semester in which dismissal occurred or the appeal denied, but must provide demonstrable evidence of likely academic success to be considered at the campus or online where the student is reapplying. Students who have been dismissed from Argosy University and not readmitted to a program of study are prohibited from taking coursework at any Argosy University campus or online. Students who have been dismissed from Argosy University due to Maximum Allowable Time Frame (MTF) may not apply for readmission.

Students who are readmitted after an absence of one year or more must complete all requirements of the program active at the point of readmission. This may require additional course work, replacement of courses that have been substantially modified, and/or other academic requirements. Students dismissed due to Satisfactory Academic Progress (SAP) will be placed on Academic/Financial Aid Warning with an action plan upon return (see Section Seven for additional information).

Reinstatement After Administrative Withdrawal for Non-Continuous Enrollment

Students who are administratively withdrawn from Argosy University for failing to remain continuously registered may request reinstatement if the period of absence is less than one year. If the request for reinstatement is granted, students will continue in their existing program of study unless changes required by accrediting or regulatory bodies have been enacted during the period of absence. In such cases, the student will be required to complete the program with any such modifications.

Readmission After Extended Absence

Students who have been withdrawn from the school for three years or more will be required to have all prior coursework re-evaluated for determination of relevancy to current practice. Faculty members appointed by the program chair will conduct the evaluation of coursework.

Early Acceptance

Early Acceptance may be granted to an applicant who is otherwise qualified for admission, but who has not yet earned the degree required for admission (e.g., a student currently enrolled in high school who is applying for an associate's or bachelor's program) or completed the TOEFL® examination successfully. To qualify for early acceptance, the applicant must provide a transcript or other documentation that he/she is in the final year of the required degree program. Prior to starting classes, the applicant must demonstrate that all admission requirements have been satisfied and provide a transcript documenting receipt of the degree.

Deferral Policy

An applicant admitted to Argosy University who finds that pressing and unforeseen circumstances prevent him or her from matriculating during the semester for which he or she was admitted, may request one deferral of admission for up to one year from the semester for which he or she was admitted. Deferrals are not automatic. A student who wishes to request a deferral should send a letter to the Admissions Department indicating his or her special circumstances. If deferral is granted, an additional non-refundable deposit may be required. Applicants should consult with the campus Admissions Department.

Vocational Rehabilitation Programs

Every state has programs to help people with physical and mental disabilities. Some states offer retraining programs for people who have been out of the job market for a length of time, for example. Eligibility criteria and amounts vary according to federal, state and private agency regulations. Students must apply directly to and be approved for benefits through the appropriate federal, state, or private

agency. For more information, contact your local vocational rehabilitation office, unemployment office, or your state department of human resources.

Veterans Education Act

The Veterans Education Act provides varying levels of assistance to eligible veterans, disabled veterans, and their dependents. If you are a veteran or the dependent of a veteran, contact the local Veterans Affairs office in your region, visit www.gibill.va.gov.

U.S. Departments of Veterans Affairs and Defense Education Benefits

Argosy University has been approved for the training of veterans and eligible veterans' dependents. Where applicable, students utilizing the Department of Veterans Affairs (VA) education benefits may receive assistance from the School Certifying Official in the filing of appropriate forms. These students must maintain satisfactory attendance and academic progress (refer to the Academic Policies and Procedures section of the catalog for more information). Students receiving veterans' benefits must report all prior education and training.

In accordance with the Florida State Approving Agency policy, it is required that all transcripts are on file and all prior learning has been evaluated for transfer into the student's educational program by the completion of two (2) academic terms. Failure to have an evaluation completed by this timeframe will result in a suspension of the student's certified attendance to the VA until an evaluation is complete.

Argosy University will evaluate prior credit and accept that which is appropriate. Students with questions should contact their state Veterans Affairs State Approving Agency as follows.

Arizona

ARIZONA DEPARTMENT OF VETERANS' SERVICES

ARIZONA STATE APPROVING AGENCY

<https://dvs.az.gov/services/education>

3839 North 3rd Street, Suite 209

Phoenix, AZ 85012

Phone: 602-255-5395

Fax: 602-297-6675

California

CALIFORNIA STATE APPROVING AGENCY FOR VETERANS EDUCATION

DEPARTMENT OF VETERANS AFFAIRS

California Department of Veterans Affairs

<https://www.calvet.ca.gov/csaave>

1227 O Street, Suite 625

Sacramento, CA 95814

Phone: 916-503-8317

Fax: 916-653-1035

Colorado

OFFICE OF VETERANS EDUCATION AND TRAINING

<http://www.cccs.edu/veterans/vaindex.html>

9101 East Lowry Boulevard

Denver, CO 80230-6011

Phone: 303-595-1622

Fax: 303-595-1621

Florida

BUREAU OF STATE APPROVING FOR VETERANS' TRAINING FLORIDA DEPARTMENT OF VETERANS AFFAIRS

<http://floridavets.org/>

9500 Bay Pines Boulevard, Room 214

Bay Pines, FL 33744

Phone: 727-319-7402

Fax: 727-319-7781

Georgia

STATE APPROVING AGENCY

DEPARTMENT OF VETERANS' SERVICES

<http://floridavets.org>

Floyd Veterans' Memorial Building, Suite E-970

Atlanta, GA 30334-4800

Phone: 404-656-2306

Fax: 404-657-6276

Hawai'i

STATE APPROVING AGENCY FOR VETERANS' TRAINING

459 Patterson RD (28)

E-Wing, Room 1B100

Honolulu HI 96819

Phone: 808-433-0537

Illinois

DEPARTMENT OF VETERANS' AFFAIRS

<http://www.state.il.us/agency/dva>

833 South Spring Street

P.O. Box 19432

Springfield, IL 62794-9432

Phone: 217-782-7838

Fax: 207-524-8394

James R. Thompson Center

100 West Randolph Street, Suite 5-570

Chicago, IL 60601-3219

Phone: 312-814-2460

Minnesota
MINNESOTA STATE APPROVING AGENCY
MINNESOTA DEPARTMENT OF VETERANS AFFAIRS
<http://www.mdva.state.mn.us/saa.html>
Veterans Service Building, 2nd Floor
20 West 12th Street
St. Paul, MN 55155
Phone: 651-757-1569
Fax: 651-296-3954

Tennessee
VETERANS' EDUCATION
TENNESSEE HIGHER EDUCATION COMMISSION
<http://www.tn.gov/thec>
Parkway Towers, Suite 1900
404 James Robertson Parkway
Nashville, TN 37243-0830
Phone: 615-741-7569
Fax: 615-741-6230

Texas
VETERANS EDUCATION
TEXAS VETERANS COMMISSION
<http://www.tvc.texas.gov/tvc/education-home.aspx>
P.O. Box 12277
Austin, TX 78711-2277
Phone: 512-463-3168 / Toll Free: 877-898-3833
Fax: 512-463-3932

Utah
STATE APPROVING AGENCY FOR VETERANS EDUCATION
UTAH DEPARTMENT OF MILITARY AND VETERANS AFFAIRS
<http://www.veterans.utah.gov/education/index.html>
700 Foothill Blvd
Salt Lake City, UT 84108
Phone: 801-584-1974
Fax: 801-584-1964

Virginia
VIRGINIA DEPARTMENT OF VETERANS SERVICES
Veterans Education, Training and Employment
<http://www.dvs.virginia.gov/>
101 North 14th Street, 17th Floor
Richmond, VA 23219
Phone: 804-225-2083

Washington D.C.
DEPARTMENT OF VETERANS AFFAIRS
DISTRICT OF COLUMBIA STATE APPROVING AGENCY
810 First Street, NE 2nd Floor
Washington DC 20002
Phone: 202-727-6436

Washington
WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD
<http://www.wtb.wa.gov/>
128 10th Avenue SW
P.O. Box 43105
Olympia, WA 98504-3105
Phone: 360-709-4600
Fax: 360-586-5862

For students using Veterans Affairs (VA) education benefits, any complaint against the school should be routed through the VA GI Bill ®Feedback System by going to the following website:
<http://www.benefits.va.gov/GIBILL/Feedback.asp>. The VA will then follow up through the appropriate channels to investigate the complaint and resolve it satisfactorily.

As a Department of Defense Memorandum of Understanding education institution participant and signatory, Argosy University is approved for Tuition Assistance. Eligibility for Tuition Assistance varies by military branch. Military spouses may also be eligible to use Department of Defense (DoD) educational benefits under the Military Spouse Career Advancement Scholarship (MyCAA) program. Service members or military spouses wishing to use Department of Defense education benefits must obtain approval from their respective military branch or the Department of Defense prior to starting the course.

While benefit and eligibility information is provided by Argosy University, the ultimate approval of a student's ability to use a particular benefit is determined by the respective government agency offering the benefit. Eligible service members, veterans and dependents may contact the Student Financial Services department at Argosy University to learn more about these programs and participation. For additional information, visit <https://www.argosy.edu/admissions/military-admissions>.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/GIBILL/Trademark_Terms_of_Use.asp.

For additional information about the VA programs, please refer to the Department of Veterans Affairs Education and Training website (<http://www.benefits.va.gov/gibill/>).

For additional information about the DoD programs, please refer to the Department of Defense Voluntary Education Partnership Memorandum of Understanding website (<http://www.dodmou.com/>).

Transfer of Credits

Military and veteran students bring invaluable real-life experience to Argosy University classrooms. Additionally, most military training courses have been evaluated for academic credit by the American Council on Education (ACE). At Argosy University, we will evaluate your Joint Service Transcript, Community College of the Air Force (CCAF) or corresponding official service transcript to determine if we can award college level credit for your prior learning.

Argosy University recognizes credit from non-traditional educational sources such as College-Level Examination Program (CLEP) and DANTES (Defense Activity for Non-Traditional Education Support) Subject Standardized Tests (DSST) exams.

For additional information regarding the transfer of credits, contact the school's registrar.

INTERNATIONAL STUDENT ADMISSIONS POLICY

All international students must meet the same admissions standards as all other students when seeking to enroll in Argosy University. Please refer to *Admissions Requirements*. Those international students applying to SEVP-certified schools and requiring the school's sponsorship for international student visa status (Form I-20) must meet the additional requirements listed below. Argosy University requires nonimmigrant students present in Visa Waiver, B-1, and B-2 status to change visa to F-1 or other qualifying status prior to enrolling in programs of study (other than avocational or recreational courses). Students in F-2 or M-2 status may enroll on a part-time basis where available. Please note that some programs may not be eligible for international students requiring Form I-20 sponsorship. Please ask to speak with Argosy University International Admissions Representative for more detail.

Important International Student Disclosure – International students attending Argosy University locations under F-1 visas (Form I-20) are required to maintain a “full course of study” during each academic term of their programs of study. For undergraduate (non-degree, Diploma, Associates, and Bachelors-level programs) students, this is defined as a minimum of 12 credits per academic term. Graduate programs will vary by program of study. Not more than 1 online course or 3 online credits per academic term may be counted toward meeting the “full course of study” requirement. Please note that not all Argosy University locations offer online courses. Speak with an admissions representative for more information. Program and course offerings are subject to change and international students may be required to take additional courses to meet the full course of study requirement. International students should work closely with the International Student Advisor to ensure all requirements of their visa statuses are met.

THIS SCHOOL IS AUTHORIZED UNDER FEDERAL LAW TO ENROLL NONIMMIGRANT ALIEN STUDENTS.

ADMISSIONS REQUIREMENTS FOR STUDENTS REQUIRING FORM I-20 SPONSORSHIP

International students requiring Argosy University's Form I-20 must submit the following items in addition to the standard documents required for admission:

- Original or official copies of all educational transcripts and diplomas (secondary and post-secondary if applicable)
- English language translation(s) of education transcripts and diplomas, if applicable
- If used to meet admissions requirements above, official credential evaluation of post-secondary, non-U.S. transcripts and diplomas required for admission. NOTE: evaluations must be prepared by a National Association of Credential Evaluation Services (NACES) or Association of International Credential Evaluators (AICE)-member organization
- Proof of English Language Proficiency (see English Language Proficiency Policy)
- Proof of financial responsibility to cover costs of tuition and fees and living expenses (and dependent costs if applicable) for at least one academic year (official bank statements, Sponsor's Statement of Support, if required)
- Photocopy of student's "bio-info" page of passport to provide proof of birth date and citizenship
- For all nonimmigrant applicants residing in the United States, provide a copy of passport visa page and Entry Record or Form I-94 card
- For all non-immigrant applicants currently in F, M, or J status, provide a copy of all Forms I-20 or Forms DS-2019
- Transfer Clearance Form for students currently in F, M, or J status at another institution

English Language Proficiency Policy

As the lectures, seminars, materials, and discourse which comprise programs of study at Argosy University are presented in English, Argosy University requires that all students possess and demonstrate a minimum level of English language proficiency required to substantially benefit from the programs offered.

A student is deemed proficient in the English language if he or she:

- Holds a U.S. high school diploma or U.S. General Equivalency Diploma (GED®*) or international high school diploma, e.g., U.S. military base, business/diplomat expat community, etc., in which instruction is delivered primarily in English
- Holds the equivalent (evidenced by credential evaluation) of a U.S. high school diploma from overseas institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses) a minimum of two (2) academic terms at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Completes (with passing grades in all courses) English 101 and 102 at a regionally or nationally accredited U.S. post-secondary institution in which instruction is delivered primarily in English
- Presents acceptable English Language Proficiency test scores meeting the minimum required levels set forth below.

*GED® is a registered mark of American Council on Education.

English Language Proficiency Chart:

Minimum Acceptable Proof of English Language Proficiency Standard

ELP TEST	DIPLOMA	AS/BS	GRAD.
TOEFL – Paper	480	500	550
TOEFL – i-BT (internet based test)	54-55	61	79-80
IELTS	Level 5.5	Level 6.0	Level 6.5
American College Testing (ACT English)	17	19	21
EF International Language Schools	C1	C1	C2
ELS Language Schools	Level 108	Level 109	Level 112
iTEP	4.0	4.5	5.0
Pearson	42	44	53
Michigan English Language Assessment Battery (MELAB or “Michigan Test”)	73	80	85
Scholastic Aptituded Test (SAT) English Section **	420	526	572
Students from Puerto Rico: Prueba Aptitud Academica (PAA English Proficiency Section)	453*	526	572
TOEIC (Academic Test)	600	650	700

* The scale for The Prueba Aptitud Academica has changed and now closely reflects the SAT.

** As of April 2005, the SAT verbal test is replaced with the SAT critical reading test.

Undergraduate (diploma, associate and bachelor level) applicants may also satisfy the minimum standard of English language proficiency by submitting official documentation of one of the following:

- Successful completion of a minimum of two semesters or quarters of post-secondary course work at a regionally accredited college or university or a college or university accredited by an approved national accrediting body in which English is the language of instruction Successful completion is defined as passing all courses for which the student was registered during the two semesters;
- U.S. High School Diploma or GED administered in English;
- Equivalent of a U.S. High School Diploma from a country in which English is the official language (equivalency must be verified by a recognized evaluator of international credits);
- Satisfactory completion of English 101 or 102 at an English speaking college or university within the U.S., achieving a grade of “C” or higher.

Please contact an International Student Admissions Representative for questions about acceptable alternative measures of English Language Proficiency.

International applicants: Argosy University reserves the right to amend or modify these requirements at any time. Please ask to speak with an Argosy University International Student Advisor if you have any questions.

The following Argosy University campuses are authorized under federal law to admit nonimmigrant students: Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Seattle; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities.

Important International Graduate Information: International graduates who have earned a master's degree or higher from Argosy University are not eligible for the "cap exemption" under Section 214(g)(5)(C) of the INA. International graduates seeking H-1B status, particularly under the advanced-degree cap exemption, should speak with their employer and/or an immigration attorney prior to filing for H-1B status.

Section Six, Financial Policies and Assistance

Tuition and Fees

The Argosy University Tuition and Fee Schedule is contained in Appendix III of this catalog. Not all campuses share this tuition and fee schedule. Exceptions to this schedule are noted.

Payment Policies and Financing Options

Regardless of the method used to finance his/her education, all students must agree to a financial plan. All charges on a student's account are considered due and payable when the charge is incurred.

Tuition Reimbursement

A deferred tuition payment arrangement may be offered to students when employers are willing to remit payment directly to Argosy University.

Financial Aid

Financial assistance (financial aid) awarded through Argosy University may consist of a combination of federal grants, scholarships, state aid programs, loans, and/or part-time work-study opportunities for those who qualify. Different forms of financial aid are explained later in this section. Financial aid is based on enrollment status for courses that are documented as part of the program of study. Aid is not paid for courses outside of the program or courses not documented as required as part of the programs in this catalog.

Students complete the Free Application for Federal Student Aid (FAFSA) to apply for financial assistance. Students will receive an award letter from Argosy University, describing their Financial Aid Package. Financial aid funds are usually sent directly to Argosy University. Eligible students who are awarded aid in excess of their direct educational expenses on their student account will be issued a stipend for the overage after the credit is created, if the aid program requirements allows. This overage can be used to meet indirect educational expenses.

If the financial aid awarded is not sufficient to cover a student's direct educational expenses on her or his student account, the student must make alternative arrangements to pay the difference in full or may be able to qualify for a payment arrangement. Students who have applied for financial aid and have been awarded aid are not required to make a payment by the payment deadline provided their aid is sufficient to cover their tuition charges, and all required paperwork has been completed and received.

Upon receipt of a student's financial aid funds, any Title IV credit balance on the account will be issued as a stipend to the eligible student, if one is created for the payment period in question, no later than fourteen (14) calendar days after the first day of class or fourteen (14) calendar days of the date the Title IV credit balance occurs on the student account. If the student receives non-Title IV aid for which the aid program requires the funds to be used for specific charges on the student account and not

issued to the student, any overages will be returned to the aid program according to the program requirements. If the student receives non-Title IV aid for which the aid program requires the funds to be used for a particular time period or education expense, Argosy University will issue any eligible credit balance to the student within fourteen (14) calendar days of the occurrence of the credit balance or of the student's request.

Argosy University Online Programs (Term-based Enrollment and Non-term Enrollment)

Where noted, students enrolled in online programs will follow Term-based Enrollment if the student is beginning a new academic year on or after August 18, 2016. All other online students will follow Non-term Enrollment policies until the end of their academic year.

Tuition Waiver for a Future Course (Argosy University Online Programs Non-term Enrollment)

Students receiving a grade of "W" for a course will be granted a Tuition Waiver for a Future Course upon their return. Tuition for the course assigned a grade of "W" will be credited toward the student's account. Any student retaking a course within 90 days of receiving a grade of "W" will be granted a Tuition Waiver for a Future Course. Students must re-take the entire course. Waiver amount can only cover tuition, and no other fees. Waiver is available for all undergraduate and graduate programs offered by Argosy University Online. Waiver amount varies by program tuition cost per course (\$1,683-\$2,874).

Estimated Cost of Attendance Budget

The cost of attendance budget, also referred to as the cost of education, is an estimate of the total amount of money it will cost a student to attend school per academic year. Argosy University calculates this amount using rules established by the U.S. Department of Education. The cost of attendance budget may include tuition and fees, books and supplies, loan fees, an allowance for food, housing and transportation, as well as miscellaneous or personal expenses. Extraneous costs not directly related to the completion of a student's course of study, such as car payments and cell phone bills, are not included. In addition to helping a student project his/her total education costs, the cost of attendance budget is also used to determine the maximum amount of financial aid a student is allowed to receive for a particular period of enrollment. For further details or an estimated cost of attendance budget, please refer to the Student Consumer Information website page for each campus location.

Financial Assistance

Argosy University participates with federal, state, and private agencies to make various financial aid programs available to students. However, the primary responsibility for financing a college education rests upon the student and family.

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any returned to the loan if applicable. If the student has any questions regarding the repayment of their loan, he or she should contact the institution's financial aid office or contact the agency that guaranteed the loan.

Types of Financial Assistance

Grants

Grants are financial awards that typically do not have to be repaid. They are usually based on financial need as determined by the results of the Free Application of Federal Student Aid (FAFSA).

Federal Work Study Program

Available to graduate and undergraduate students, eligibility for this program is based on financial need, as determined by the results of the FAFSA. Students are offered jobs (usually on-campus) which pay at least the federal minimum wage. The number of hours to be worked during a semester is determined by the amount awarded by the program. The average work schedule ranges from ten to twenty hours per week.

State Aid Programs

Many states offer financial assistance to undergraduate student residents with financial need. Argosy University currently participates in state aid and grant programs in Arizona, Florida, Georgia, Illinois, California (San Diego only) and Minnesota.

Scholarships

Scholarships are financial awards which do not have to be repaid. You may have to pay back all or part of a scholarship or grant if you withdraw from school before finishing an enrollment period. Funds are provided by a variety of government, civic and professional organizations as well as the school itself. Awards are made in recognition of outstanding student achievement. Student achievement can be defined in many ways—by academic talent, community service involvement, or demonstrated leadership abilities. Scholarship opportunities at Argosy University are designed to assist students in pursuing their educational goals by recognizing their prior achievements in these areas.

Loans

A loan is financial aid which must be repaid to the lending institution. Eligibility, interest rates, payment deferment periods (if any), and loan amounts vary by the type of loan the student obtains. Loans are available in several forms, as briefly explained below:

Federal Unsubsidized Direct Loan

This is a fixed rate loan, administered by the Federal Government and is not based on financial need. Argosy University must certify the student's eligibility for the amount borrowed. Payments may be deferred while the student is enrolled at least half time, however, interest accrues on the loan during that time, increasing the total amount to be repaid.

Federal PLUS (Graduate Plus Loan)

This loan is for students in graduate programs who need additional funds and who meet Federal eligibility requirements. The interest rate is fixed, and interest accrues while the student is in school. There are credit requirements for this loan.

Additional Unsubsidized Loan

This loan is available to full-time students in the Doctor of Psychology in Clinical Psychology degree program at the following Argosy University campuses: Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Hawai'i; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Francisco Bay Area; Argosy University, Schaumburg; Argosy University, Tampa; and Argosy University, Twin Cities. The interest rate and repayment terms of this loan are the same as those of the Federal Unsubsidized Stafford Loan.

There are borrowing limits on all of the loans described above. Criteria such as dependency status and grade level are used in defining these limits. For further information and details on the grants, scholarships and loans previously described, please see the Argosy University brochure entitled *Financial Aid Guide*, or contact the Office of Student Finance at your Argosy University campus of record.

Other Financial Assistance Resources

In addition to the federal and state programs listed here, Argosy University participates in other programs designed to provide financial assistance to specific groups of students. Some of these programs include:

- Veterans Administration (VA) Educational Benefits Programs
- Job Training and Partnership Act (JTPA)
- Division of Rehabilitation Services (DRS)

All students who wish to be considered for financial aid assistance must establish financial aid eligibility on an annual basis. The financial aid year begins with the summer semester and concludes with the spring semester. Determining financial aid eligibility includes completing the application process as outlined below and meeting the academic progress standards outlined in this *Academic Catalog*. Students must be enrolled at least half-time to be eligible for most types of financial aid.

Applying for Financial Assistance

The Free Application for Federal Student Aid (FAFSA) determines the amount of assistance for which a student is eligible. The FAFSA is used to collect personal and financial information which is used to calculate financial need and determine eligibility for financial aid. This analysis takes into account factors such as income, assets, number of family members in the household, and the number of family members enrolled in college.

Eligibility Requirements

General eligibility requirements for federal financial aid are as follows. Students must:

- Be a U.S. citizen, a U.S. national, or an eligible non-citizen
- Have a valid Social Security number
- Possess a high school diploma, or a General Education Development (GED) certificate
- If male, be registered with the Selective Service
- Be enrolled at least half-time per semester and maintain satisfactory academic progress in an eligible degree program
- Demonstrate financial need (except for some loan programs)
- Not owe a refund on a federal student grant and not in default on federal student loan.
- Sign a statement on the FAFSA certifying that the student does not owe a refund on a federal student grant and is not in default on a federal student loan
- Not have been convicted of certain drug offenses

Non-matriculated, students-at-large, or transient students are not eligible for financial aid.

Not all programs are financial aid eligible. For a list of programs eligible for financial aid, contact your Argosy University campus of record.

A table depicting the varying levels of enrollment in Section Seven, Academic Policies and Procedures defines half-time status for each program. Different academic programs have varying definitions of half-time status. Certain financial aid programs may have additional eligibility requirements.

When to Apply

Financial aid applications are available online at fafsa.ed.gov. Students must reapply for financial aid each academic year. A complete financial aid file consists of:

- Argosy University's receipt of the student's FAFSA data from the Department of Education
- Completed loan entrance interview (if required)
- Direct Master Promissory Note (if required)
- Submission of verification of other requested documents (if required)

How to Apply

The following steps are required to initiate and complete the financial aid application process:

1. Obtain an FSA ID from the U.S. Department of Education. This is necessary for completing the FAFSA online. An FSA ID can be requested at <https://fsaid.ed.gov/>.
2. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA online at www.fafsa.ed.gov. Students must include Argosy University's federal school code (021799) on the application.

What Happens Next?

The Department of Education processes the student's FAFSA, and sends the student a Student Aid Report (SAR). The Department of Education sends Argosy University a copy of the data called an Institutional Student Information Report (ISIR). The Argosy University Office of Student Finance uses the ISIR and Institutional Financial Aid Application to construct the student's financial aid package.

Argosy University will post the student's financial aid award eligibility on the student portal. If the Federal Unsubsidized Direct Loans are part of the financial aid package, a loan entrance interview will be necessary. The student must also complete the Direct Loan Master Promissory Note in order to receive Direct Loan funds. The entrance interview and master promissory note links are both available at www.studentloans.gov.

Applications for the Federal Grad PLUS loans and alternative loans are available at www.studentloans.gov.

For general questions about the financial aid programs, students should contact the Office of Student Finance at the Argosy University campus to which they are applying or currently attending.

Scholarships Available to All Argosy University Locations

Alumni Scholarship

All graduates of Argosy University who return to pursue another degree program at Argosy University can qualify for the Alumni Scholarship to cover the tuition cost only of one (1) course, and no other fees. Scholarship amounts varies by program, please refer to the tuition and fee schedule for all course costs. Eligibility criteria consists of graduating from any Argosy University degree program and being accepted into another degree program in addition to remaining enrolled without breaks. Students must also complete their first three (3) courses successfully. Please contact the Student Financial Services Department for full eligibility details.

Student Success Grant:

The Student Success Grant assists students who previously attended Argosy University and were unable to complete their educational program and are seeking to return. This grant is designed to provide financial assistance to students who wish to return to Argosy University and owe a balance from a prior enrollment. Students may qualify for this grant by maintaining a full-time enrollment and CGPA requirements specific to the program pursued. In addition, they must have a balance that is unresolved from a prior enrollment after all eligible funding is applied. For our online division, this grant is offered to undergraduate students and in select graduate level programs. For the campus locations, this grant is offered to both undergraduate and graduate level students with exception to those within the College of Clinical Psychology program. Please contact the Student Financial Services Department for full eligibility details.

College of Clinical Psychology Program Scholarships:

The College of Clinical Psychology offers a variety of scholarships for new, continuing, and re-entry students. The scholarships include:

- Dean's Scholarship
- Merit Scholarship
- Leadership Scholarship
- Diversity Scholarship
- Helping Hands Scholarship

A campus-based scholarship committee at each College of Clinical Psychology campus will determine recipients and amounts awarded. For additional information on individual scholarship offerings, please contact the Admissions Department or Student Financial Services Department.

Military and Veteran Institutional Scholarships

The scholarship application and required document(s) must be submitted to Argosy University prior to the start of an academic year, and will not be applied retroactively to prior academic years. An application must be resubmitted prior to each subsequent academic year. Also, an application must be received prior to a course being invoiced to the Department of Defense or the Department of Veterans Affairs; the scholarship will not be awarded for any courses prior to the receipt of the completed application.

Military Personnel & Spouses

Argosy University offers an Active Duty Scholarship to eligible Active Duty, Active, and Drilling members of the Reserve and National Guard as well as their Spouses.

For undergraduate programs, the cost of tuition is \$250.00 per credit hour after the military tuition scholarship is applied directly to tuition. For graduate level programs, Argosy University offers a military tuition scholarship of 20%.

A Military Scholarship is also available for the Master of Science in Organizational Leadership degree program for eligible Active Duty, Active, and Drilling members of the Reserve and National Guard members. The cost of tuition is \$250 per credit after the military tuition scholarship is applied to tuition only.

To apply, Active Duty military personnel must submit their most current Leave and Earnings Statement (LES) DFAS Form 702 along with their Argosy University Scholarship application. Spouses must submit the Service Member's current LES or a copy of the DEERS Eligibility Letter with their Argosy University Scholarship application; a copy of the a Marriage Certificate will be required if the spouse has a different last name than what is present on the LES.

Veterans

For undergraduate and graduate level programs, Argosy University offers eligible veterans the Veteran Military Tuition Scholarship of 20%. To apply for the Veteran Scholarship, veterans must submit, along with their Argosy University Scholarship application, DD Form 214 or other VA documentation reflecting a character of service as anything other than a dishonorable, bad conduct or misconduct discharge. The scholarship is applied to tuition prior to invoicing the Department of Veterans Affairs and cannot create a stipend for the student.

Twin Cities Campus Location

Transfer of Credit Grant

The Transfer of Credit Grant is made available to students impacted by school closures. This grant is offered to ease the burden of transferring to another institution and to offset the costs of credits ineligible for transfer due to different curriculum requirements or campus transfer criteria. Students must be accepted into a program of study at Argosy University, Twin Cities for the August 31, 2017 start and be a first-time enrolled student. Students must also transfer in at least twelve (12) credits of official transfer of credit from an accredited institution that has ceased enrolling students in the last twelve (12) months. Students may qualify for this grant by maintaining specific enrollment and CGPA requirements specific to the program pursued per the Memorandum of Understanding. The Grant award amount is \$1,500 per semester, to not exceed \$3,000 over the lifetime of the program for Associate degree programs, \$7,500 for Bachelor degree programs, and \$4,500 for Graduate degree programs. Please contact the Student Financial Services Department for full eligibility details.

Nashville Campus Location:**Tennessee Licensed Professional Counselor's Association Scholarship**

The Tennessee Licensed Professional Counselor's Association (TLPCA) offers scholarships to outstanding students on an annual basis. The scholarships are awarded to five (5) recipients chosen by a committee. Interested students are required to write a letter of aspiration describing how a scholarship would enable them to advance their skill in one or more of the following areas: Clinical, Supervision, Teaching, Research, Leadership, Advocacy, and/or Human Service Organization Management/Consultation. The letter is evaluated by the TLPCA in order to choose recipients. Students must meet enrollment level and CGPA requirements as stated on the Memorandum of Understanding to qualify. Please contact the Student Financial Services Department for full eligibility details.

Argosy Advance Scholarship

The Argosy Advance Scholarship is offered to students that have a completed Associate's degree outside of Argosy University. Students must be enrolled in one of the following programs: Bachelor of Science in Business Administration, or Bachelor of Arts in Psychology. Subsequent Master degree programs must fall within the Graduate School of Business and Management or College of Counseling, Psychology and Social Sciences. Students must meet enrollment level and CGPA expectation requirements as stated on the Memorandum of Understanding in order to qualify. Please contact the Student Financial Services Department for full eligibility details.

Phoenix Campus Location:**Arizona Teacher of the Year Scholarship**

This scholarship assists students selected as the Arizona Teacher of the Year who have demonstrated a commitment to our children and furthering their education and career goals with Argosy University. The recipient(s) will receive the amount equal to 100% of their tuition and fees for any graduate level program at the Argosy Phoenix campus. Please contact the Student Financial Services Department for full eligibility details.

Hawaii Campus Location:**Pi Theta Kappa Scholarship**

This scholarship assists graduates of the American Samoa Community College who are members of Pi Theta Kappa Honors Society and enroll at the Argosy University Hawaii campus. Recipients are eligible to receive a \$1,000 scholarship per semester to use towards educational expenses. Scholarship is recurring up to 6 semesters. Please contact the Student Financial Services Department for full eligibility details.

American Samoa Scholarship

This scholarship is designed to reduce tuition for students living and attending at the American Samoa location within the Argosy University Hawaii campus. Amounts vary by program; please reach out to the Student Financial Services department at this location for more information.

Dallas Campus Location:

Texas Educators Scholarship Program

The Texas Educators Scholarship is for candidates who are full-time, part-time, or retired employees of any Texas school system or district in the state of Texas approved by the Department of Education or equivalent licensing agency. Interested candidates must submit proof of employment or retirement from an eligible organization prior to each semester for which TESP is sought. A campus-based scholarship committee will select recipients for TESP. Any recipients selected for TESP will receive a scholarship equivalent to 10% of tuition each semester and the scholarship will not apply to fees. Please contact the Student Financial Services Department for full eligibility details.

Recognition of Excellence Award

Awarded to recent high school graduates that meet specific GPA and enrollment level expectations. Recipients are selected by a campus-based committee and the number of awards are limited. The award ranges from \$10,000 to \$20,000 depending upon the program the recipient is enrolled in. The award is prorated over the lifetime of the program. Please contact the Student Financial Services Department for full eligibility details.

Schaumburg Campus Location:

First in Family Scholarship

Interested applicants must be a first-generation college student (neither parent has earned a Bachelor's degree), must have completed an Associate's degree, meet a minimum CGPA of 3.0 and a GPA of 2.5 in their field of study along with submitting a personal statement and letter of recommendation. The scholarship is equivalent to a tuition reduction of \$185 per credit hour. Recipients are selected by the campus scholarship committee. Please contact the Student Financial Services Department for full eligibility details.

Exemplary Community Service Scholarship – Schaumburg Business Association

This is a scholarship opportunity for individual employed by a member of the Schaumburg Business Association. A letter of attestation from the community service organization is required along with a 500 word essay discussing community service involvement and how the program of student at Argosy

University will support future community service efforts and career aspirations. Applicants must have 2.7 GPA for a Master's degree or a 3.0 GPA for a Doctoral degree.

The Master's level scholarship is \$6,000 towards the overall program cost and the Doctoral level scholarship is \$12,000 towards the overall program cost. Both scholarships are awarded in increments over the lifetime of the program. Please contact the Student Financial Services Department for full eligibility details.

Argosy University Refund Policies

Institutional Refund Policy

The Institutional Refund Policy applies to students who drop all courses in a semester, whether through providing notification to the University or ceasing attendance without notification. Exceptions to this policy are students who are enrolled in programs offered at campuses located in California, Georgia and Virginia, Wisconsin residents enrolled at the Minnesota campus, as well as students who are residents of Georgia, Iowa, Maryland, New Mexico, and Wisconsin who are enrolled in programs offered by Argosy University Online Programs. Students dropping all courses in a semester are considered withdrawn for refund purposes. All students will be subject to the institutional refund policy. In addition, students who receive federal student aid are also subject to the Return of Title IV Funds Policy.

Tuition and fees will be refunded according to the refund percentage shown in the tables below. If a student is enrolled in course(s) across the entire semester, the evaluation period for the refund percentage will be the entire fifteen (15) week semester. If a student is only enrolled in course(s) in one seven and one-half (7.5) week session during the semester due to an approved reason for exception to the continuous enrollment policy, the evaluation period will be for that session of instructional time. For students registering in the second or third starts in a semester of a five (5) week session program, the evaluation period is over their first three sessions of the student's enrollment. Because the evaluation period is over the entire period in which a student registers, the one hundred (100) percent refund is only applicable in the first session of enrollment. For non-term programs, the evaluation period for the tuition and fee refund percentage will be the length of the course.

Tuition deposits are non-refundable for students who fail to matriculate in their designated program of study. Refunds are made within thirty (30) calendar days of the date of determination.

Refund Policy after Class Start

If a student has not attended sixty (60) percent of the academic term, the school shall not retain or be entitled to payment for a percentage of any tuition and fees or other educational costs for a session that was scheduled to be taken during the relevant academic term but was not attended because the student withdrew from school prior to the commencement of the session. For example, if a student is enrolled for multiple sessions within the term but withdraws completely from school prior to the start of

a subsequent session within the academic term, the adjustment of charges based on the student's last date of attendance will be applied to the applicable period of attended session(s) using the session(s) charges and the start date of the first attended session through the end date of the last attended session within the academic term. Charges for the unattended session(s) after the student's last date of attendance within the academic term will be reversed for the Institutional Refund Policy, or State Refund Policy, where applicable. The reversal of applicable charges will be completed after the Return of Title IV Policy. For the Return of Title IV, the evaluation period and term charges include the entire period in which the student registered.

If a student has attended sixty (60) percent of the academic term, the evaluation period and academic term charges include the entire period in which the student registered. The Institutional Refund Policy, or State Refund Policy, where applicable, shall be applied based on the student's last date of attendance in the academic term using the academic term charges, aid disbursed during the academic term, and the start date of the first session through the end date of the last session within the academic term. For the Return of Title IV, the evaluation period and academic term charges include the entire period in which the student registered.

Campus-Based Programs and Single Course:

If Student Withdraws from the Institution:	Refund Percentage
On or before the applicable Attendance Confirmation date of the first session of enrollment or instructional time	100%
Between the day after the applicable Attendance Confirmation date and 25% of the semester or instructional time	75%
Between the end of the first 25% and 50% of the semester or instructional time	50%
Between the end of the first 50% and 60% of the semester or instructional time	25%
After the first 60% of the semester or instructional time	0%

Argosy University Online Programs and Single Course:

Term-Based Programs:

5-Week Term:	Refund Percentage
On or before the applicable Attendance Confirmation date of the first session of the term	100%
Between the day after the applicable Attendance Confirmation date and during Week One of the term	75%
Withdraw during Week Two	50%
Withdraw during Week Three	0%

7.5-Week Term:	Refund Percentage
On or before the applicable Attendance Confirmation date of the first session of the term	100%
Between the day after the applicable Attendance Confirmation date and during Week One of the term	75%
Withdraw during Week Two	50%
Withdraw during Week Three	25%
Withdraw during Week Four	0%

15-Week Term:	Refund Percentage
On or before the applicable Attendance Confirmation date of the first session of the term	100%
Between the day after the applicable Attendance Confirmation date and during Weeks One and Two of the term	75%
Withdraw during Weeks Three and Four	50%
Withdraw during Weeks Five and Six	25%
Withdraw during Week Seven	0%

Non-Term Based Programs and Single Course:

5 Week Course	
If a Student Withdraws from a Course	Refund Percentage
After attending during Week One	75%
After attending during Week Two	50%
After attending during Week Three	0%

7.5 Week Course	
If a Student Withdraws from a Course	Refund Percentage
After attending during Week One	75%
After attending during Week Two	50%
After attending during Week Three	25%
After attending during Week Four	0%

15 Week Course	
If a Student Withdraws from a Course	Refund Percentage
After attending during Weeks One and Two	75%
After attending during Weeks Three and Four	50%
After attending during Weeks Five and Six	25%
After attending during Week Seven	0%

State Refund Policies

The following state policies apply the day after the applicable add/drop date for the term.

Arizona State Cancellation Policy

Term-Based and Non-Term Based Programs and Single Course:

Three-Day Cancellation: An applicant who provides written notice of cancellation within three (3) days (excluding Saturday, Sunday and federal and state holidays) of signing an enrollment agreement is entitled to a refund of all monies paid. No later than thirty (30) calendar days of receiving the notice of cancellation, the school shall provide the one hundred (100) percent refund.

Refer to the Institutional Refund Policy when withdrawing from school after the cancellation period.

California State Refund Policy

Campus-Based Programs:

A California student may cancel his or her enrollment agreement without any penalty or obligation at any time and is entitled to a full refund of all monies paid, if the student withdraws from his or her program of study under any of the following circumstances:

- before starting classes;
- after attending only one day in his or her program of study; or
- within seven calendar days after enrolling in his or her program of study, whichever is later.

The student may also cancel enrollment if the services cease to be offered. If the student cancels enrollment for this reason, Argosy University will refund the appropriate portion of the tuition or other charges for which the student did not receive services (a full refund of the program paid to date will be provided if no teach-out provision is implemented; a pro-rata refund will apply if a teach-out provision is implemented).

All refunds shall be returned to students within forty-five (45) calendar days of cancellation.

A student may cancel his or her enrollment agreement and withdraw from Argosy University at any time by providing notification to the school or ceasing attendance without notification.

If the student has received Federal student financial aid funds, the student is entitled to a refund of monies not paid from Federal student financial aid program funds.

If a student withdraws *after* the cancellation period described above *and on or before* the applicable Attendance Confirmation date of the first session of enrollment in the semester or instructional time, the student is entitled to a full refund of all monies paid, less a two hundred (200) dollar tuition deposit for applicable programs.

If a student withdraws *after* the cancellation period described above *and after* the applicable Attendance Confirmation date of the first session of enrollment in the semester or instructional time, the institution shall perform a pro-rata calculation including all monies paid and all tuition and fees for the enrollment period, less a two hundred (200) dollar tuition deposit for applicable programs, for a student who fails to matriculate in his or her designated program of study. The proration is based upon the number of days the student attends during the enrollment period of withdrawal as follows: A daily tuition and fee charge is calculated by dividing the institutional charges for the enrollment period by the number of days the student is registered to attend in the enrollment period. This daily charge for the program is then multiplied by the number of days the student attended (start of the enrollment period to the last day of the student's attendance) during this withdrawal enrollment period. This proration will be calculated up to and including the sixty (60) percent point of the enrollment period. There shall be no refund available to the student if the student withdraws after completing more than sixty (60) percent of the enrollment period. After the proration is calculated, the school will return all necessary monies as outlined in the refund distribution. If tuition and fees are still due, the student will be billed for the balance. If the student has a refund or credit balance, payment is expected to be made within forty-five (45) calendar days of the student's completion of, or withdrawal from, the program in which the student was enrolled.

The school will make every effort to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

California Single Course Refund:

Students enrolled in a single course may drop their course through the Attendance Confirmation date without penalty. For 15-week and 7.5-week courses, the Attendance Confirmation period is the first eight (8) days of the session start date and for 5-week courses the Attendance Confirmation period is the first five (5) days of the session start date. Students dropping their course after the Attendance Confirmation period will be charged for the course. Students officially dropping all courses in a semester are considered withdrawn for refund purposes and are subject to the California State Refund Policy as described above. Students who are only taking a single course during the enrollment period and withdraw from that single course must provide official notification to the Student Services Department by completing an Add/Drop Form. The institution will calculate a pro-rata refund up to and including the sixty percent (60%) point of the course.

Florida State Cancellation Policy

Campus-Based Programs and Single Course:

Nonrefundable fees regarding admission and registration of Florida students shall not exceed one hundred-fifty (150) dollars. The refund policy stated herein does not apply to dormitory or meal fees. Refund policies for those fees, if charged, are mandated by the institution and disclosed in conjunction with the refund policy. Florida students who cancel any obligation within three (3) working days of the original commitment will be provided a full refund.

Refer to the Institutional Refund Policy when withdrawing from school after the cancellation period.

Georgia State Refund Policy

The Georgia State Refund Policy applies to students who officially drop all courses in a semester from Argosy University Online Programs or Argosy University, Atlanta whether through providing notification to the University or ceasing attendance without notification. Students dropping all courses in a semester are considered withdrawn for refund purposes and are subject to the Return of Title IV Funds Policy. Georgia students are entitled to a full refund of all monies paid, including application fees, if the student requests a refund within three (3) business days of signing an enrollment agreement.

Campus-Based Programs and Single Course:

If Student Withdraws from the Institution:	Refund Percentage
On or before the applicable Attendance Confirmation date of the first day of the session of instructional time	100%
Between the day after the applicable Attendance Confirmation date but before the end of the first 5% of the session of instructional time	95%
Between the end of the first 5% and 10% of the session of instructional time	90%
Between the end of the first 10% and 25% of the session of instructional time	75%
Between the end of the first 25% and 50% of the session of instructional time	50%
After the first 50% of the session of instructional time	0%

Argosy University Online Programs and Single Course:

Term-Based Programs

If Student Withdraws from the Institution:	Refund Percentage
On or before the applicable Attendance Confirmation date of the first session of the term	100%
Between the day after the Applicable Confirmation date but before the end of the first 5% of the term	95%
Between the end of the first 5% and 10% of the term	90%
Between the end of the first 10% and 25% of the term	75%
Between the end of the first 25% and 50% of the term	50%
After the first 50% of term	0%

Non-Term Based Programs and Single Course:

If Student Withdraws from the Institution:	Refund Percentage
On or before the first day of classes	100%
After the first day of class but before the end of the first 5% of the course	95%
Between the end of the first 5% and 10% of the course	90%
Between the end of the first 10% and 25% of the course	75%
Between the end of the first 25% and 50% of the course	50%
After the first 50% of course	0%

Fees will be refunded according to the refund percentage shown in the table above. Refunds are made within thirty (30) calendar days of the date of determination.

Iowa State Refund Policy

Argosy University Online Programs and Single Course:

Students taking online courses from their home state of Iowa who withdraw or is terminated by Argosy University from their course(s) will receive a prorated refund based on the week of their last date of attendance (LDA).

Term-Based Programs:

Tuition refunds will be determined as follows:

<u>5-Week Course:</u>	<u>Refund Percentage:</u>
On or before the applicable Attendance Confirmation date of the first session of the term	100%
Between the day after the applicable Attendance Confirmation date and during Week One of the term	75%
Week 2 LDA	54%
Week 3 LDA	36%
Week 4 LDA	18%

<u>7.5-Week Course:</u>	<u>Refund Percentage:</u>
On or before the applicable Attendance Confirmation date of the first session of the term	100%
Between the day after the applicable Attendance Confirmation date and during Week One of the term	78%
Week 2 LDA	66%
Week 3 LDA	54%
Week 4 LDA	42%
Week 5 LDA	29%
Week 6 LDA	17%
Week 7 LDA	5%

<u>15-Week Course:</u>	<u>Refund Percentage:</u>
On or before the applicable Attendance Confirmation date of the first session of the term	100%
Between the day after the applicable Attendance Confirmation date and during Week One of the term	84%
Week 2 LDA	78%
Week 3 LDA	72%
Week 4 LDA	66%
Week 5 LDA	60%
Week 6 LDA	54%
Week 7 LDA	48%
Week 8 LDA	42%
Week 9 LDA	35%

Week 10 LDA	29%
Week 11 LDA	23%
Week 12 LDA	17%
Week 13 LDA	11%
Week 14 LDA	5%

Non-Term Based Programs and Single Course:

Tuition Refunds will be Determined as Follows:

<u>5-Week Course:</u>	<u>Refund Percentage:</u>
Week 1 LDA	75%
Week 2 LDA	54%
Week 3 LDA	36%
Week 4 LDA	18%

<u>7.5-Week Course:</u>	<u>Refund Percentage:</u>
Week 1 LDA	78%
Week 2 LDA	66%
Week 3 LDA	54%
Week 4 LDA	42%
Week 5 LDA	29%
Week 6 LDA	17%
Week 7 LDA	5%

<u>15-Week Course:</u>	<u>Refund Percentage:</u>
Week 1 LDA	84%
Week 2 LDA	78%
Week 3 LDA	72%
Week 4 LDA	66%
Week 5 LDA	60%
Week 6 LDA	54%
Week 7 LDA	48%
Week 8 LDA	42%
Week 9 LDA	35%

Week 10 LDA	29%
Week 11 LDA	23%
Week 12 LDA	17%
Week 13 LDA	11%
Week 14 LDA	5%

Iowa residents who are a member, or a spouse of a member if the member has a dependent child, of the Iowa National Guard or Reserve Forces of the United States and who is ordered to state military service or federal service or duty will be afforded the following options:

- (1) Withdraw from the student's entire registration and receive a full refund of tuition and mandatory fees.
- (2) Make arrangements with the student's instructors for course grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the student's registration shall remain intact and tuition and mandatory fees shall be assessed for the courses in full.
- (3) Make arrangements with only some of the student's instructors for grades, or for incompletes that shall be completed by the student at a later date. If such arrangements are made, the registration for those courses shall remain intact and tuition and mandatory fees shall be assessed for those courses. Any course for which arrangements cannot be made for grades or incompletes shall be considered dropped and the tuition and mandatory fees for the course refunded.

Maryland State Refund Policy

Argosy University Online Programs and Single Course:

The Maryland State Refund Policy applies to students who are residents of Maryland. A Maryland student that withdraws or is terminated after completing only a portion of a course, program, or term within the applicable billing period is as follows:

Term-Based Programs:

If Student Withdraws from the Institution:	Refund Percentage
On or before the applicable Attendance Confirmation date of the first session of the term	100%
After the applicable Attendance Confirmation date and less than 10% of the term is completed	90%
10% up to but not including 20% of the term is completed	80%
20% up to but not including 30% of the term is completed	60%

30% up to but not including 40% of the term is completed	40%
40% up to but not including 60% of the term is completed	20%
More than 60% of the term is completed	20%

Non-Term Based Programs and Single Course:

If Student Withdraws from the Institution:	Refund Percentage
Less than 10% of the course is completed	90%
10% up to but not including 20% of the course is completed	80%
20% up to but not including 30% of the course is completed	60%
30% up to but not including 40% of the course is completed	40%
40% up to but not including 60% of the course is completed	20%
More than 60% of the course is completed	0%

Refunds are made within sixty (60) calendar days from the date of withdrawal or termination.

New Mexico Refund Policy

Argosy University Online Programs and Single Course:

The New Mexico State Refund Policy applies to students who are residents of the state of New Mexico who withdraw from all courses from Argosy University online programs.

Any student signing an enrollment agreement or making an initial deposit or payment toward tuition and fees of the institution shall be entitled to a cooling off period of three (3) business days from the date of agreement or payment or from the date that the student first visits the institution, whichever is later. During the cooling off period, the agreement can be withdrawn and all payments shall be refunded. Evidence of personal appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means shall be deemed as meeting the terms of the cooling off period.

Following the cooling off period but prior to the beginning of instruction, a student may withdraw from enrollment following the cooling off period, prior to submission by the student of any lesson materials and effective upon deposit of a written statement of withdrawal for delivery by mail or other means.

A student may withdraw after beginning instruction or submitting lesson materials, effective upon appearance at the institution or deposit of a written statement of withdrawal for delivery by mail or other means. The institution shall be entitled to retain, as registration charges, no more than one hundred (100) dollars or five (5) percent of tuition and fees, whichever is less. Additionally, institutions

are eligible to retain tuition and fees earned at a pro-rata amount according to the following schedule, based on the date of student withdrawal as a percentage of the enrollment period for which the student was obligated:

Term-Based Programs:

On or before the applicable Attendance Confirmation date of the first session of the term	0%
After the applicable Attendance Confirmation date and within 10%	10%
After 10% and within 25%	50%
After 25% and within 50%	75%
50% or thereafter	100%

Non-Term Based Programs and Single Course:

On first class day	0%
After first day and within 10%	10%
After 10% and within 25%	50%
After 25% and within 50%	75%
50% or thereafter	100%

Upon request by a student or by the department, the institution shall provide an accounting for such amounts retained within five business days of the request.

Tuition and fee refunds will be made within thirty (30) calendar days of the institution receiving written notice of a student's withdrawal or of the institution terminating enrollment of the student, whichever is earlier.

Tennessee State Cancellation Policy

Term-Based and Non-Term Based Programs and Single Course:

If a student withdraws from Argosy University on or before the first day of classes, or fails to begin classes, the refund shall equal the sum of all amounts paid or to be paid by or on behalf of the student for the period of enrollment, less an administrative fee of one hundred (100) dollars.

Refer to the Institutional Refund Policy when withdrawing from school after the cancellation period.

Virginia State Refund Policy

Campus-Based Programs and Single Course:

The Virginia state policy applies to students who attend the Argosy University, Northern Virginia campus located in Arlington, VA. Virginia students who cancel any obligation within three (3) business days of the original commitment will be provided a full refund, less a one hundred (100) dollar administrative (registration) fee. A student applicant will be considered a student as of the first day of classes.

A Virginia student will be considered withdrawn from Argosy University if the student violates the school's published attendance policy. Termination may be effected earlier by written notice. In the event that a written notice is submitted, the effective date of termination will be the date the student last attended classes. All refunds will be submitted within forty-five (45) calendar days of the after receipt of a written request or the date the student last attended classes, whichever is sooner. Argosy University will refund tuition and fees based on when the student last attended as follows:

If Student Withdraws from the Institution:	Refund Percentage
On or before the applicable Attendance Confirmation date of the first session of enrollment or instructional time	100%
After the applicable Attendance Confirmation date and before the first 25% of the semester or instructional time	50%
Between 25% and 50% of the semester or instructional time	25%
After 50% of the semester or instructional time	0%

Wisconsin State Refund Policy

Argosy University Minnesota Programs and Single Course:

The Wisconsin State Refund Policy applies to students who are residents of the state of Wisconsin who withdraw from all courses from Argosy University. The enrollment agreement is a legally binding contract upon acceptance of the student by the school unless the student cancels the enrollment agreement within three (3) business days of acceptance by the school day cancellation period.

A student who withdraws or is dismissed after the three (3) business day cancellation period, but before completing sixty (60) percent of the potential units in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period. Pro rata refund shall be determined as the number of units remaining after the last unit completed divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.

The school will make every effort to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

The school will issue refunds within forty (40) calendar days of the effective date of termination. A written notice of withdrawal is not required. The student is considered withdrawn from the school if the student fails to attend classes, utilize instructional facilities, or submit lessons, without providing an explanation to the school regarding the inactivity for fifteen (15) calendar days.

No refund is required for any student who withdraws or is dismissed after completing sixty (60) percent of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Cancellation Privilege

A student shall have the right to cancel enrollment for a program not exempted until midnight of the third (3rd) business day after written and final receipt of notice of acceptance from the school.

The student will receive a full refund of all money paid if the student cancels within the three (3) business-day cancellation period; the student accepted was unqualified and the school did not secure a disclaimer; the school procured the student's enrollment as the result of false representations in the written materials used by the school or in oral representations made by or on behalf of the school. The school will issue refunds within three (3) days of cancellation.

Wisconsin Tuition and Fee Charges before Attending Any Units of Instruction but After the three (3) – Day Cancellation Period:

One hundred (100) percent refund.

Adjustment of Charges after Completing:

At Least	Bust Less Than	Refund of Tuition
On or before the applicable Attendance Confirmation date of the first session of enrollment in the semester or instructional time		100%
After the applicable Attendance Confirmation date	10	90
10	20	80
20	30	70
30	40	60
40	50	50
50	60	40
60	no refund	no refund

Argosy University Online Programs and Single Course:

The Wisconsin State Refund Policy applies to students who are residents of the state of Wisconsin who withdraw from all courses from Argosy University. The enrollment agreement is a legally binding contract upon acceptance of the student by the school unless the student cancels the enrollment agreement within three (3) business days of acceptance by the school day cancellation period.

A student who withdraws or is dismissed after the three (3) business day cancellation period, but before completing sixty (60) percent of the potential units in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period. Pro rata refund shall be determined as the number of units remaining after the last unit completed divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.

The school will make every effort to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or returned by the school to the supplier.

The school will issue refunds within forty (40) calendar days of the effective date of termination. A written notice of withdrawal is not required. The student is considered withdrawn from the school if the student fails to attend classes, utilize instructional facilities, or submit lessons, without providing an explanation to the school regarding the inactivity for fifteen (15) calendar days.

No refund is required for any student who withdraws or is dismissed after completing sixty (60) percent of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Cancellation Privilege

A student shall have the right to cancel enrollment for a program not exempted until midnight of the third business day after written and final receipt of notice of acceptance from the school.

The student will receive a full refund of all money paid if the student cancels within the three (3) business-day cancellation period; the student accepted was unqualified and the school did not secure a disclaimer; the school procured the student's enrollment as the result of false representations in the written materials used by the school or in oral representations made by or on behalf of the school. The school will issue refunds within three (3) days of cancellation.

Wisconsin Tuition and Fee Charges before Attending Any Units of Instruction but After the Three (3) Day Cancellation Period:

One hundred (100) percent refund.

Term-Based Programs:

Adjustment of Charges after Completing:

<u>At Least</u>	<u>But Less Than</u>	<u>Refund of Tuition</u>
On or before the applicable Attendance Confirmation date of the first session of the term		100%
After the applicable Attendance Confirmation date	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	no refund	no refund

Non-Term Based Programs and Single Course:

Adjustment of Charges after Completing:

<u>At Least</u>	<u>But Less Than</u>	<u>Refund of Tuition</u>
1 unit/calendar day	10%	90%
10%	20%	80%
20%	30%	70%
30%	40%	60%
40%	50%	50%
50%	60%	40%
60%	no refund	no refund

Add/Drop Policy – All States and All Programs

Campus-Based Programs and Single Course and Argosy University Online Term-Based Programs:

Students enrolled in a program of study may add or drop courses within the semester through the Attendance Confirmation date without penalty. For 15-week and 7.5-week courses, the Attendance Confirmation period is the first eight (8) days of the session start date and for 5-week courses the Attendance Confirmation period is the first five (5) days of the session start date. Students dropping a course after the Attendance Confirmation period will be charged for the course. Students dropping a course must provide official notification to the Student Services Department by completing an Add/Drop Form. Students dropping all courses in a semester or ceasing attendance in accordance with the University's attendance policy are considered withdrawn for refund purposes and are subject to the Institutional Refund Policy as published in this Academic Catalog. If a student drops a Session I course and intends to enroll in a Session II course, for example, then he or she must complete a Voluntary

Intent to Continue form within the timeline outlined in the Withdrawal Policy section of the Catalog in order for a return of Title IV review not to be required.

Argosy University Online Non-Term Based Programs and Single Course:

Students enrolled in Argosy Online Programs should refer to the Argosy University Institutional Refund Policy or State Refund Policy when dropping a course.

Grades

Students who officially withdraw from a course after the end of the add/drop period and before the completion of 67% of instructional time will receive a grade of "Withdrawn" ("W"). Students who officially withdraw from a course after the completion of more than 67% of instructional time will receive a grade of "Failure Due to Late Withdrawal" ("WF"). See below for deadlines as they apply to 15 week courses, 7.5 week courses, and 5 week courses. Refer to Section Seven, Academic Policies and Procedures under "Additional Grades" for detailed descriptions of grade of "W" and grade of "WF."

15 Week Courses	
A student who officially withdraws from a 15 week course	Grade Received
Notifies the University by end of Week 10	W
Notifies the University <i>after</i> the end of Week 10	WF
7.5 Week Courses	
A student who officially withdraws from a 7.5 week course	Grade Received
Notifies the University by end of Week 5	W
Notifies the University <i>after</i> the end of Week 5	WF
5 Week Courses	
A student who officially withdraws from a 5 week course	Grade Received
Notifies the University by end of Week 3	W
Notifies the University <i>after</i> the end of Week 3	WF

Students enrolled in campus-based programs who officially drop a course before the end of the add/drop period will have the course removed from their transcript. A record of the course attempted remains on the student's ledger and in the student's academic record.

Financial Aid Refund Redistribution Policy

All students receiving financial aid who withdraw completely from the program may have to return any refund amount to the appropriate Student Financial Aid Program in accordance with the refund distribution schedule which follows:

1. Federal Unsubsidized Direct Loan
2. Federal Subsidized Direct Loan
3. Federal Perkins Loan
4. Federal PLUS
5. Other federal, state, private, or institutional aid programs, if required by the program
6. Students

Argosy University will return unearned aid if:

1. The student officially withdraws
2. The student is dismissed, or
3. The institution determines the student's withdrawal date, in the case of an unofficial withdrawal.

Return of Federal Title IV Aid

In compliance with Federal regulations, the school will determine how much Federal student financial assistance the student has earned or not earned when a student who is a Title IV recipient withdraws from school.

Campus-Based Programs and Argosy University Online Term-Based Programs

The school will calculate the percentage and amount of awarded Federal student financial assistance that the student has earned if the student withdraws up through the sixty (60) percent point of the term or session if the student is only attending a session. If the student has completed more than sixty (60) percent of the term, the student earns one hundred (100) percent of the Federal student financial assistance.

The amount earned will be based on the percentage of the term that was completed in days up to and including the last date of attendance. To calculate the amount earned, the school will determine the percentage by dividing the number of calendar days completed in the term up to and including the last date of attendance by the total number of calendar days in the term. If there is a scheduled break of five (5) or more days, then it will reduce the term length and if the scheduled break is before the student's last day of attendance, it will reduce the calendar days completed. If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. Funds will be returned to the

aid source within forty-five (45) calendar days of the date that the school determines that the student has withdrawn.

Argosy University Online Non-Term Based Programs

The school will calculate the percentage and amount of awarded Federal student financial assistance that the student has earned if the student withdraws up through the sixty (60) percent point of the payment period. If the student has completed more than sixty (60) percent of the payment period, the student earns one hundred (100) percent of the Federal student financial assistance.

When a student withdraws from the payment period, the amount of federal financial aid assistance the student earned is determined by a specific formula. Scheduled breaks of at least five (5) consecutive days and days in which the student was on an approved leave of absence are excluded from this calculation. Generally, a payment period consists of eighteen (18) credits; the number of credits may vary by program. If the student received less assistance than the amount the student earned, the student may be able to receive those additional funds as a post-withdrawal disbursement. If the student received more assistance than the amount the student earned, the excess funds must be returned by the University and/or the student. The excess funds could result in an overpayment. The amount of assistance the student earned is determined on a rate-of-progression basis. When the student completes more than sixty (60) percent of the payment period, the student earns all the assistance scheduled for that payment period.

If the student received more than the amount of Federal student financial assistance earned, the difference will be returned to the Federal student financial assistance programs from which funds were received in the following order: Federal Unsubsidized Direct Loans, Federal Subsidized Direct Loans, Federal Perkins Loans, Federal PLUS Loans, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant. Funds will be returned to the aid source within forty-five (45) calendar days of the date that the school determines that the student has withdrawn.

All Programs and Enrollment

If more Federal student financial assistance has been earned than has been received, the student may be eligible for a post-withdrawal disbursement. The school will notify the student of any post-withdrawal disbursement loan funds for which the student may be eligible and what steps need to be taken for the Federal financial assistance funds to be received. The student needs to provide permission before any loan funds may be disbursed on the student's account or disbursed to the student. However, the school may automatically use all or a portion of the post-withdrawal disbursement of grant funds for tuition, fees, and room and board charges (as contracted with the school), and, with the student's authorization, the school may automatically use the grant funds for other educationally-related charges. Any balance of grant funds that may be available will be offered the student.

If Federal student financial assistance funds need to be returned, the institution must return a portion or all of the unearned funds equal to the lesser of:

- The institutional charges multiplied by the percentage of the unearned Federal student financial assistance funds; or
- The entire amount of unearned funds.

If there are remaining unearned Federal financial assistance funds to be returned, the student must return any loan funds that remain to be returned in accordance with the terms and conditions of the promissory note. If the remaining amount of funds to be returned includes grant funds, the student must return any amount of the overpayment that is more than half of the grant funds received. The school will notify the student as to the amount owed and how and where it should be returned.

Students should also refer to "Withdrawal Policy" described in Section Seven, Academic Policies and Procedures.

Financial Aid Stipend Return Policy

Excess Title IV (federal) financial aid may be used to cover other education costs for students that approve and submit authorization for the school to use excess Title IV funds. All charges not covered by Title IV funding are the responsibility of the student.

All student Title IV (federal) financial aid credit balances, if one is created for the payment period in question, will be issued as a stipend to the student no later than fourteen (14) calendar days:

1. After the first day of class; or
2. The date the Title IV credit balance appears on the student account.

Students receiving federal financial aid who withdraw or drop courses will have any credit balance on their accounts returned to their lenders or to the appropriate financial aid program as required.

Non-Federal Refund Policy (Minnesota)

Campus-Based Programs:

Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy. To calculate the minimum refund due to the Minnesota State Grant program, the SELF Loan Program, and other Aid Programs, with the exception of the State Work Study Program, the Minnesota Office of Higher Education Refund Calculation Worksheet, Appendix 13, of the Minnesota State Grant manual is used.

California State Tuition Recovery Fund

The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relived of the obligation to do so, you must pay the state-imposed assessment for the (STRF), or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if you are not a California resident, or are not enrolled in a residency program.

It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before the closure.
4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

It replaces this OLD language (page 20-21 undergraduate, 25-26 graduate), the very last items in the info for California students:

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applied to you:

1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident, or are not enrolled in a residency program, or
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.

You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.

3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act.

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Section Seven, Academic Policies and Procedures

Academic Year

Campus-Based Programs and Online Term-based Enrollment Programs

Master's Level Degree Programs	
Item	Description
Course	5, 7.5 or 15 weeks of instructional time
Instructional Week	Seven consecutive calendar days. An Instructional week begins the first day of the session at 12:00 Mountain Time (MT) to 11:59 pm MT seven days later.
Academic Year	Minimum of 30 weeks of instructional time
Doctoral Level Degree Programs	
Item	Description
Course	7.5 weeks of instructional time or 15 weeks of instructional time
Instructional Week	7 consecutive calendar days. Instructional week begins the first day of the session at 12:00 am Mountain Time (MT) to 11:59 pm MT seven days later.
Academic Year	Minimum of 30 weeks of instructional time

Argosy University Online Programs (Non-term Enrollment)

Master's Level Degree Programs	
Item	Description
Course	5, 7.5 or 15 weeks of instructional time
Instructional Week	7 consecutive calendar days. Instructional week begins Tuesday at 12:00 am Mountain Time (MT) to 11:59 pm MT the following Monday.
Academic Year	Minimum of 30 weeks of instructional time; 24 earned credits
Doctoral Level Degree Programs	
Item	Description
Course	7.5 weeks of instructional time or 15 weeks of instructional time
Instructional Week	7 consecutive calendar days. Instructional week begins Tuesday at 12:00 am Mountain Time (MT) to 11:59 pm MT the following Monday.
Academic Year	Minimum of 30 weeks of instructional time; 21 earned credits

Enrollment Policies

Continuous Enrollment Policies

International Students (Term Based Enrollment)

In accordance with U.S. federal regulations, international students in valid nonimmigrant status must maintain full-time enrollment as stipulated in this catalog (see below). It is the student's responsibility to stay abreast of all requirements for maintaining appropriate student status. Nonimmigrant students are urged to periodically review all federal requirements for maintaining proper status, including those for full-time study, with the campus International Student Advisor. Students who do not register for the current semester will be considered withdrawn from the program.

Argosy University Online Programs (Non-term Enrollment)

Students enrolled in in Argosy University Online Programs may who take a break of 29 consecutive calendar days or less remain continuously enrolled and are classified as a full-time student. Students who need to take a break of longer than 29 days should contact their Academic Advisor and request a Leave of Absence. Students who have not attended class for over 29 consecutive calendar days are considered withdrawn from the University unless they have an approved Leave of Absence on file. If a student does not return from an approved Leave of Absence, the official withdrawal date and beginning of the loan grace period (if applicable) is the last date of class attendance.

Level of Enrollment Criteria

Argosy University Campus-Based Programs and Online Term-based Enrollment Programs

Level of Enrollment Criteria				
Degree Program	Less Than Half-Time	Half-Time	Full-Time	Maximum Number of Credit Hours per 15 Week Term*
Graduate School of Business and Management Master's Level Degree Programs (MBA, MS)	Fewer than 6 credit hours per 15 week term	6-8 credit hours per 15 week term	9 credit hours per 15 week term	Greater than 9 credit hours per 15 week term
Graduate School Business and Management Doctoral Level Degree Programs (DBA, EdD)	Fewer than 3 credit hours per 15 week term	3-5 credit hours per 15 week term	6-12 credit hours per 15 week term ¹	Greater than 13 credit hours per 15 week term
College of Clinical Psychology Master's Level and Doctoral Level Degree Programs (MA, PsyD)**	Fewer than 6 credit hours per 15 week term	6-8 credit hours per 15 week term ²	9-15 credit hours per 15 week term ³	Greater than 15 credit hours per 15 week term
College of Education Master's Level and Doctoral Level Degree Programs (MA, MAEd, EdS, EdD, PsyD)	Fewer than 3 credit hours per 15 week term	3-5 credit hours per 15 week term ⁴	6-12 credit hours per 15 week term ^{1,5}	Greater than 13 credit hours per 15 week term
College of Health Sciences Master's Level Degree Programs (MPH)	Fewer than 6 credit hour per 15 week term	6-8 credit hours per 15 week term	9 credit hours per 15 week term	Greater than 12 credit hours per 15 week term
College of Health Sciences Master's Level Degree Programs (MS)	Fewer than 3 credit hour per 15 week term	3-5 credit hours per 15 week term	6-12 credit hours per 15 week term	Greater than 12 credit hours per 15 week term

College of Counseling, Psychology and Social Sciences Master's Level Degree Programs, (MA, MS) ⁶	Fewer than 3 credit hours per 15 week term	3-5 credit hours per 15 week term	6-12 credit hours per 15 week term	Greater than 12 credit hours per 15 week term
College of Counseling, Psychology and Social Sciences Master's Level Degree Programs (MA, MS) ⁷	Fewer than 6 credit hours per 15 week term	6-8 credit hours per 15 week term	9-12 credit hours per 15 week term	Greater than 12 credit hours per 15 week term
College of Counseling, Psychology and Social Sciences Doctoral Level Degree Programs (EdD, DMFT)	Fewer than 3 credit hours per 15 week term	3-5 credit hours per 15 week term	6-12 credit hours per 15 week term ¹	Greater than 12 credit hours per 15 week term

Notes

* Students who wish to register for credit hours greater than the stated maximum for their degree program are required to obtain approval from their academic advisor.

**For additional information regarding the summer semester, students enrolled in the MA in Clinical Psychology degree program and PsyD in Clinical Psychology degree program should refer to the Level of Enrollment Criteria for the College of Counseling, Psychology and Social Sciences Clinical Psychology Terminal Master's Degree, Counseling Psychology, and Marriage & Family Therapy Master's Level Degree Programs.

¹Applies to students who are enrolled in doctoral level degree programs that are registered for dissertation.

²Applies to students who are enrolled in master's level and doctoral level Clinical Psychology degree programs that are registered for Advanced Practicum, Half-Time Internship, Integrative Paper, Practicum and/or Thesis, Practicum Extension.

³Applies to students who are enrolled in master's level and doctoral level Clinical Psychology degree programs that are registered for full-time internship, Clinical Research Project, Clinical Research Project

Extension OR registered for 6 credit hours plus one of the following: Advanced Practicum, Half-Time Internship, Integrative Paper, Practicum and/or Thesis.

⁴Applies to students who are enrolled in doctoral level school psychology degree programs that are registered for School Psychology Research Project.

⁵Applies to students who enrolled in doctoral level School Psychology degree programs that are registered for School Psychology Research Project.

⁶Applies to students who are enrolled in the MA in Clinical Psychology terminal master's degree program offered only at Argosy University, Seattle and Argosy University, Twin Cities. Applies to students who enrolled in MA in Clinical Mental Health Counseling, MA Counseling Psychology, MA Sport Exercise Psychology, MA in Marriage and Family Therapy degree programs.

⁷Applies to students who enrolled in MA in Forensic Psychology, MA Industrial Organizational Psychology, MS in Human Services

Argosy University Online Programs (Non-term Enrollment)

All students enrolled in Argosy University Online Programs who remain continuously enrolled, including breaks of 29 consecutive calendar days or less, are classified as full-time.

Leave of Absence (Argosy University Online Programs (Non-term Enrollment))

Overall Considerations

Students who are enrolled in Argosy University Online Programs may request a Leave of Absence. A Leave of Absence is not available to students enrolled in campus-based programs (including those campus-based students who are taking online courses).

Students enrolled in Argosy University Online Programs who take a break of 29 consecutive calendar days or less remain continuously enrolled and are classified as a full-time student. Students who need to take a break longer than 29 consecutive calendar days should contact their Academic Counselor and request a Leave of Absence. Refer to "Leave of Absence Procedures" described below.

Students enrolled in Argosy University Online Programs who have not attended class for over 29 consecutive calendar days are considered withdrawn from Argosy University unless they have an approved Leave of Absence on file.

Signed Leave of Absence forms submitted after 29 consecutive calendar days of the last date of attendance will not be accepted.

Leave of Absence Procedures

Students enrolled in Argosy University Online Programs may request a Leave of Absence under two instances:

1. *Future Leave of Absence:* A student may request a Leave of Absence to take place at a date that occurs while s/he is not enrolled in a course. Students who request a Future Leave of Absence must submit a signed Leave of Absence Request Form to their Academic Counselor 14 calendar days prior to the effective date of the Leave of Absence.

If extenuating circumstances prevent a student from submitting a Leave of Absence Request Form prior to 14 calendar days before the effective date of the Leave of Absence, the Leave of Absence form will be accepted on a case by case basis. Qualifying extenuating circumstances include military deployment, extended serious medical emergencies, extended serious family emergencies, jury duty, or natural disasters.

2. *Immediate Leave of Absence:* A student may request a Leave of Absence to take place immediately due to extenuating circumstances while s/he is enrolled in a course. Students who request an immediate Leave of Absence must submit a signed Leave of Absence Request Form to their Academic Counselor. Forms will be accepted on a case by case basis. Qualifying extenuating circumstances include military deployment, extended serious medical emergencies, extended serious family emergencies, jury duty, or natural disasters.

Students may not request an immediate Leave of Absence after the last day of week 3 of a 5 week class.

In the event of a natural disaster, Argosy University will evaluate the need for the impacted student in the disaster zone to be automatically placed on an approved Leave of Absence.

Additional Leave of Absence or an Extension of a Current Leave of Absence

Students are limited to no more than two Leaves of Absence of 60 calendar days or less within a 12-month period. Students may be granted an additional Leave of Absence or an extension of a current Leave of Absence due to extenuating circumstances. Students who request an additional Leave of Absence or an extension to a current Leave of Absence must submit a signed Leave of Absence form to their Academic Counselor. The form must explain the extenuating circumstances that require an additional Leave of Absence or an extension of a current Leave of Absence. Extenuating circumstances include military deployment, extended serious medical emergencies, extended serious family emergencies, jury duty, or natural disasters. Requests for an additional Leave of Absence or an extension of a current Leave of Absence must be received 15 calendar days prior to the end of the current Leave of Absence. Leaves of Absence (including extensions) may not exceed 180 calendar days in a 12-month period.

Returning from an Approved Leave of Absence

Students returning from an approved Leave of Absence that was granted while they were enrolled in a course will be allowed to complete coursework started prior to the leave with no additional tuition and/or fee charges assessed. The University allows students who begin a Leave of Absence during a course to withdraw with an Approved Tuition Waiver for a Future Course. Although students will not be charged for the subsequent course, students must re-take the entire course.

If a student does not return from an approved Leave of Absence, the official withdrawal date and beginning of the loan grace period (if applicable) is the last date of class attendance.

Leaves of Absence may not exceed 180 calendar days in a 12-month period. The 12-month period begins the first day of the first Leave of Absence. Students who fail to return on the 180th calendar day will be administratively withdrawn from Argosy University.

Enrollment in Multiple Programs

Students are not permitted to be concurrently enrolled in more than one degree program. Students, however, may enroll in a certificate program while currently enrolled in a degree program.

Registration

Students intending to enroll for a given course must do so during the registration period and complete plans for payment of tuition and fees according to the tuition payment policy.

Registration Priority

For a variety of reasons, and to better serve students and manage the operations of Argosy University, registration priorities have been set up to determine the order of processing in registration. Care will be taken to ensure that the priority system is fair to all students and allows registration to proceed efficiently in order of priority.

Add/Drop Registration

Campus-Based Programs

Registered students may add a class during the registration period by submitting an Add/Drop Request Form or sending written notification via email or fax to the Student Services Department or by doing so online. Students will not be able to add a given class to their schedules if the course is closed.

Argosy University strongly urges all students to complete their entire course schedule during the official registration period. However, if students elect to add a course after the official registration period, they may do so by completing the Add/Drop Request Form or sending written notification to the Student

Services Department. Adds after the official start date of a course must have campus dean or department chair approval. No adds will be allowed after the end of the add/drop period.

Students will not be permitted to add a course after the end of the add/drop period.

Unless otherwise authorized, students are not allowed to enter an online course after the second day of a 7.5-week course and after the fifth day of a 15-week course.

Students who want to drop a course may do so by submitting a signed and dated Add/Drop Request Form to the Student Services Department, sending written notification via email or fax, or by doing so online. In courses with unique fees attached, that fee may be charged to students submitting a request to drop a course(s) after the official start date of the course(s) or during the add/drop period. International students must consult with the school's DSO prior to adding or dropping any courses as doing so may impact F-1 (student) visa status eligibility.

Argosy University Online Programs

Students enrolled in Argosy University Online Programs may not add courses after the course start date. Students enrolled in Argosy University Online Programs, who choose to withdraw after the start of the course, will follow the withdrawal policy. International students who require the Form I-20 (F-1 visa holders) are not eligible for Argosy University Online Programs.

Late Registration

Campus-Based Programs

Late registration during the add/drop period will be allowed for 5 week, 7.5 week, and 15 week courses, provided the courses have not been closed to additional enrollment.

Argosy University Online Programs

Late registration is not an option for students enrolled in Argosy University Online Programs.

Course Availability/Cancellation

While Argosy University makes every effort to provide sufficient course sections for students, Argosy University reserves the right to cancel any course. Students enrolled in canceled courses will be granted a full refund and will be allowed to add a course until the end of the add/drop period. Enrollment in a particular course section or with a specific instructor is not guaranteed. Course instructors may change at the discretion of Argosy University.

Course Types and Delivery Methods

In-Residence

In-Residence courses are those courses that meet face-to-face. These courses meet the University's residency requirement.

Blended

Blended courses consist of at least two regularly scheduled standard class sessions per term with an online component to supplement instruction. See Section Seven: Unit of Credit for a definition of instructional engagement.

Tutorial

These courses are completed on a one-to-one basis with a faculty mentor. Tutorial courses follow an existing and approved course syllabus, which is provided to students prior to the course start date. Students are required to maintain weekly contact with the instructor. The course syllabus contains specific instructions regarding weekly contact format and requirements. Depending how instruction is provided, Tutorial courses may or may not fulfill residency requirements. In order to meet the residency requirement for graduate coursework, a minimum of two of the sessions must be in-person with the instructor. Tutorial courses are available only on a limited basis and with the approval of the program chair to meet a compelling need of a student.

Online Courses

Online courses are those in which 100% instruction is delivered via the internet. Students enrolled in master's level degree programs may take 100% of their coursework in a fully online format. Students enrolled in 60 credit hour doctoral level degree programs must take 18 credit hours of in-residence courses, including dissertation courses. Students enrolled in doctoral level degree programs offered by Argosy University Online Programs fulfill this requirement by completing two doctoral residencies and dissertation courses. Residency I is taken concurrently with W7000 Advanced Academic Study and Writing and must be taken by the third course in the student's program of study. Residency II is taken concurrently with the final research course in the session immediately preceding the last course.

Off Campus

Some programs provide courses at an approved off-campus location in a community setting. Courses taken at off-campus locations cannot exceed 49% of a total program. Students taking courses off-campus should speak to their advisors regarding how many off-campus courses they are permitted to take.

Eligible students may use Veterans Affairs Educational Benefits only at off campus locations that have been approved by the State Approving Agency.

Waiver/Course Substitution

In specified programs within Argosy University, course waivers are granted. The general waiver policies applying to all waived courses are as follows:

- Waivers are defined as a substitution of a required course with a comparable transcribed course, subject to the requirements of the program in which the student is enrolled approved by the program chair and consistent with all relevant accrediting and regulatory requirements.
- The term "waiver" is used to indicate the process of accepting courses from other institutions which satisfy specific course requirements but do not reduce total credit requirements of a program.
- Waiver requests may be submitted at any time during the admission process, until the end of the first year of matriculation.
- Waivers are not granted until a student is officially accepted.
- Waived courses will appear on the transcript as "Waived Courses" under the Argosy University course name and number.

Course/Credit Transfer

Courses Taken at other Argosy University Campuses

Every Argosy University student is assigned a campus of record. The campus of record is the Argosy University campus to which the student applied and was accepted. Consistent with any campus-specific program accreditation and any state regulatory requirements, matriculated students may apply courses in their program of study taken at another Argosy University campus to their degree program. Students seeking to transfer into the competency programs from the campus or online degree programs will have to complete the required assessments for each sub-domain.

Courses Taken via Distance Delivery

In some cases where either campus-based program accreditation is present or state regulatory requirements govern, there are restrictions on the amount of distance delivery course credit hours allowed. Residency requirements vary by campus and program. Please consult the program chair for details pertaining to your program of study.

Courses Taken at other Institutions

College credits completed at another university are acceptable for transfer under the following conditions:

- Transfer of credits is not officially granted until students have been accepted into a program of study.

- The course must have been a graduate-level course, taken for equivalent graduate-level credit at a regionally accredited college or university, or nationally accredited college that is part of a program approved and documented by the dean of the appropriate college of Argosy University. Colleges and Universities accredited by agencies recognized by both the United States Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA) are deemed as approved for all Argosy University programs unless applicable state regulatory or program accreditation guidelines require other review. In the case of institutions outside the United States, the appropriate equivalent accreditation is required. Unless otherwise approved by the College Dean, "Equivalent graduate-level credit" refers to both content and degree level of the course.
- Students must have earned a grade of "B-" or better for any course submitted.

Graduate Transfer Credit Criteria

College credits completed are acceptable for transfer under the following conditions:

- Transfer of credits requests are not granted until students have been accepted into a program of study.
- The course must have been a graduate-level course, taken for equivalent or greater credit at a regionally accredited college or university or nationally accrediting agency recognized by the USDE and CHEA. In the case of institutions outside the United States, the appropriate equivalent accreditation is required. Unless otherwise approved by the College Dean, "Equivalent graduate-level credit" refers to both content and degree level of the course.
- Students must have earned a grade of "B-" or better for any course submitted.
- Programs may determine that certain courses are not eligible for transfer of credit.
- Argosy University does not accept graduate credit for any credits earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools unless offered in an approved program or under an arrangement approved by the dean of the appropriate college of Argosy University or otherwise provided for in this catalog.
- Official transcripts are required for transfer credit to be considered.
- Students may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria.
- Final decisions on accepting graduate-level continuing education coursework as transfer credit are made by the program in which the student is enrolled; therefore, students are not guaranteed that coursework will be accepted for transfer until they have applied for and received approval from the program chair of their program.

Transfer credit maximums are listed here by program. Some courses, such as capstone, field experiences, practicum and internship courses, may not be transferred. Check with your Department Chair for details on transfer course restrictions.

College	Program	Transfer Credit Maximum*
Clinical Psychology	Master of Arts	15
	Doctor of Psychology	30
Counseling, Psychology and Social Sciences	Master of Arts Clinical Psychology/Terminal Master's degree programs	21
	Master of Arts Clinical Mental Health Counseling	24
	Master of Arts Counseling Psychology (60 credit hours)	24
	Master of Arts Forensic Psychology	18
	Master of Arts Marriage and Family Therapy (48 and 51 credit hours)	21
	Master of Arts Marriage and Family Therapy (60 credit hours)	24
	Master of Arts Industrial Organizational Psychology	18
	Master of Arts Sport-Exercise Psychology	15
	Master of Science Human Services	18
	Doctor of Education	24
	Doctor of Marriage and Family Therapy	24
Education	Master of Arts in Education (program total credit hours 30 credit hours or less)	12
	Master of Arts in Education (program total credit hour greater than 30 credit hours)	18
	Education Specialist	12
	Doctor of Education	24
	Doctor of Psychology	30
Health Sciences	Master of Science	21
	Master of Public Health	21

Graduate School of Business and Management	Master of Business Administration (30 credit hours)	15
	Master of Business Administration (36 credit hours)	18
	Master of Science	12
	Doctor of Business Administration	30
	Doctor of Education	30
Western State College of Law	Master of Law in Compliance	15

*No more than 20% of graduate semester units or the equivalent in other units awarded by another institution may be transferred for credit toward a Master's degree. An institution may accept transfer credits only from the institutions of higher learning described in subsection (1)(A). No more than 30 graduate semester credits or its equivalent awarded by another institution may be credited toward a doctoral degree.

Notice Concerning Transferability of Credits and Credentials Earned at Our Institution

The transferability of credits you earn at Argosy University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the degree, diploma, or certificate you earn in your educational program is also at the complete discretion of the institution to which you may seek to transfer. If the credits or degree, diploma, or certificate that you earn at this institution are not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending Argosy University to determine if your credits or degree, diploma or certificate will transfer.

Second Graduate Degree

Once students have matriculated into a degree program, graduate credits earned via coursework taken at other approved institutions, but not resulting in a completed graduate level degree program, can be applied to their Argosy University degree programs up to specified transfer maximums outlined in Section Seven, Academic Policies and Procedures (see "Course/Credit Transfer").

Credits earned in any completed graduate level degree program may not apply as transfer credits into an Argosy University graduate level degree program. Such credits may provide opportunities for course

waivers in an Argosy University graduate level degree program as defined in Section Seven, Academic Policies and Procedures under "Waiver/Course Substitution." This limitation on transfer credit applies to degrees earned at Argosy University or other higher education institutions with exceptions granted for specific Argosy University degree programs in which the coursework for one graduate degree is approved as credited for another graduate degree. See program descriptions for such exceptions.

Writing Assessment Policy

Writing Requirement

Writing competency is essential for successful completion of doctoral-level coursework at Argosy University. Students are expected to be proficient in written and oral communication and produce written work consistent with the accepted standards of their respective fields.

All new doctoral students in programs requiring W7000 - Advanced Academic Study and Writing must complete this course within the first nine (9) credit hours of study. All students will complete a writing assessment in the first weeks of this course in order to evaluate their writing skills and needs in such areas as organization, comprehension of subject matter, analysis, and professional writing style. Based on the results of the writing assessment, those students unsuccessful in meeting the standard will be required to enroll in and successfully complete a professional writing course (W5099 - Graduate Academic Writing) within the next two sessions of study. This writing course is non-credit bearing for the purposes of all doctoral degrees.

Students required to take W5099 as a result of the writing assessment may continue to take coursework in their program of study concurrent with W5099. If a student is unsuccessful in completing the required W5099 course, the student may re-take the course once. Any student who fails to successfully complete W5099 twice will be referred to the Student Professional Development Committee (SPDC) to address barriers to academic readiness (see Section Four, Student Rights and Responsibilities for an explanation of SPDC authority and responsibility).

Transcripts and Student Records

The Registrar's Office maintains academic records for each student. The department issues transcripts only upon receipt of a written request. The department will release official transcripts only when students have met all their financial obligations to Argosy University. Grade reports are made available via the Student Portal on the Internet. Students that meet the degree requirements of the program in which they are enrolled will receive an official diploma.

Relocation to another Argosy University Campus

A student who wants to attend a different Argosy University campus may change their campus of record if he or she is currently enrolled and in good academic and financial standing at the time the transfer is requested unless a program is limited by accreditation or state regulatory requirements. Students who

are relocating geographic areas with less than 30% of their degree program to complete may take courses at another campus but remain a student of record at the initial campus except where either programmatic accreditation or state regulatory requirements impose restrictions. In order to move to a new campus, doctoral students must have 18 semester hours of coursework left to complete, not including dissertation, prior to the move. Students should consult with their program chair and student service staff prior to relocation.

Students who are relocating but also applying for a new degree program may be required to submit additional materials required for admission to the new degree program. The Admissions Department at the new location will notify the transferring student if additional documents are required.

Internal transfers across programs are not guaranteed; however, relocations from one campus to another within a specific degree program for students in good standing are automatic except where state regulatory requirements or program accreditation requirements differ. Similarly, all credits and grades earned at the initial campus are applicable at the new campus unless state regulatory requirements or campus-specific programmatic accreditation restricts such movement. Students must fulfill all financial obligations at their current campus before a relocation or transfer is complete.

Courses taken at another Argosy University campus will be applied to the student's overall GPA.

State Certification/Licensure and Campus-Specific Accreditation

For programs with state regulatory requirements or campus-specific programmatic accreditation, the student must submit a completed transfer application to the campus the student is currently attending. Students who are transferring, and are applying for a new degree/program, may be required to submit additional materials required for admission to the new degree/program. Internal transfers may not be guaranteed. The Admissions Committee will review criteria including space availability, performance in the current program, and other relevant factors to determine if the transfer is approved or denied. Students must fulfill all financial obligations at their current campus before a transfer is complete.

Students internally transferring within Argosy University will receive credit for courses taken at the previous campus based on the following:

- Courses are accepted for transfer if the course is a requirement, including electives, of the degree program at the new campus.
- Courses with the same course name and number at both campuses, in which the student has received an acceptable grade according to the requirements of the new campus, will automatically transfer to the new campus.
- The new campus will evaluate other courses to determine their eligibility toward degree requirements.

The campus may require that transferring students fulfill specific degree requirements of their program, such as successfully passing a Comprehensive Examination. Courses taken at another Argosy University campus will be applied to the student's overall GPA.

Student-at-Large Status

In limited circumstances and with permission of the program chair, students who wish to take courses without completing the admission application requirements may enroll as students at-large (non-degree students). Applicants for student-at-large status must provide transcripts for the highest degree attained and any subsequent coursework. An immunization form may also be required.

Students-at-large pay the standard fees and tuition rate and are ineligible for financial aid.

Credit is granted, grades are recorded, and students are required to satisfy all academic requirements, including prerequisites, for courses taken. Students may be permitted to apply up to nine (9) credit hours to a degree program upon acceptance to the program.

Students-at-large planning to formally apply for admission to a program should have their intended course selection approved by the appropriate program chair to ensure their relevance and later applicability to the program.

Individuals who have previously matriculated at the campus but are not in attendance currently, or who previously have been denied regular admission, must petition the program chair in order to register as a student-at-large.

Graduates of Argosy University may register for continued coursework as students-at-large. No application is necessary. The number of non-matriculated students in any class will be limited. Argosy University reserves the right to limit courses for which a non-matriculated student may register, as well as to assess the suitability of a non-matriculated student for any course.

Admission to Degree-Seeking Status

Registering as a non-matriculated student in no way guarantees or implies admission to any degree programs.

Attendance

Campus-Based Courses

Students are expected to be punctual to all classes and practicum. Absences should occur only for such urgent reasons as ill health or critical emergency. Whenever possible, students should notify the faculty of these absences in advance. Excessive late arrivals or absences, regardless of the reason, may jeopardize a student's academic standing.

Attendance requirements are met by (a) attending a face-to-face course session at the campus or other class location, or (b) substantive online activity, including commentary in the discussion section of the online classroom and posting of required evaluative assignments in a timely manner for blended courses.

Courses start on the first day of the semester or session. A student who does not participate in the course prior to the Add/Drop date for the session, and has not submitted an official Add/Drop Form, will be dropped from the course automatically and receive a refund based on the applicable Argosy University refund policy. Also, students who fail to attend both on-ground and online course activities for 14 consecutive days will be administratively withdrawn from the course and may be administratively withdrawn from the University. A student will receive a grade of "W" or "WF" depending on the date the student is withdrawn from his or her course(s).

Attendance is not equivalent to participation. Student grades will be impacted by the frequency and quality of participation in class, whether face-to-face or online, consistent with the requirements of the particular course and as outlined in the course syllabus.

Argosy University complies with Title IX's requirement that pregnant students are not discriminated against or penalized because of their pregnancy or related condition (including recovery from childbirth). At the same time, Argosy University will not presume that a pregnant student is unable to attend classes due to pregnancy.

Students who are enrolled in dissertation courses are attached to eCollege. Each week they are required to confirm their attendance by posting a message to the Post Weekly Attendance Here section of Course Home. In addition, to confirm their enrollment each session, students must post their initial attendance confirmation message during the first seven days from the scheduled course start date. Students who fail to post within the first seven days of the session from the scheduled course start date, or who miss two consecutive weeks of attendance confirmation, will be withdrawn from their program and the University.

For students enrolled in the College of Clinical Psychology, attendance for Clinical Research Projects (CRP) should be posted at the beginning of the term and at mid-point of the term. Final grades are posted at the end of the term. Faculty will record all contacts with students during the semester on the Clinical Research Tracking form. These forms will be submitted to the Program Dean and placed in the student file. For Clinical Psychology students on internship, attendance should be posted at the beginning of the term and at the mid-point of the term.

Online Courses

Students enrolled in Argosy University online courses must complete an academic related activity in their course at least one day each week. Academic activity is defined by (a) posting a substantive response in a discussion section of the online classroom, (b) submitting an assignment via the online classroom, or (c) taking an exam.

Students who fail to meet the attendance requirements for a week will be given an absence for that week. Students who fail to meet the attendance requirements within the first seven days from the scheduled course start date will be withdrawn from the course. Students enrolled in a 5 week course

who fail to meet the attendance requirements for 2 cumulative weeks during a course will be administratively withdrawn from the course. Students enrolled in a 7.5 week course who fail to meet the attendance requirements for 2 consecutive weeks during a course will be administratively withdrawn from the course. Non-term students who are withdrawn for not meeting attendance requirements and do not attend class within 29 consecutive calendar days of their last date of attendance will be administratively withdrawn from school. A student will receive a grade of “W” or “WF” depending on the date the student is withdrawn from his or her course(s).

Dissertation students are required to post to the dissertation platform each week to meet attendance requirements. During weeks 1-8, students should post a progress report in the weekly discussion area of the unit they are working on that session. Students who fail to post within the first seven days from the scheduled course start date, or who miss two consecutive weeks of posting, will be withdrawn from their program and the University.

Argosy University complies with Title IX’s requirement that pregnant students are not discriminated against or penalized because of their pregnancy or related condition (including recovery from childbirth). At the same time, Argosy University will not presume that a pregnant student is unable to attend classes due to pregnancy. For more specific information regarding Argosy University’s accommodations for pregnant students, please see [Section Two: Institutional Policies, Subsection: Disability Services](#).

For online classes beginning on a Thursday, the attendance week is defined as beginning on Thursday at 12:00 am Mountain Time (MT) to 11:59 pm MT the following Wednesday. The last week of a 7.5week class begins on Thursday at 12:00 am MT and ends on the following Saturday at 11:59 pm MT.

For online classes beginning on Monday, the attendance week is defined as beginning on Monday at 12:00 am MT to 11:59 pm MT the following Sunday. The last week of a 7.5 week class begins on Monday at 12:00 am MT and ends on the following Wednesday at 11:59 pm MT.

Veterans Affairs Attendance Policy:

Students who receive Veterans Affairs (VA) educational benefits must understand VA benefits, including tuition and fees, the monthly housing allowance, book stipend, and Yellow Ribbon benefits are based in whole or in part on the number of credit hours certified. The school is required to monitor and report enrollment status to the VA. Accordingly, any violation of the school attendance policy will result in the adjustment or termination of VA benefits.

Adjustments in enrollment will likely affect payment of VA benefits, and reductions in enrollment may result in a debt to the VA for any education benefits already received. The school will report enrollment as follows:

- VA Students who officially withdraw, the actual last date of attendance (LDA) must be determined and reported.
- VA students who are administratively withdrawn or stops attending without officially withdrawing, the actual last date of attendance (LDA) must be determined and reported.
- VA students who complete the term with all non-punitive "F" and/or non-punitive grades, the school will determine and report the actual last date of attendance for each course.

Note: For purposes of the VA, a non-punitive grade is a grade that does not impact a student's grade point average.

Course Attendance Policy for Florida Students Receiving VA Education Benefits (On-Campus):

In accordance with Florida Veterans Affairs State Approving Agency policy, students receiving Veterans Affairs (VA) educational benefits attending Argosy University, Sarasota and Argosy University, Tampa must maintain a minimum attendance of 80% of the scheduled class time for both on-ground and online courses. Argosy University enforces the following course attendance policies for veteran beneficiaries attending its Florida campuses:

- Students who are enrolled in 5-week courses, which meet once a week, missing 2 cumulative courses will be withdrawn from the course and will receive a Withdrawn (W) grade if the last date of attendance is before the end of week 3 or a Failure Due to Late Withdrawal (WF) grade if the last date of attendance is after the end of week 3. In other words, students who are enrolled in a 5-week course can miss up to 1 course session. If the student is absent for a second course session, the VA School Certifying Official will report a reduction in enrollment hours to the VA due to unsatisfactory attendance. Reduced enrollment hours will affect the beneficiary's VA benefits. The student's last date of attendance reported to the VA for the course will be the last date attended prior to the 2nd absence.
- Students who are enrolled in 7.5-week courses, which meet once a week, missing 2 cumulative courses will be withdrawn from the course and will receive a Withdrawn (W) grade if the last date of attendance is before the end of week 5 or a Failure Due to Late Withdrawal (WF) grade if the last date of attendance is after the end of week 5. In other words, students who are enrolled in a 7.5-week course can miss up to 1 course session. If the student is absent for a second course session, the VA School Certifying Official will report a reduction in enrollment hours to the VA due to unsatisfactory attendance. Reduced enrollment hours will affect the beneficiary's VA benefits. The student's last date of attendance reported to the VA for the course will be the last date attended prior to the 2nd absence.
- Students who are enrolled in 15 -week courses, which meet once a week, missing 4 cumulative courses will be withdrawn from the course and will receive a Withdrawn (W) grade if the last date of attendance is before the end of week 10 or a Failure Due to Late Withdrawal (WF) grade if the last date of attendance is after the end of week 10. In other words, students who are enrolled in a 15-week course can miss up to 3 course sessions. If the student is absent for a fourth course session, the VA School Certifying Official will report a reduction in enrollment hours to the VA due to unsatisfactory attendance. Reduced enrollment hours will affect the beneficiary's VA benefits. The student's last date of attendance reported to the VA for the course will be the last date attended prior to the 4th absence.

Student Advisement

Upon admission to a program, each new student is assigned an academic advisor who will work with the student in the selection of courses and general academic matters. Student advising is an important part of the Argosy University program.

Withdrawal Policy

Campus-Based Programs and Online Term-based Enrollment Programs

Argosy University considers a student as withdrawn when he or she drops all courses within a session. Students who are in the first session of their semester and are administratively dropped from all of their courses in that session must have a Voluntary Intent to Continue form on file or will be considered withdrawn from the University. Students will have ten calendar days from the last day of attendance or seven days during the add/drop period to file the Voluntary Intent to Continue. Students who do not have a Voluntary Intent to Continue form on file after ten calendar days from the last day of attendance or seven days during the add/drop period are dropped from all their courses will be administratively withdrawn from the University. A student who intends to withdraw from Argosy University should submit a letter to the Student Services Department requesting withdrawal. Any student in good standing who wishes to discontinue study will be withdrawn. The student must resolve any financial obligations to Argosy University before receiving an official transcript from the Student Services Department.

Argosy University Online Programs (Non-term Enrollment)

A student enrolled in Argosy University Online Programs is withdrawn when he or she fails to meet attendance requirement for the current course, or reaches 29 days out of attendance. Students enrolled in Argosy University Online Programs should contact their Academic Counselor requesting to withdraw. The student must resolve any financial obligations to Argosy University before receiving an official transcript.

Withdrawal Date

Campus-Based Programs and Online Term-based Enrollment Programs

For official withdrawals, a student's notification date is the date the student officially notifies the institution in writing of his or her intent to withdraw.

For administrative withdrawals, a student will be determined to be withdrawn from the institution if the student violates the schools published attendance policy.

Argosy University Online Programs (Non-term Enrollment)

For students enrolled in Argosy University Online programs, the withdrawal date is designated as the date when the student has been out of attendance for 29 days with no academic related activity.

If a student begins the withdrawal process and otherwise officially notifies the institution of his or her intent to withdraw, the withdrawal date is the earlier of the two unless the institution documents a later last date of attendance.

Unit of Credit

Academic credit at Argosy University is granted using the Carnegie semester credit hour system. Students can expect 15 hours of instructional engagement for every 1 semester credit hour of a course. In addition to instructional engagement, students can expect to complete 30 hours of outside work for every 1 semester credit hour of a course. At least an equivalent amount of work shall be applied for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. Please consult your program chair for specific information.

Grade Scale

Student performance on overall course assignments is evaluated and recorded in a letter grading system with corresponding point equivalents. Each letter grade, with the option of a plus or minus designation, represents levels of student achievement of course outcomes and corresponds to a numerical point equivalent as follows:

Grade	Points
A	100-93
A-	92-90
B+	89-88
B	87-83
B-	82-80
C+	79-78
C	77-73
C-	72-70
D+	69-68
D	67-63
D-	62-60
F	59 and below

Grade Point System

Student performance is based on and recorded in a letter grading system with corresponding point equivalents:

Grade	Grade Point Equivalent
A	4.0 grade points
A-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
C+	2.3 grade points
C	2.0 grade points
C-	1.7 grade points
D+	1.3 grade points
D	1.0 grade points
D-	0.7 grade points
F/WF	0 grade points

Additional Grades

Audit ("AU")

An audit is not used in computing the grade point average. Admission into a course for audit is at the program chair's discretion. Students are not allowed to audit experiential courses.

Credit ("CR")

This represents a passing grade for certain designated courses or earned transfer credit. This grade is not included in computing a Cumulative Grade Point Average (CGPA). It is included in computing both the Incremental Completion Rate (ICR) and Maximum Allowable Timeframe (MTF).

Incomplete ("I") and Incomplete in Progress ("IP")

A grade of "I" is given at the faculty member's discretion to a student who has completed at least 67 % of the course requirements, including attendance, and has a reasonable likelihood of successfully completing the course requirements in the extended time allowed. Students must be passing the

portion of the course completed to be eligible for either the "I" or "IP" grade. Any course for which a student receives an "I" must be completed within ten days after the end of the course. A student who, because of medical or other serious factors, cannot reasonably complete the coursework within the ten day timeframe may receive an "IP" (Incomplete in Progress) with approval of the program chair and faculty member.

Students seeking an IP must meet with the faculty member to develop a contract that stipulates the requirements for completing the course. The contract will include the length of time for completion and the consequences for failure to complete the requirements. Requirements for an "IP" grade must be fulfilled by the end of the next semester or by the contract completion date, whichever is earlier. The grade of "I" or "IP" will automatically be changed to an "F" if the "I" or "IP" contract is not completed in the time frame required. A grade of "I" or "IP" completed in a timely manner is changed to permanent grade once it is submitted by the faculty member.

The grade Incomplete "I" or "IP" will be calculated as a grade of "F" until the permanent grade is assigned. The course will be included as credit hours attempted, but not credit hours earned.

Limited Progress ("LP")

Faculty will assign a grade of LP when the dissertation chair and student are confident that only seven weeks of work remains in the current dissertation course, the student enrolls in the extension dissertation course to complete the work. Upon receiving the grade of LP, the student will enroll in the extension block. The student must complete 100% of the course objectives during the extension to continue to the next course. If the student does not complete all objectives, the LP grade assigned to the previous course will be changed to NC and the student must re-take the block. If the student completes the extension successfully, the LP changes to PR. Grade of LP is included in calculating Incremental Completion Rate and Maximum Timeframe.

No Credit ("NC")

This represents a failing grade for certain designated courses. This grade is not included in computing a Cumulative Grade Point Average. The grade of NC is included in computing the Incremental Completion Rate and Maximum Timeframe.

Non-Completion Failure No Credit (NCF/NC)

This represents a failing grade for students who fail the course and do not complete the final assignment. The final assignment includes, but is not limited to a final exam, final project, final paper, portfolio presentation, capstone project or any other assignment due in the last week of the course. This grade is not included in computing a Cumulative Grade Point Average. It is included in computing both Incremental Completion Rate and Maximum Time Frame.

Progressing ("PR")

Progress is being made toward completion of a clinical research project, dissertation, thesis or similar project. Grade becomes credit when all requirements of the clinical research project, dissertation, thesis, or similar project are complete.

Transfer Credit ("TR")

This represents a passing grade for earned transfer credit. This grade is not included in computing Cumulative Grade Point Average or Incremental Completion Rate. It is included in computing the Maximum Time Frame.

Withdrawn ("W")

Students withdrawing from a course by the end of the add/drop period will have the course removed from their transcript. A record of the course attempted remains on the student's ledger as a withdrawn course. Students who officially drop after the end of the add/drop period and before 67 percent of the academic session has elapsed will receive a "W" on their transcripts. Students who have completed more than 67 percent of the academic session will not be eligible to receive a "W" grade. The grade of "W" is included in computing the Incremental Completion Rate and Maximum Time Frame, but does not impact the CGPA.

Failure Due to Late Withdrawal ("WF")

Students who complete more than 67 % of a course but do not complete the remaining portion and either are not approved for or do not request an "I" or "IP" will be assigned the grade "WF". This grade is a special application of an "F" grade to designate that the student did not complete all course requirements. The "WF" is included in both the total credit hours attempted and the CGPA for purposes of evaluating Satisfactory Academic Progress, as well as computing the Incremental Completion Rate and Maximum Time Frame.

Satisfactory Academic Progress for Educational Benefits which are not Title IV Funds

Please note that in order to receive and/or retain certain education benefits from a source other than the Department of Education, the entity may require a higher cumulative grade point average and/or a higher incremental completion rate. Examples of these education benefits are State Grants, Department of Defense (TA) benefits or employee reimbursements. Please check with the Student Financial Service Office of the Veterans Affairs School Certifying Official for details.

Audit Policy

To audit a course, students must obtain the permission of the program chair, submit a request at the time of registration, and pay the regular tuition.

Grade Appeal Procedures

Students who have a concern about a course grade are initially encouraged to consult with the faculty member who issued the grade to resolve the matter. Students wanting to pursue the matter further may appeal the grade in the following manner.

The student must file a written grade appeal to the program chair. Students may appeal a grade or evaluative comment only during the session following the issuance of the grade or evaluative comment. Those grounds include the following: the application of nonacademic criteria in the grading process, the assignment of a grade to the student for reasons other than the student's academic performance in the course, or miscalculation of the grade according to grading criteria contained in the course syllabus or other posted or distributed course information. The student should include any relevant written evidence, which may include the syllabus, exams, papers, and anything else that supports the student's claim. The program chair shall review the appeal and issue a written response.

If, after receiving a written response to the grade appeal from the program chair, the student wishes to pursue the issue, he/she must, within 14 days, request in writing further investigation from the campus chief academic officer. The campus chief academic officer will review the findings and issue a written response. The final authority rests with the chief academic officer of the campus and is not subject to the grievance procedure policies in Section Two, Institutional Policies, "Student Grievance Procedure for Internal Complaints and Harassment." After following the policies and procedures above, students who believe further recourse is needed should consult the appeals policies and procedures outlined in Section Four, Student Rights and Responsibilities.

If the faculty member involved is the program chair or associate dean, the written grade appeal is submitted to the campus chief academic officer. If the faculty member involved is the campus chief academic officer, the written grade appeal is submitted to the campus president. The result of the review will be summarized in writing by the campus official responsible for the final decision and placed in the student's academic file. A copy of the report will be given to the student.

Grade Changes

If a grade appeal results in a recommended change of grade, the course instructor will forward a completed Grade Change Form to the Student Services Department. Grade changes may only occur during the session following the issuance of the grade or evaluative comment and with the appropriate approvals. Exceptions may be granted under extenuating circumstances by the campus chief academic officer.

Retaking Coursework Policy

Students may retake coursework if one of the following conditions is met:

- Failed the course and earned no credit hours
- Withdraw from the course and received a withdrawn (W) or failed due to late withdrawal (WF)
- State or accreditation requirements indicating a course must be passed within a specific window of time. For example, the course must be passed within the last 5 years and the course was taken 7 years ago so it must be repeated.
- Successfully completed the course and earned credit hours but are required to improve the grade point average. For term-based programs, financial aid will cover a single repetition of a previously successfully passed course if the course is required as part of an academic plan to appeal a Satisfactory Academic Progress (SAP) termination or to help students who need a specific grade or GPA to practice upon graduation or progress in the program. For example, the course grade is a C but, in order to graduate, a B or better is required.

Standards for Satisfactory Academic Progress for Graduate Programs

The Standards for Satisfactory Academic Progress Policy determine financial aid eligibility and ensure that all students maintain satisfactory academic progress toward successful completion of their academic programs. The evaluation points and milestones contained in the policy are meant to identify problems for which actions of early intervention and/or remediation can be taken. Students who fall below the Cumulative Grade Point Average (CGPA) or the Incremental Completion Rate (ICR) cutoffs are deemed to be on Academic/Financial Aid Warning. Students who fail to raise their CGPA or ICR above the cutoffs within the following evaluation period of Academic/Financial Aid Warning are deemed to not be making Satisfactory Academic Progress and are academically dismissed from the University.

Students will be notified in writing in the event they fail to meet the standards for Satisfactory Academic Progress and/or when the student is placed on Academic/Financial Aid Warning or Academic/Financial Aid Probation.

To maintain satisfactory academic progress, each student must meet the required standards of the following three criteria:

- Maintain a minimum acceptable Cumulative Grade Point Average (CGPA);
- Achieve the minimum Incremental Completion Rate (ICR); and
- Complete the program within a Maximum Allowable Time Frame (MTF)

Evaluation Period – Campus-Based Programs and Online Term-based Enrollment Programs

The evaluation point for students enrolled in campus-based (on-ground) programs is at the end of each semester. Students who start or re-enter at mid-semester will have that session count as an entire semester (evaluation period) for determining satisfactory academic progress.

Evaluation Period – Argosy University Online Programs (Non-term Enrollment)

The evaluation point for students enrolled in Argosy University Online programs is after the successful completion of each payment period.

Cumulative Grade Point Average and Incremental Completion Rate

To continue enrollment in an academic program, students must maintain a cumulative grade point average (CGPA) as follows:

1. At the end of the first evaluation point, students must achieve a minimum CGPA of 2.5 and an ICR of 33%. Anything below these milestones will result in Academic/Financial Aid Warning through the following evaluation point.
2. At the end of the second evaluation point, students must achieve a minimum CGPA of 2.5 and ICR of 33%. Anything below these milestones will result in dismissal unless the student was not on Academic/Financial Aid Warning in their previous attended evaluation period. If they were not on Academic/Financial Aid Warning in their previous attended evaluation period, the student will be placed on Academic/Financial Aid Warning through the following evaluation point.
3. At the end of the third evaluation point, and every evaluation point thereafter, students must achieve a minimum CGPA of 3.0 and an ICR of 66.67%. Anything below these milestones will result in dismissal unless the student was not on Academic/Financial Aid Warning in their previous attended evaluation period. If they were not on Academic/Financial Aid Warning in their previous attended evaluation period, the student will be placed on Academic/Financial Aid Warning through the following evaluation point.

Maximum Allowable Time Frame

Students must successfully complete all program requirements within 150* percent of the program length based in credit hours. The maximum allowable time frame (MTF) is calculated as of the point in time at which a student has attempted 1.5 times the number of credit hours required to complete the program.

All courses attempted are included in the maximum allowable time frame and incremental completion rate calculations. Transfer credits are considered credit hours attempted and credit hours earned although transfer credits reduce total credit hours the student must complete at Argosy University.

Students may not attempt more than *150% of the credits required to complete their degree program. If the MTF calculation indicates the student will exceed *150% of the credits required to complete the degree program, the student will be dismissed prior to attempting the courses. The University is required to dismiss students for Maximum Time Frame at the time the institution determines the student will violate 150% prior to the student completing the program.

*Students enrolled in the MBA program must successfully complete all program requirements within 170 % of the program length based in credit hours and 59 percent of the cumulative course credit hours attempted at Argosy University. Students enrolled in the MBA degree program may not attempt more than 170 % of the credits required to complete their degree program. Students enrolled in the MBA degree program who attempt credits beyond 170 % of the credits required to complete their degree program will be dismissed from Argosy University.

Standards for Satisfactory Academic Progress Calculation Process

Cumulative Grade Point Average (CGPA)

CGPA is the cumulative average of all grade points a student has earned over all semesters completed that are applicable to the student's program.

Incremental Completion Rate (ICR)

Incremental completion rate is computed by dividing the sum of earned credits and foundational courses by the sum of attempted credits and foundational courses in the student's program.

Maximum Allowable Time Frame (MTF)

Maximum allowable time frame is computed by multiplying total credit hours required in the program by 1.5.

Note: A student who completes the academic requirements of a program and does not meet the graduation requirements to earn the degree loses eligibility for Federal Student Aid.

Factors Affecting Satisfactory Academic Progress

In addition to dropping coursework, students should be aware that the following can affect Satisfactory Academic Progress.

Withdrawn and Repeated Courses

Students who receive a grade below the minimum standards in any course within their program must repeat and pass that course. All grades will be included on the transcript. However, as courses are retaken, only the most recent attempt will count in the cumulative grade point average (CGPA). All attempts are included in the credit hours attempted for the purposes of calculating Incremental Completion Rate (ICR). Students should contact their financial aid advisor to determine if the repeated course is eligible for financial aid.

A grade of "Withdrawn" (W) is not counted in the cumulative grade point average (CGPA); however a grade of "Failure Due to Late Withdrawal" (WF) is considered a failed grade. (Refer to "Additional

Grades" for detailed descriptions of grade of "W" and grade of "WF). The credits for a withdrawn course will be counted in the credit hours attempted, and not considered credits that are earned.

Argosy University Online Programs

Students enrolled in Argosy University Online Programs will be dismissed if they attempt any course three times without passing.

Foundational Courses

Based on their prior degree and/or coursework completed, students may be required to take Foundation Courses. Foundation Course credits do not count toward the total number of credits required for graduation. However, Foundation Courses are included when calculating a student's Maximum Time Frame, CGPA, and Incremental Completion Rate. Foundation courses do have credit hours assigned to them for enrollment and tuition assessment purposes. In the College of Clinical Psychology, foundation courses must be completed prior to matriculation in both the Master of Arts in Clinical Psychology degree program and the Doctor of Psychology in Clinical Psychology degree program.

Transfer Credits

Credits from transfer courses are calculated in the maximum allowable credits and Incremental Completion Rate requirements as credits attempted and credits earned.

Grades for credits transferred in from any post-secondary institution (including an Argosy University) will be recorded as "TR" in the Student Information System and will not affect the student's cumulative grade point average (CGPA).

Change of Program

Students are allowed to change programs if they meet Satisfactory Academic Progress at the time a request is made to the change of programs. Courses taken in one program (or program version) that are applicable to the second program (or program version) will be transferred with the applicable grades. If the student has taken a course more than once, only the grades transferred to that new program will apply to the second program. All grades earned in the original program that apply to the new program will count towards the CGPA. For ICR and MTF purposes only, only the credits for those courses that transferred to the second program will be considered credit hours attempted and credit hours earned.

Academic/Financial Aid Warning

Students are placed on Academic/Financial Aid Warning for failure to achieve the CGPA and ICR milestones. Students cannot be on Academic/Financial Aid Warning for two consecutive evaluation periods. A student is dismissed if he or she does not meet the Standards for Satisfactory Academic

Progress at the end of the evaluation period if he or she was on Academic/Financial Aid Warning. During the Academic/Financial Aid Warning, a student may receive (if otherwise eligible) financial aid.

The conditions under which students are placed on Academic/Financial Aid Warning are not limited to failure to meet the Standards for Satisfactory Academic Progress. Students should review "Student Professional Development Committee" and "Student Conduct Committee" in Section Four, Student Rights and Responsibilities.

Academic/Financial Aid Probation

Following dismissal, a student who submits a written appeal according to the University policy, and is granted the appeal, will be placed on Academic/Financial Aid Probation when the student resumes their coursework. During the Academic/Financial Aid Probation period (length of time is determined by the Appeals Committee as documented in the Academic Plan), a student may received (if eligible) financial aid.

Removal from Academic/Financial Aid Probation and Re-Establishment of Financial Aid Eligibility

Students will be removed from Academic/Financial Aid Probation when they have met the Standards for Satisfactory Academic Progress and may continue receiving financial aid (if eligible). A student is dismissed if he or she does not meet the Standards for Satisfactory Academic Progress by the end of the Academic/Financial Aid Probation period (as described by the Satisfactory Academic Progress Plan) and is no longer eligible for financial aid.

Dismissal

Academic / Financial Aid Dismissal

If the student has not met the Standards for Satisfactory Academic Progress after the evaluation point in which the student was placed on Academic/Financial Aid Probation, then he or she will be dismissed. A student who is readmitted to the university after successfully appealing his/her dismissal will re-enter on Academic/Financial Aid Probation.

Students enrolled in campus-based programs are required to meet the standards for Satisfactory Academic Progress within one or two semesters based on the Appeals Committee Satisfactory Academic Progress Plan (SAPP). Students enrolled in Argosy University Online Programs are required to meet the Standards for Satisfactory Academic Progress after the successful completion of one payment period.

Please note that students may be dismissed for academic reasons without previous academic action, including failure to complete all program requirements within the maximum allowable time frame. *Students are **not** allowed to appeal dismissals for violating Maximum Allowable Timeframe (MTF).*

Students who have been dismissed are prohibited from taking or continuing in coursework at any Argosy University campus or online, regardless of circumstance or pending appeal. Students must successfully appeal a dismissal in order to re-enter any Argosy University campus or program.

A student who has been dismissed and wishes to transfer to another Argosy University campus must appeal his/her dismissal at the originating campus and receive reinstatement prior to the transfer.

Academic/Financial Aid Dismissal Appeals Not Allowed

Students are **not** allowed to appeal dismissals for violating Maximum Time Frame (MTF).

Appeal of Academic/Financial Aid Dismissal

Students have the right to appeal an academic/financial aid dismissal. The student's written appeal must state the extenuating circumstances that contributed to the dismissal. Extenuating circumstances include the following extreme situations:

- Death of an immediate family member
- Student illness requiring hospitalization (this illness includes mental health issues)
- Severe illness of an immediate family member where the student is a primary caretaker
- Illness of an immediate family member where that family member is the primary financial support
- Abusive relationship
- Divorce proceeding
- Natural disaster
- Financial hardship such as foreclosure or eviction
- Military deployment of the student or student's spouse
- Military Permanent Change of Station (PCS)

Students must provide documentation of extenuating circumstances. The appeal must clearly state, in writing, and in the student's own words, the reason(s) for the appeal, and provide any evidence the student may have in support of his or her position. As part of the appeal, the student must document in writing what in the student's situation has changed that will allow the student to meet the standards for Satisfactory Academic Progress by the end of the Academic/Financial Aid Probation period. The Chair determines if a basis for an appeal has been stated and that it meets one of the extenuating circumstances. If so determined, then the Appeals Committee gathers and reviews relevant information in order to make its decision.

Appeals Committee Procedures

- Students have 45 calendar days from the date of the action to file a written appeal to the campus Vice President of Academic Affairs (VPAA), or in the absence of a campus VPAA, the Campus President. The letter must clearly state the reason for the appeal, and provide any supporting documentation.
- Students should provide documentation to support the allegations in the appeal.

- The VPAA or campus president will convene a hearing by the Appeals Committee within 30 calendar days of the date of receipt of the appeal. The student will be notified in writing of the date and time of the meeting.
- The student is expected to attend, or otherwise participate in, the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
- The Appeals Committee may hear from others who can provide relevant information in the matter.
- The student may request that others provide information to the committee regarding the grounds of the appeal.
- The Appeals Committee is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting, and the student is expected to present the appeal, in the student's own words.
- Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.
- Following appropriate review and deliberation, the Appeals Committee will communicate its decision in writing to the student within 15 calendar days of the Appeals Committee hearing, with copies to the student's academic file and the campus president.
- Appeals Committee decisions are subject to review by the Campus President.
- The Campus President has final authority for campus appeals.

Appeals Committee Membership

The membership of the Appeals Committee consists of five voting members: a committee chair, faculty members, and a student. The campus president appoints the committee members.

The Campus President will typically appoint the Vice President of Academic Affairs to serve as chair of the Appeals Committee. If circumstances warrant, however, the campus president may appoint any other appropriate chair.

The Campus President appoints the faculty members to serve on the Appeals Committee. These faculty members will hear all appeals that arise from September through August. Any committee member, however, may decline to serve on a particular appeal, if a real or perceived conflict of interest exists. The Campus President appoints replacement committee members.

The Campus President may appoint a third faculty member on an ad hoc basis, depending on the nature of the appeal. Faculty may be appointed because they bring special knowledge of the student's program or because they have expertise in the area of appeal.

Argosy University's administrators, faculty, and staff encourage student involvement in decision-making. To this end, the Campus President appoints a student to serve on the committee on an ad hoc basis.

If a committee member is absent, the Chair, in consultation with committee members, will decide whether the appeal hearing will go forward as scheduled.

Policy Governing Satisfactory Progress and Recertification of Benefits for Eligible Veterans

If students receiving VA benefits do not meet the standards for academic progress requirements as defined earlier, and are placed on academic/financial aid warning, a notation of this status is placed in students' files. If, following placement on academic/financial aid warning, VA students do not meet the requirements at the next evaluation period, they cannot be recertified, benefits are terminated, and the VA will be notified. Students have the right to submit a statement of mitigating circumstances with the VA notification.

Minimum Academic Achievement Standards for Students Receiving Department of Defense Tuition Assistance

In addition to Argosy University's Standards of Satisfactory Academic Progress Policy, in order for a Service member student to continue to receive Tuition Assistance (TA) military education benefits for TA-funded courses, the following minimum academic standards must be achieved.

The Department of Defense requires reimbursement from the Service member if a successful course completion is not obtained. For the purpose of reimbursement, a successful course completion is defined as a grade of "C" or higher for undergraduate courses, a "B" or higher for graduate courses and a "Pass" for "Pass/Fail" grades. Reimbursement will also be required from the Service member if he or she fails to make up a grade of "I" for incomplete within the time limits stipulated by the educational institution or 6 months after the completion of the class, whichever comes first.

Students using TA must maintain a cumulative grade point average (GPA) of 2.0 or higher after completing 15 semester hours/23 quarter hours, or equivalent, in undergraduate studies, or a GPA of 3.0 or higher after completing 6 semester hours/9 quarter hours, or equivalent, in graduate studies, on a 4.0 grading scale. If the GPA for TA funded courses falls below these minimum GPA limits, TA will not be authorized and Service members will use alternative funding (such as financial aid or personal funds) to enroll in courses to raise the cumulative GPA to 2.0 for undergraduate studies or 3.0 for graduate studies.

The Secretary of the Military Department will establish recoupment processes with the Service member directly for unsuccessful completion of courses.

Petition to Graduate and Commencement

Petition to Graduate

Students enrolled in campus-based programs are eligible for degree conferral when they have completed all degree program requirements. All students who wish to graduate, independent of participation in commencement ceremonies, must submit the Petition to Graduate form and

appropriate fees to the Student Services Department by the campus deadline date. All forms are available from the Student Services Department or the student portal.

Students may not receive their diploma or transcript until all financial obligations to the University have been satisfied.

Commencement

Campus-Based Programs

In order to participate in commencement ceremonies, students enrolled in campus-based programs must have completed all degree requirements or be scheduled to complete them in the semester during which the commencement ceremony is scheduled.

All doctoral students must submit the Doctoral Dissertation Research Approval Form at least two months prior to the campus' commencement ceremony. In addition to satisfying the above degree requirements, students who wish to participate in commencement ceremonies must submit a petition to graduate by the deadline established by the campus. Students in the College of Clinical Psychology must complete all degree requirements as specified by their program which includes either completion of the Clinical Research Project or documentation of completion of Clinical Internship.

Argosy University Online Programs

In order to participate in commencement ceremonies, students must have completed all degree requirements or be scheduled to complete them in the semester during which the commencement ceremony is scheduled.

All doctoral students must submit the Doctoral Research Approval Form at least two months prior to the campus' commencement ceremony. In addition to satisfying the above degree requirements, students enrolled in Argosy University Online Programs must submit a formal request to the campus in whose commencement they wish to participate by the deadline established by the campus.

Section Eight, Student Life

Enrollment Verification

Students may obtain a letter from the Student Services Department verifying their enrollment as documentation for student discounts, insurance, loan deferments, or other purposes. The request must be made in writing and must indicate the student's name, address, phone number, and student identification number, as well as the information to be released, the reason for the release, and the location to which the letter should be sent.

Transcript Requests

Requests for transcripts are made to the Student Services Department. Argosy University provides a Transcript Request Form. The Family Educational Rights and Privacy Act of 1974 requires all transcript requests to be submitted in writing and to be signed by the former or current student. Telephone requests for transcripts cannot be processed.

Housing

Argosy University does not offer or operate student housing. At some campuses, the Student Services Department maintains a list of housing options as well as a list of Argosy University students who wish to share housing. Contact the Student Services Department at your campus for more information.

Support Services

Each campus of Argosy University offers students a wide range of personal and professional opportunities designed to support students' educational programs and learning needs that are not available through courses or practicum. Services vary by campus according to the needs of each student population. These support services range from a Student Government Association to lecture/workshop series, special-interest groups, and common hours. Students are encouraged to contact the campus Student Services Department for a full description of co-curricular activities.

Counseling Services

Counseling services are available at some campuses. Argosy University is committed to assisting students in integrating the many aspects of their lives while supporting personal growth and development. Services include short-term counseling, consultation, and referral to community agencies. Local referral lists may also be available at campuses that do not provide counseling services.

Tutoring Services

Argosy University is committed to supporting students' academic needs. To this end, tutoring services are available for many courses at many campuses. Interested students should contact their Student Services Department for assistance in obtaining tutoring services.

Student Government

The primary purpose of the campus student government associations or student senates is to represent student concerns, facilitate communication, and assist the faculty and administration in promoting the welfare of the campus. Through participation on various campus committees, student government often influences policy making on the campuses. The student government is also responsible for organizing social gatherings and events promoting honor societies, providing confidential advice relating to Argosy University matters to students requesting such assistance, assisting with orientation, and selecting student representation for committees.

Lecture, Symposia, and Workshop Series

Periodically campuses invite distinguished professionals from a variety of academic fields to present lectures and conduct workshops or symposia. Open to the community, these presentations provide an opportunity for students, alumni, and faculty to discuss issues of interest.

Special Interest Groups

Campuses coordinate special interest groups that discuss ideas related to a specific topic. Composed of faculty and students, these groups cover a variety of issues. Participation in these groups is available without additional charge to any interested student.

Career Services

Argosy University offers a variety of resources and serves to assist currently enrolled students in developing career plans and reaching their employment goals. While the primary focus of the Career Services Office is to assist students upon graduation, any enrolled student may seek employment information through Career Services. Although Argosy University does not guarantee employment it is vitally important to both the graduate and the University that each student obtains appropriate employment. Therefore, job search advice, support and assistance is provided to students prior to graduation by career services professionals located in either a centralized remote location or by on-ground staff at their campus. Students should contact their campus directly to determine the type of services available at their location. Career services professionals can provide a variety of tailored assistance including resume and cover letter coaching and critique, mock interviews, assistance developing and implementing job search strategies and help identifying and generating job leads.

In addition to career service professionals, enrolled students have access to a variety of "self-directed" web-based career resources and services through the Campus Common (Student Portal). These resources will assist students in building their career and job search related knowledge, credentials and skills. Furthermore, they provide a forum for networking and becoming connected with classmates and other professionals.

International Student Services

Argosy University campuses approved to enroll nonimmigrant (F-1 visa) international students provide the assistance of an International Student Advisor (ISA). The ISA serves as the campus's Designated School Official (DSO) and is available to advise F-1 visa students with respect to adjusting to their new locations and understanding the requirements, benefits, and limitations of their F-1 visa status. International students are required to meet with their ISA each academic term and must discuss any changes in program, enrollment, employment, or leaves of absence with the ISA prior to any such changes taking effect.

Alumni Community

About a month after graduating, alumni are added to Argosy University's national online alumni community. As a registered member of the online alumni community graduates can search a national directory of Argosy University alumni, create a profile, post personal and professional updates, get a permanent email forwarding address and receive periodic e-newsletters.

Some Argosy University campuses, offer additional alumni services and events. Alumni should contact their campus directly to determine the services available at their location.

Professional Associations

Argosy University encourages students to join professional organizations that reflect each student's career path. Examples of organizations of interest to students are listed below.

College of Counseling, Psychology and Social Sciences

Clinical Psychology Programs

American Psychological Association (APA)

Counselor Education Programs

American Counseling Association

Marriage & Family Therapy Programs

American Association for Marriage and Family Therapy

College of Clinical Psychology

Clinical Psychology Programs

American Psychological Association (APA)

College of Education

Education Programs

Association for Supervision and Curriculum Development (ASCD), the American Association of Colleges for Teacher Education (AACTE), the American Educational Research Association (AERA), as well as national state associations of elementary school principals and national and state associations of secondary school principals

School Counseling Programs

Council for Accreditation of Counseling and Related Educational Programs (CACREP)

School Psychology Programs

National Association of School Psychologists (NASP)

Graduate School of Business and Management

Students enrolled in the Doctor of Business Administration (DBA) program are encouraged to become student members of the Academy of Management.

Honor Societies

Several campuses include honor societies as an important component of the student activities programs. Students should consult with the Student Services Department for further information.

Student Forums

Several campuses schedule periodic town hall meetings or student forums for the open discussion of issues of concern to the students.

Textbooks

Textbook requirements are available on the student portal or directly within the online classroom. Delivery methods will be noted as digital or traditional. Courses with a digital delivery method will be available to students directly in the course. Argosy students' courses using traditional hardcopy textbooks should purchase those materials at the distributor of their choice.

Campus Bookstore

At some campuses, students may purchase their books at an on-site bookstore or nearby local bookstore.

Provision for Books and Supplies

As described below, by the seventh (7th) day of each course start date within the payment period, Argosy University (the University) will provide a method for students to obtain their books and supplies required for their courses.

- A voucher issued by the University for books (for courses that do not use Digital Textbooks), supplies, and software to be redeemed with the University's contracted third-party servicer and charged to the student account.
- For courses using a Digital Textbook and/or digital resources, a Digital Textbook provided by the University to be automatically redeemed with the University's contracted third-party vendor and charged to the student account.

Title IV funding, if the student is eligible, will be used to pay for these charges. Any books and supplies charged in excess of Title IV and other financial aid funding on the student account are the responsibility of the student.

If the student opts out of the University's Digital Textbook method, the student account will not be charged. For courses using a Digital Textbook, the charge will be reversed on the student account after the Add/Drop Period.

A detailed listing of the charges is disclosed on the University's Enrollment Agreement and in the Catalog, or a supplemental disclosure.

If the student opts out of the University's method, s/he will receive any Title IV credit balance, if one is created for the payment period in question, no later than fourteen (14) calendar days after the first day of class or fourteen (14) calendar days of the date the Title IV credit balance appears on the student account. If a Title IV credit balance is not created and, therefore, the student is not due to receive one, s/he is responsible for purchasing the required books and supplies for her or his courses.

The student may request a modification at any time for a subsequent payment period, regarding her or his choice to use the University's method to obtain books and supplies, but not retroactively, by contacting the Student Financial Services Department.

Hardware Specifications

eCollege and VitalSource System and Hardware Specifications

Argosy University uses eCollege and Vital Source to deliver its digital resources. As with any software, the faster the processor, the more RAM, and the larger hard drive space you provide, the better the performance. Users wanting to move their material to their hard drive may need additional space. It is also important that users understand the process and benefits of maintaining their machines in top

operating condition by keeping them current with the latest operating system updates, correctly configuring virus control, and other beneficial habits.

Computer:	<u>PC</u> : •Intel® or AMD x86 processor running at 1.3GHz or faster •Windows 7 or higher (32- or 64-bit) •1 GB RAM •10 GB free hard drive space recommended •1024x768 display •DVD-ROM drive <u>MAC</u> : •Intel® processor •Mac OS X v. 10.7 or higher •1 GB of RAM •10 GB of available hard-disk space •1280x800 display •DVD-ROM drive
Software:	Microsoft Office Professional (Version 2010 or higher for PC and 2011 or higher for MAC) - MS Office Pro contains Access, Excel, PowerPoint, Publisher, Word and Outlook with Business Contact Manager , Norton AV (Version 10.2 or higher), Adobe Acrobat Professional (Version 10 or higher)
Peripherals:	N/A
Browser:	Courses offered online are best viewed using Microsoft Internet Explorer 8.0 (PC), Safari 3.0 (MAC), or Mozilla Firefox 3.0

Recommended Plug-ins or Downloads:

Course instructor may employ technology in the eCollege classroom that requires one of these recommended plug-ins or downloads in order to function properly. If your instructor uses the ClassLive technology, Java will be required. If your instructor provides PDF files, Adobe Reader may be required to open and view those files. You can download these items at the time that they are deemed necessary.

- Java
- If Mac MacOS Classic Java (MRJ 2.2.5) (<http://developer.apple.com/java/index.html>)
- If Window - Sun's Java 2 SDK (Java 1.5 or Java 1.6) (<http://www.java.com>)
- Adobe Reader (<http://get.adobe.com/reader/>)

Recommendation Regarding "Netbooks"

Students often see "Netbooks" (small laptop computers primarily designed for web browsing and emailing) as an affordable option when looking to purchase a computer for classwork. However, it is strongly recommend that students do not purchase a Netbook.

Purchasing a low-price laptop or desktop computer that meets the system requirements outlined above is a much better solution for classwork. While newer Netbooks may meet resolution and screen size requirements for reading your eBooks, much like some older laptops, some older Netbooks may not be able to graphically handle these sites. This means that reading e-texts and participating in the classroom could become difficult. It may be challenging to scroll through your readings and effectively and efficiently work through the material.

Diversity

The student bodies of the Argosy University campuses are noted for their diverse social, ethnic, economic, and educational characteristics. The academic programs and social life of the campuses foster the development of attitudes and skills essential to working with a wide range of individuals and populations. Some campuses feature a Minority Student Union or Diversity Committee that supports minority students, promotes diversity, increases cross-cultural sensitivity, organizes ethnic events, provides academic support and referral services, and facilitates communication.

Newsletters

Several campuses publish their own campus newsletter to promote campus events and student activities and enhance communication. These publications also enable students to practice their journalistic and leadership skills. Interested students should contact the Student Services Department to volunteer to serve on the publication staff at the campus.

Campus Facilities

Campuses consist of lecture rooms, computer labs, a learning resource center, staff and administrative offices, student lounge with vending machines and restrooms. Equipment and materials used for instruction include, but are not limited to: computers, projectors, printer, wireless access, textbooks and digital textbooks.

Library Resources

Argosy University Library Services supports learning and teaching by offering resources that help students and faculty attain a successful academic experience. It is a collaborative system of reference, instructional and research support that users may access through a variety of channels, both online and on ground.

The Online Library is an Internet-accessible center which facilitates the information needs of the entire Argosy University community. This digital center contains a robust collection of books, journals, multimedia, and reference materials housed in over 70 subscription databases; instructional guides for using library resources; tutorials and webinars; and much more. The Library Services team carefully selects the digital resources that will support students as they advance through their specific programs of study.

The Online Library is available twenty-four hours per day, seven days a week from the student and faculty commons, as well as from the online classrooms. To access it, students log in to the Campus Common and click the Online Library link. Once on the Online Library page, they may select links to the digital resources; a tool which enables searching in multiple digital resources simultaneously; interlibrary loan options; and contact information for Library Services staff.

Students may also utilize their campus Information Commons. In addition to physical collections of books, periodicals, multimedia materials, and instructional tools, these learning resource centers

provide Internet access, computers, printers, and copiers, as well as a quiet environment for independent and group study.

Librarians and Learner Support Specialists are available online via email and phone or face-to-face at the campuses. They provide personalized research and reference assistance to students and faculty, teach learners how to navigate the Online Library and help users search the library databases effectively. They also design and deliver library instruction to promote information literacy, critical thinking and lifelong learning. Library personnel also fulfill interlibrary loan requests to procure resources not available in the Argosy University collections.

More detailed information about Argosy University Library Services can be found in the Online Library. Go to the Campus Common at <https://mycampus.argosy.edu/portal/server.pt> and log in to the portal. Choose Online Library in the My Academics menu options.

To contact the Online Library staff:

- Click the *Ask Us* tab on the Online Library page
- Email AUOLibrary@argosy.edu
- Call (888) 559-7579

Additional contact information for campus Library Services staff can be found on the Online Library page.

For Technical Support, call (866) 848-0776.

Section Nine, College of Clinical Psychology

College of Clinical Psychology

Mission Statement

The mission of the College of Clinical Psychology at Argosy University is to prepare students to seek employment in clinical psychology within the practitioner-scholar tradition. Our graduates are equipped to provide scientifically grounded, theoretically informed, and culturally responsive psychological services. Rigorous training in the science, practice, and ethics of clinical psychology is emphasized in order to address the needs of individuals, couples, families, and organizations across diverse communities. Our programs share a common vision of clinical education and a proud legacy of professional school training.

Privacy

Personal growth and development is considered necessary to becoming an effective counselor. As a result, courses incorporate strategies for promoting such growth. These experiences may include, among others, journaling, reflecting on one's difficulties with the counseling process, identifying and sharing personal issues and history that may hinder effective and culturally sensitive counseling, and sharing personal experiences with bias and discrimination. We recognize the sensitivity necessary to create an environment of safety for such sharing, and expect faculty and students to conduct themselves in a way that promotes such safety. One necessary component in creating safety is the faith that one's disclosures will be held in confidence. Therefore, we expect students to keep confidential any material shared in class and in course assignments.

Non-Academic Competence Policy

The College of Clinical Psychology at Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure - insofar as possible - that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may

interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning.
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials

It is anticipated that in the course of their graduate education, students will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility.

The College of Clinical Psychology at Argosy University encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context.

The College of Clinical Psychology at Argosy University policy, while encouraging appropriate self-disclosure, regards such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this school.

Master of Arts in Clinical Psychology Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Hawai'i; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Francisco Bay Area; Argosy University, Schaumburg; Argosy University, Tampa

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program is designed to introduce students to basic clinical skills that enable them to serve the mental health needs of diverse client populations. The MA in Clinical Psychology degree program is designed to serve as a preliminary step for students who wish to pursue a doctoral degree in clinical psychology. In addition, while the program curriculum is designed to prepare students for doctoral study, the theoretical and clinical knowledge learned in the program can be applied to independent practice under certain conditions. Depending on state requirements, the MA in Clinical Psychology degree program may help prepare students for licensure in psychology or counseling at the master's level. Additional coursework and supervised post-master's clinical experience may be required to qualify to sit for master's level licensure exams. Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state he or she wishes to practice. Refer to the campus-specific program descriptions for more information.

Admission into the MA in Clinical Psychology degree program or completion of the MA in Clinical Psychology degree program does not guarantee admission into any of Argosy University's PsyD in Clinical Psychology degree programs.

The MA in Clinical Psychology degree program can be completed in as little as 2 years, but must be completed within 5 years.

Admission Requirements*

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0).
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with a member of the program Admissions Committee.**

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- Admission Application Fee*** (Non-refundable, except in Arizona. In the state of Arizona, the Admission Application Fee*** is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or career summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all post-secondary schools attended.

Notes

* Admission to the MA in Clinical Psychology degree program does not guarantee admission to the PsyD in Clinical Psychology degree program. Students wishing to apply to the PsyD in Clinical Psychology degree program upon completion of the MA in Clinical Psychology degree program must meet the admissions requirements for the PsyD in Clinical Psychology degree program.

** Out of state applicants to Argosy University, Hawai'i may be given the opportunity to complete a telephone interview.

*** Beginning September 15, 2016, Argosy University will begin using Psychology Centralized Admissions System (PSYCAS). PSYCAS is a centralized application service supported by the American Psychological Association (APA) and Liaison International. Instructions on how to use PSYCAS and how your admissions documents will be uploaded and delivered to PSYCAS for processing can be found in the application: <https://psycas.liaisoncas.com/>. As a result, Argosy University will no longer charge an application fee. Students should create an account for free on the PSYCAS web site <https://psycas.liaisoncas.com>. Creating an account is free; however there is a \$50 fee to PSYCAS for the first application. If a student is applying to other programs utilizing PSYCAS for the admissions process, an additional \$35 fee is charged for each additional application. The third party PSYCAS fee is not included in the estimate above.

On very rare occasions, applicants with grade point averages below the stated admission requirements may be considered. All admission exceptions must be documented, recommended by the program admissions committee, and approved by the Program Dean.

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Application Deadlines

Applications are accepted for fall admission.

Committee Decisions

All applicants will receive written notification of the Admissions Committee's decision. Admissions Committee decisions are final and not subject to appeal. Accepted applicants are required to remit a non-refundable deposit of \$200.00 by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester. An applicant, if rejected, can reapply by following the reapplication policy.

Graduation Requirements

To receive the Master of Arts in Clinical Psychology degree, the student must fulfill the degree requirements of the campus attended. Graduation requirements include:

- Satisfactory completion of all requirements in the program of study
- A minimum grade point average as defined by the campus of attendance
- A completed Petition to Graduate submitted to campus administration

For more detailed information, refer to the program information published in the campus-specific program descriptions.

Academic Warning

Students enrolled in the clinical psychology programs will receive a letter of academic warning for:

- Receipt of a grade of "F"
- Receipt of a grade of "NC"
- Receipt of a second grade below "B-"

In addition, students placed on warning may be referred to the Student Professional Development Committee (SPDC) and/or the Academic Affairs Committee for evaluation.

Other Reasons for Dismissal

Students enrolled in the clinical psychology programs are dismissed from the program for:

- Receipt of a second grade of "F"
- Receipt of a second grade of "NC"
- Receipt of a grade of "F" and a grade of "NC"
- Receipt of two grades below "B-" during the same semester
- Receipt of a third grade below "B-"

Campus-Specific Program Requirements

To review the campus-specific program requirements for a given campus, see the relevant information below:

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts (MA) in Clinical Psychology degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/576
Argosy University, Chicago	ge.argosy.edu/programoffering/593
Argosy University, Hawai'i	ge.argosy.edu/programoffering/625
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/897
Argosy University, Orange County	ge.argosy.edu/programoffering/4409
Argosy University, Phoenix	ge.argosy.edu/programoffering/709
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/738
Argosy University, Schaumburg	ge.argosy.edu/programoffering/805
Argosy University, Tampa	ge.argosy.edu/programoffering/843

Master of Arts in Clinical Psychology Degree Program— American School of Professional Psychology at Argosy University | San Francisco Bay Area

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program is designed to meet the needs of students seeking a terminal degree at the master's level and/or students who eventually plan to pursue a doctoral degree. The master's degree program is designed to provide students a strong clinical foundation.

The MA in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | San Francisco Bay Area offers an advantage to those individuals who are planning to subsequently pursue a doctoral degree. If admitted to the doctoral degree program, most master's-level coursework taken at the American School of Professional Psychology at Argosy University | San Francisco Bay Area will apply toward the American School of Professional Psychology at Argosy University | San Francisco Bay Area Doctor of Psychology (PsyD) in Clinical Psychology degree program. Admission to the master's program or completion of the master's degree, however, does not guarantee admission to the PsyD in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | San Francisco Bay Area.

Program Learning Objectives

Goal Number One

Entry-level preparation of practitioners of psychology who are able to provide therapies and diagnostic assessments that are evidence based, ethically appropriate and are sensitive to diversity factors.

Objectives for Goal Number One

- Students will demonstrate entry-level competency in case conceptualization and DSM diagnosis
- 1.1** which are based on the foundational aspects of clinical psychology including psychopathology and individual differences.
 - 1.2** Students will demonstrate basic competency to consider cultural and individual differences, and how those factors affect treatment and assessment.
 - 1.3** Students will demonstrate entry-level competency in their ability to practice psychology that is consistent with both ethical and legal guidelines.
 - 1.4** Students will demonstrate entry-level competency in at least two theoretical orientations and

therapeutic techniques as well as develop competency in basic relationship skills.

- 1.5 Graduates will engage at the entry level in the practice of psychology consistent with their training, including enrollment in a doctoral clinical psychology program.

Goal Number Two

Entry-level preparation of practitioners of psychology who possess basic knowledge of the scientific bases of psychology which include biological, cognitive, affective, historical, developmental and social aspects of human behavior.

Objective for Goal Number Two

- 2.1 Students will demonstrate knowledge of the current body of literature in at least two of the bases of human functioning, and the historical and philosophical context of psychology.

Goal Number Three

Entry-level preparation of practitioners of psychology who are able to evaluate and utilize the existing and evolving body of knowledge and the scientific method of psychology to enhance applications of psychology.

Objectives for Goal Number Three

- 3.1 Students will demonstrate a basic understanding of research methodologies and the application of statistical tests for data analysis in the science and practice of psychology.
- Students will demonstrate the basic ability to evaluate the existing theoretical and research literature in psychology. This includes the entry-level ability to articulate a clinical question and critically evaluate and synthesize the relevant theoretical, clinical, and research literature.
- 3.2

Goal Number Four

To prepare entry-level practitioners of psychology who are capable of entering into the expanding roles of psychology.

Objective for Goal Number Four

- Students will demonstrate the basic knowledge, skills, and attitudes that will enable them to succeed in the expanding roles of psychology.
- 4.1

Eligibility for Licensure

The MA in Clinical Psychology degree program curriculum's focus is preparation for the PsyD in Clinical Psychology degree program and not for independent practice. The MA in Clinical Psychology degree program is not license-eligible in the state of California.

Foundation Courses

The American School of Professional Psychology at Argosy University | San Francisco Bay Area requires applicants to successfully complete, with a “C” or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the American School of Professional Psychology | San Francisco Bay Area courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Students have the option to maintain a full-time or part-time course load. Students are encouraged to register for a minimum of 6 credit hours each semester. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended.

Additional Requirements for Academic Progress

To maintain academic progress toward a degree all students must retain the required cumulative grade point average and meet the cumulative maximum time frames for their program. Students who do not meet these requirements will be placed on academic probation.

The following are the cumulative GPA, cumulative maximum time frame, and incremental maximum time frame requirements:

- *Cumulative GPA*

Students must maintain a cumulative grade point average (GPA) of 3.0 on a scale of 4.0.

- *Maximum Time Frames*

Students must complete the program within five years after matriculation. Students who take an approved withdrawal from Argosy University will have five years plus the length of time that they were temporarily withdrawn, not to exceed one year, to complete the program.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 51 semester credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - o 43 credit hours of core courses
 - o 6 credit hours (one year) of practicum which includes a weekly one-hour seminar
 - o 2 credit hours of Professionalization Group
- A GPA of at least 3.0 on a scale of 4.0 with no more than two grades below "B-"
- Successful completion of the Clinical Evaluation Conference (CEC)
- A completed Petition to Graduate submitted to campus administration
- Completion of Child Abuse Assessment and Reporting

Program Requirements

Students enrolled in the MA in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | San Francisco Bay Area are required to satisfactorily complete 51 credit hours distributed as follows: bases requirements, 12 credit hours; individual differences requirements, 9 credit hours; assessment requirements, 3 credit hours; intervention requirements, 15 credit hours; professional issues requirements, 5 credit hours; practicum and seminar requirements, 7 credit hours. The curriculum should be completed in the order recommended by the American School of Professional Psychology at Argosy University | San Francisco Bay Area.

Bases Requirements—Students Are Required to Take the Following

- PP7000 - History and Systems (3)
- PP7050 - Physiological Psychology (3)
- PP7060 - Social Psychology (3)
- PP7200 - Statistics and Research I (3)

Bases Requirements—12 Credit Hours

Individual Differences Requirements—Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)
- PP7300 - Psychopathology I (3)
- PP7301 - Psychopathology II (3)

Individual Differences Requirements—9 Credit Hours

Assessment Requirements—Students Are Required to Take the Following

- PP7365 - Clinical Interviewing (3)

Assessment Requirements—3 Credit Hours

Intervention Requirements—Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP7360 - Clinical Psychopharmacology (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8670 - Human Sexuality (0)

Intervention Requirements—15 Credit Hours

Professional Issues Requirements—Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7332 - Child Abuse Assessment and Reporting (0)

Professional Issues Requirements—5 Credit Hours

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following

- PP7355 - Intensive Clinical Observation (1)
- PP8150 - First- Year Practicum I (3)
- PP8151 - First -Year Practicum II (3)

Practicum and Practicum Seminar Requirements— 7 Credit Hours

Professionalization Group Requirements

Students are required to register for two consecutive semesters of Professionalization Group in the first year of the program.

Practicum Requirements

The practicum is the students' first opportunity for formal clinical field training. Within the series of practicum courses, students have the opportunity to work within a mental health delivery system with a clinical population under supervision. The practicum is an essential part of clinical training and all students are required to enroll in the practicum experience.

The practicum is a required training experience of at least 500 hours, which takes place during the academic year, often beginning in September and usually concluding in June. The practicum must include at least 150 hours of face-to-face client contact, with appropriate clinical supervision. The practicum seminar carries 3 credit hours per semester and 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor is any student exempt from the program's practicum requirements.

Students who come to the American School of Professional Psychology at Argosy University | San Francisco Bay Area with prior clinical backgrounds are placed in practicum sites in areas where they have an interest and may not have previous experience.

Practicum Seminar Requirements

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly throughout the academic year and allows students to reflect on various practicum experiences and acquire additional knowledge, skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting, focus of the enrolled students, and the professional expertise of the faculty member.

Practicum Application Requirements

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 on a scale of 4.0, and have completed the academic sequence that allows for the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at the American School of Professional Psychology at Argosy University | San Francisco Bay Area for a minimum of two semesters and Session I of the Summer semester.

To be eligible for the master's practicum, a student must have successfully completed 20 credit hours of coursework, which must include the following:

Practicum Prerequisites

- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7300 - Psychopathology I (3)
- PP7301 - Psychopathology II (3)
- PP7332 - Child Abuse Assessment and Reporting (0)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)

Practicum and Academic Probation

Students who are placed under probation for any reason may not be allowed to begin a required practicum until they are removed from probation. Students who receive below a "B-" in any course required for practicum will not be allowed to enroll in practicum during the following academic year. If a first-year student is on probation based on progress in fall semester courses, the student may not apply for a practicum during the spring semester. If the student has achieved a GPA of at least 3.0, when the spring grades are available, and has not been placed on probation by the Student Professional Development Committee (SPDC) for any other reason, the student may, at the discretion of the Director of Clinical Training, apply for a practicum. Requests for exceptions to this policy must be provided in writing to the Director of Clinical Training.

If a first-year student who has accepted a practicum is placed on probation after the spring semester, the student may not participate in the practicum, if their GPA is below a 3.0 (after the summer I grades are received). If their GPA is at or above 3.0 after the summer I grades are received, the student may, at the discretion of the Director of Clinical Training, and the agency, begin the practicum. Students on probation for reasons other than a GPA below 3.0 will not be allowed to apply for practicum until they are removed from probation.

Evaluation of Practicum Students

Each semester, supervisor evaluation forms will be sent to the practicum site to evaluate each student's performance. At the end of the year, the student will be required to evaluate the practicum experience.

The Student Evaluation Form enables supervisors to assess the student's progress, competence and performance relative to the learning objectives, as well as other factors of importance to the site. These forms are monitored by the Director of Clinical Training to assess progress and possible areas for growth. All evaluations are kept as part of the student's permanent record. The Director of Clinical Training makes the final determination whether or not the practicum requirements have been met and whether credit will be granted for the experience.

Remediation in Clinical Training

Students who may need remediation in clinical training are referred to the Clinical Training Committee (CTC). The Clinical Training Committee will examine all pertinent information related to the student's progress. Students may request a meeting with the committee. Likewise, the committee may request a meeting with the student. If information suggests a student may need remediation in clinical training the Director of Clinical Training or CTC may make a referral to the SPDC.

If the review identifies deficits in a student's clinical progress, the Director of Clinical Training will identify the areas in need of remediation. The Student Professional Development Committee (SPDC), in consultation with the Director of Clinical Training and the student, will develop a remediation plan. The remediation plan is forwarded to the Program Dean. Upon approval, the remediation plan is forwarded

to the Director of Clinical Training and the student. The student is bound by the conditions set forth in the remediation plan. The clinical training site may, at its discretion, also require its own remediation plan. In some cases, this plan may be required in lieu of one written by the SDPC.

The remediation plan may require, but is not limited to, personal therapy or consultation, additional training, additional coursework, remedial practicum, or other assignments. Students should refer to Student Professional Development Committee and Student Conduct Committee policies and procedures described under Section Four, Student Rights and Responsibilities. If there are any problems that cannot be corrected through the remediation plan, the student may be referred to the Student Conduct Committee (SCC).

Conduct on Practicum

Ethical Behavior

Students must adhere to APA Ethical Guidelines and the laws and regulations of the Board of Psychology. If difficulties occur, they should be resolved with the training program staff, if possible. The Director of Clinical Training will be available to evaluate or assist students with ethical dilemmas, if necessary. In the event that unethical behavior is found to occur during training, appropriate action will be taken by the CTC, which may include:

- Referral to the SPDC or SCC
- Removal from practicum
- Other disciplinary or remedial action

Completing Clinical Training Commitments

Students are expected to fulfill the commitments of their training contracts. A student wishing to terminate or take a leave from a practicum before completing the contract must notify the Director of Clinical Training in writing as soon as the need becomes known. The Clinical Training Committee will review the student's request to determine whether early termination is warranted. In most cases, there must be mutual agreement between all parties (e.g. the agency, the Director of Clinical Training) in order to approve the student's request. In some cases, the Clinical Training Committee may request the SPDC review the request for early termination. No student should terminate a training agreement without approval from the Director of Clinical Training.

Early termination of a training commitment can have serious implications for the student, the agency, and the school's relationship with the training site, thus any steps in this direction must be considered carefully and in consultation with the Director of Clinical Training. Students should know that it is usually not possible to begin new practicum experiences once the training year is underway. There is no partial credit granted for clinical training experiences.

Practicum Evaluation

Each semester, supervisor evaluation forms will be sent to the practicum site to evaluate each student's performance. At the end of the year, the student will be required to evaluate the practicum experience.

The Student Evaluation Form enables supervisors to assess the student's progress, competence and performance relative to the learning objectives, as well as other factors of importance to the practicum site. These forms are monitored by the Director of Clinical Training to assess progress and possible areas for growth. All evaluations are kept as part of the student's permanent record. The Director of Clinical Training makes the final determination whether or not the practicum requirements have been met and whether credit will be granted for the experience.

Relationship of Master's and Doctoral-Level Practicum

The master's practicum is not equivalent to the practicum in the doctoral degree program. Students who subsequently enroll in the PsyD in Clinical Psychology program at the American School of Professional Psychology at Argosy University | San Francisco Bay Area cannot transfer the master's practicum experience or practicum seminar for doctoral level credit.

Clinical Evaluation Conference (CEC) Requirements

The Clinical Evaluation Conference (CEC) is a competency based examination, designed to evaluate the student's mastery of basic clinical skills.

To be eligible to take the CEC, the student must be in good academic standing, have a GPA of at least 3.0 on a scale of 4.0, not be on probation and must be enrolled in, or have completed the master's practicum. The CEC is conducted during the Spring semester of the master's practicum seminar. Refer to the *CEC Guidelines* for more information.

Course/Credit Transfer

Transfer of Courses/Credit into the MA in Clinical Psychology Degree Program

Like other institutions that offer a master's degree, Argosy University does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum. Transfer of credit are not reviewed or granted until the student has been accepted and paid the initial deposit. All course transfer petitions for prior coursework must be submitted during the student's first semester of enrollment. For a course to be considered eligible for a transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into Argosy University, except when students present evidence of ongoing work experience or continuing education in that area, or when students pass a transfer exam for the course.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited college or university. In the case of institutions outside the U.S., the appropriate state or national accreditation is required.
- Any course submitted toward a transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better in any course submitted for a transfer.

The school does not accept any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, or graduate credit hours from non-accredited schools. The following is a list of courses that may not be transferred to the PsyD in Clinical Psychology degree program:

Non Transferable Courses

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7301 - Psychopathology II (3)
- PP8150 - First- Year Practicum I (3)
- PP8151 - First -Year Practicum II (3)

Course Transfer Procedures

Students wishing to transfer courses should obtain a Course Transfer Form from the Student Services Department. Students complete one form for each course transfer request, listing the course name and number they wish to transfer, and the corresponding course taken elsewhere. All course transfer petitions for prior coursework must be submitted during the student's first semester of enrollment. Students should submit the form to the Program Dean with the following items:

- A copy of the transcript referencing the course under review
- The course syllabus
- When available, other items such as assignments, projects, course notes or exams to support the transferability of the course.

If the transfer meets the conditions listed above, it will be forwarded to the appropriate faculty member. The faculty person will review the student's materials and complete the submitted Course Transfer Form. It will then be submitted to the Program Dean to be filed with the Director of Student Services. No grade is entered for transferred courses. If requested, copy of the Course Transfer Form will be given back to the student, along with the supporting materials.

Students who may have questions about this process should see the Program Dean or Director of Student Services.

Master of Arts in Clinical Psychology Degree Program— American School of Professional Psychology at Argosy University | Southern California

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Southern California is designed to serve as a preliminary step for students who wish to pursue a doctoral degree in clinical psychology. The curriculum introduces students to basic clinical skills that integrate theoretical foundations in applied psychology. Admission into the MA in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Southern California does not guarantee admission into any of Argosy University's PsyD in Clinical Psychology degree programs.

Eligibility for Licensure

The MA in Clinical Psychology degree program curriculum's focus is preparation for the Doctor in Psychology (PsyD) in Clinical Psychology degree program and not for independent practice. The MA in Clinical Psychology degree program is not license-eligible in the state of California.

Foundation Courses

Students who have not completed these courses prior to admission must complete them no later than by the end of the first semester and before registering for a practicum. These courses provide a foundation for the MA in Clinical Psychology degree program curriculum, and offers perspectives and information that complement those of the clinical psychology program. The Bachelor of Arts (BA) in Psychology degree program offers courses in the above subject areas, which are also available to first-year students periodically during the academic year. Argosy University also offers sections of some of these courses online throughout the year.

Students must complete the following courses prior to admission or by the end of the first semester with a minimum grade of C- or better:

Foundation Courses

The American School of Professional Psychology at Argosy University | Southern California requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the American School of Professional Psychology | Southern California courses. The following three courses are required:

- *Introduction to psychology or general psychology

- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Graduation Requirements

Students who are admitted into the MA in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The American School of Professional Psychology at Argosy University | Southern California retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the recommended order; see the recommended course sequence section for details.

- 51 credit hours, which must be completed by the end of the fifth year of matriculation. The total hours must include:
 - o 42 credit hours of core course requirements*
 - o 2 credit hours of professionalization group requirements
 - o 6 credit hours of practicum and practicum seminar requirements
 - o 1 credit hour of integrative paper requirement
- Pass Integrative Paper (graded "Credit/No Credit")
- A grade point average of at least 3.0 (on a scale of 4.0)
- Completion of Clinical Competency Examination
- A completed Petition to Graduate submitted to campus administration

Note

**Core courses are taken in the following distribution areas: scientific foundations, psychopathology, assessment, interventions, diversity, and ethics.*

Additional Standards for Academic Progress

Students must make satisfactory progress towards a degree by maintaining a grade point average of 3.0 (on a scale of 4.0). All students must complete the program within five years after entry into the program. Students must take the required Master's Practicum (PP6201 and PP6202) no later than the third year after entry into the program. Students who receive a grade below "B-" in a core course must retake the course during the next academic year or sooner.

Program Requirements

Students enrolled in the MA in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Southern California are required to successfully complete 51 credit hours distributed as follows: scientific foundations requirements, 9 credit hours; psychopathology requirements, 9 credit hours; assessment requirements, 9 credit hours; interventions requirements, 9 credit hours; diversity requirements, 3 credit hours, ethics requirements, 3 credit hours; professionalization group requirements, 2 credit hours; integrative paper requirements, 1 credit hour; practicum requirements, 6 credit hours. Students who receive a grade below "B-" in any course must retake the course during the next academic year or sooner.

Scientific Foundations Requirements—Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)
- PP7200 - Statistics and Research I (3)
- PP7230 - Psychometric Theory (3)

Scientific Foundations Requirements—9 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

- PP7300 - Psychopathology I (3)
- PP7301 - Psychopathology II (3)
- PP7330 - Child and Adolescent Psychopathology (3)

Psychopathology Requirements—9 Credit Hours

Assessment Requirements—Students Are Required to Take the Following

- PP7370 - Cognitive Assessment (3)
- PP7373 - Integrative Assessment (2)
- PP7520 - Personality Assessment (4)

Assessment Requirements—9 Credit Hours

Interventions Requirements—Students Are Required to Take the Following

- PP7365 - Clinical Interviewing (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8039 - Interventions II (3)

Interventions Requirements—9 Credit Hours

Diversity Requirements—Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)

Diversity Requirements—3 Credit Hours

Ethics Requirements—Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)

Ethics Requirements—3 Credit Hours

Professionalization Group Requirements—Students Are Required to Take the Following

- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)

Professionalization Group Requirements—2 Credit Hours

Integrative Paper Requirements—Students Are Required to Take the Following

- PP6011 - Integrative Paper (1)

Integrative Paper Requirements—1 Credit Hour

Practicum Requirements—Students Are Required to Take the Following

- PP6201 - Master's Practicum I (3)
- PP6202 - Master's Practicum II (3)

Practicum Requirements—6 Credit Hours

Additional Program Requirements

Meet with your faculty advisor during the academic year.

Master's Therapy CCE

Students must complete a Clinical Competency Examination (CCE). The seminar leader will inform students of what is expected for this task and will hand out materials that explain the guidelines. The deadline for tape submission on the CCE will be announced by the Training Department during the spring semester.

Professionalization Group Requirements

These discussion groups for first-year students are led by a full-time faculty member and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The faculty member leading the group will help students with academic and field training planning, general consultation on the MA in Clinical Psychology degree program, and questions emerging during the student's first-year academic experience.

The course objectives are as follows:

- To assist and support students in developing identities as clinical psychology trainees and evolving clinical psychology professionals through readings, discussion, role play and classroom presentation.
- To introduce students to the ethical practice of psychology and contemporary issues in clinical psychology
- To orient students to the roles, norms, and expectations of graduate studies and professional practice
- To provide academic advisement and student advocacy

Practicum and Practicum Seminar Requirements

The goal of the practicum at the master's level is to train students in the application of the knowledge, skills, and attitudes developed by their academic experience. This experience includes the direct observation, interviewing, and treatment of clients. Certain sites also afford some students with the opportunity of limited exposure to psychological testing procedures.

When available, the Master's Practicum (PP6201 and PP6202) is designed to introduce students to therapeutic intervention. Because there is such a wide range of therapy experiences available, and because the selection of students for a given practicum is done by the site, students should not expect to experience the total spectrum of therapies during the practicum. The practicum is the first opportunity provided to students for clinical field training. Practicum is designed to provide students with opportunities to work under supervision with a clinical population within a mental health delivery system. The practicum is designed to provide an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is included in the cost of the practicum.

The practicum is a required 600-hour training experience, which takes place during an academic year, normally beginning in the fall and concluding at the end of the summer I semester. 150 hours of client contact are required within the practicum. The practicum carries 3 credit hours per semester or 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor is any student exempt from the practicum requirements. Students who come to the American School of Professional Psychology at Argosy University | Southern California with extensive clinical backgrounds

are placed in practicum sites in areas in which they have an interest and have not had previous experience.

The MA in Clinical Psychology degree program practicum is not intended to substitute for the PsyD in Clinical Psychology degree program practicum. Students who intend to apply for admission into the doctoral degree program after completing the master's in clinical psychology degree program may not receive credit for doctorate in clinical psychology practicum on the basis of their master's-level practicum.

Eligibility for Practicum

All students who enter the master's practicum application process must be in good academic standing, have a minimum grade point average of 3.0 (on a scale of 4.0) and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at the American School of Professional Psychology at Argosy University | Southern California for a minimum of two full semesters, including eight courses. The following courses are practicum prerequisite courses and must be completed and/or transferred prior to beginning the practicum:

Practicum Prerequisites

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7300 - Psychopathology I (3)
- PP7301 - Psychopathology II (3)
- PP7365 - Clinical Interviewing (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8039 - Interventions II (3)

The Program Dean and the training department have the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include the student activities of both seeking a practicum and attending a practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a satisfactory GPA (3.0 on a scale of 4.0) when the spring grades are available, the student, at the discretion of the Program Dean and the training department, may look for a practicum.

If a first-year student who has accepted a practicum is placed on probation after fall grades are received, the student may not attend the practicum if the GPA is below the minimum requirement after the spring grades are received. If the GPA is satisfactory after the spring grades are received, the student, at the discretion of the Program Dean and the training department, may begin the practicum.

Practicum Seminar

All students enrolled in a practicum must also be enrolled in a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on various attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty member.

Clinical Competency Examination Requirements

At the master's level, the Clinical Competency Examination consists of a competency-based examination designed to evaluate the student's mastery of basic clinical assessment and therapeutic skills. Students should be capable of demonstrating clinical competence via the master's Therapy CCE both conceptually and in application. The American School of Professional Psychology at Argosy University | Southern California also expects that students who have learned theoretical and applied concepts in classroom courses will have made use of out-of-class clinical contacts (i.e., practicum, practicum seminar group, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Therefore, passing the seminar and site evaluation do not guarantee a passing grade on the CCE.

Integrative Paper Requirements

MA in Clinical Psychology degree program students are required to complete an Integrative Paper (PP6011) based upon a presentation of a clinical question or problem that has been defined either before or during their practicum experience, integration of the relevant literature on the topic, with inclusion of core course concepts relevant to the subject as well. The purpose of this review is to assess the student's achievement of a capacity to apply relevant concepts to a clinical topic, and to research relevant areas of the literature so as to demonstrate an independent capacity to approach clinical problems with a scholarly perspective and process. It is expected that the production of this paper will require several drafts and ongoing consultation with a faculty advisor for this project.

The criteria for evaluation of the project will include a clear definition of a clinical topic, appropriate application of relevant literature and major course concepts to that topic, the subsequent presentation of a set of observations based on the major findings of this review, a clear written presentation in APA style. This requirement assesses the student's capacity to independently complete a relevant literature review of the clinical questions raised in the case, with a fuller understanding how the literature and the core curriculum can extend and deepen the student's understanding of the topic. The review should include relevant topics from psychopathology, psychotherapy, human development, and diversity courses as well as those derived from the literature review.

Students must abide by the structured meeting schedule set by faculty to complete the Integrative Paper by the end of the fall semester. Failure to abide by this schedule and complete assignments in a timely way will result in a "No Credit" grade and require the course to be taken again in the following academic year.

Integrative Paper Prerequisites

In order to qualify for Integrative Paper (PP6011), students must be in good standing (GPA of 3.0 on a scale of 4.0) and not on probation; must petition the Program Dean of the MA in Clinical Psychology degree program at the beginning of the fall semester prior to the Integrative Paper; receive approval to work with a particular faculty member assigned to this course, and complete and/or transfer all courses listed below:

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7200 - Statistics and Research I (3)
- PP7300 - Psychopathology I (3)
- PP7301 - Psychopathology II (3)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP7365 - Clinical Interviewing (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8039 - Interventions II (3)

Master of Arts in Clinical Psychology Degree Program— American School of Professional Psychology at Argosy University | Northern Virginia

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program is designed to meet the needs of both those students seeking a terminal degree at the master's level and those who eventually plan to pursue a doctoral degree. The master's degree program is designed to provide students a strong clinical orientation as well as an emphasis in psychological assessment.

The MA in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Northern Virginia offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree. The program can be completed on a part-time basis. Admission to the Master of Arts in Clinical Psychology degree program or completion of the Master of Arts in Clinical Psychology degree program does not guarantee admission to the Doctor of Psychology (PsyD) in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Northern Virginia. If admitted to the doctoral degree program, however, most master's - level coursework taken at the American School of Professional Psychology at Argosy University | Northern Virginia will apply toward the PsyD in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Northern Virginia.

Eligibility for Licensure

The MA in Clinical Psychology degree program curriculum's focus is preparation for the PsyD in Clinical Psychology degree program and not for independent practice. The MA in Clinical Psychology degree program is not license-eligible in the Commonwealth of Virginia. Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state he or she wishes to practice.

Foundation Courses

The American School of Professional Psychology at Argosy University | Northern Virginia requires applicants to successfully complete, with a “C” or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the American School of Professional Psychology | Northern Virginia courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program.

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Students must be continuously enrolled for the duration of their program.

Additional Requirements for Academic Progress

Each student must make academic progress toward their MA in Clinical Psychology degree by maintaining a GPA of 3.0 (on a scale of 4.0). A grade of "No Credit" ("NC") is considered a grade lower than "B-" for purposes of academic warning, dismissal, or academic standing matters other than calculation of GPA. Students must proceed through the course of study at a pace leading to completion within a maximum time period of five years. Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	47 credit hours

Student Advisement

Faculty Advisors

Faculty members serve as advisors to those students who have been or are in their Professionalization Groups. Faculty advisors are available for consultation on student professional development, academic/training progress, and other American School of Professional Psychology at Argosy University | Northern Virginia professional issues.

Students are required to meet with their faculty advisors at least once each semester, usually once following receipt of grades and again for purposes of registration. Students are encouraged to meet as often as necessary with their advisor to review their progress through the program and to discuss their performance in classes, seminars, and training sites. Faculty will file a memo in the student's academic file indicating the date of the meeting and, if appropriate, a summary of the meeting. Add/Drop Request Forms require faculty advisor signatures.

Students are required to meet with their faculty advisor when directed to do so by the Student Professional Development Committee (SPDC). This would occur when a student is experiencing academic, clinical, or personal difficulties.

Changing Faculty Advisors

A student may initiate a request for a change of advisor only after completing one full academic year. If a student wishes to change advisors, she or he should discuss this with the current advisor and the prospective advisor. If all parties agree to the change, the student must then obtain, complete, and return a Change of Status Form to the Office of the Registrar with signatures from the student, the original advisor, the new advisor, and the Program Dean.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- The satisfactory completion of 47 credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - o 40 credit hours of required courses
 - o 6 credit hours (one year) of practicum and practicum seminar
 - o 1 credit hour of Integrative Paper
- A grade point average of at least 3.0 on a scale of 4.0
- Completion of the master's Clinical Presentation Evaluation
- A completed Petition to Graduate submitted to campus administration

Writing Program

Students have the option of taking a professional writing course at Argosy University, Northern Virginia. Faculty can recommend the course or another writing development option to students. Students having difficulty with writing assignments may access the Student Writing Lab for additional help.

Program Requirements

Students enrolled in the MA in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Northern Virginia are required to satisfactorily complete 47 credit hours, distributed as follows: assessment requirements, 14 credit hours; bases course requirements, 3 credit hours; individual differences requirements, 9 credit hours; intervention requirements, 9 credit hours; methodology requirement, 3 credit hours; professional issues requirements, 2 credit hours; practicum requirements, 6 credit hours; and integrative paper requirement, 1 credit hour.

Assessment Requirements—Students Are Required to Take the Following

- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (4)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (4)

Assessment Requirements—14 Credit Hours

Bases Course Requirements—Students Are Required to Take One of the Following

- PP7000 - History and Systems (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7050 - Physiological Psychology (3)
- PP7060 - Social Psychology (3)

Bases Course Requirements—3 Credit Hours

Individual Differences Requirements—Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7501 - Adult Psychopathology (3)

Individual Differences Requirements—9 Credit Hours

Intervention Requirements—Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)

Students Choose One of the Following

- PP7373 - Integrative Assessment (3)*
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)
- PP8060 - Group Psychotherapy (3)

Intervention Requirements—9 Credit Hours

**Students intending to apply for the PsyD in Clinical Psychology degree program should select PP7373 Integrative Assessment to satisfy the Intervention elective requirement. Successful completion of this course is required in order to be eligible to take the first year practicum in the PsyD in Clinical Psychology degree program.*

Methodology Requirements—Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)

Methodology Requirements—3 Credit Hours

Professional Issues Requirements—Students Are Required to Take the Following

- PP6401 - Professionalization Group I (1)
- PP6402 - Professionalization Group II (1)

Professional Issues Requirements—2 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

- PP6201 - Master's Practicum I ** (3)
- PP6202 - Master's Practicum II ** (3)

Practicum Requirements—6 Credit Hours

*** Practicum and corresponding seminar require concurrent enrollment.*

Integrative Paper Requirements—Students Are Required to Take the Following

- PP6011 - Integrative Paper (1)

Integrative Paper Requirements—1 Credit Hour

Additional Information for Students Who Plan to Apply to the Doctor of Psychology in Clinical Psychology Degree Program

Students enrolled in MA in Clinical Psychology degree program who plan to apply to the PsyD in Clinical Psychology degree program are encouraged to take specific courses listed below within the stated elective requirements. Students should refer to "Students Who Plan to Apply to the Doctor of Psychology Degree Program" under the "Recommended Course Sequence for the Master of Arts in Clinical Psychology Degree Program" for details on how to incorporate the courses listed below during Year Two:

- PP7201 Statistics and Research II (3)[†]
- PP7373 Integrative Assessment (3) [†]
- PP8050 Family and Couples Therapy (3)

[†] PP7201 Statistics and Research II and PP7373 Integrative Assessment may be taken in addition of the stated requirements for the terminal MA in Clinical Psychology degree program.

Professionalization Group Requirements

The Professionalization Group, which meets on a weekly basis during the first and second semester, will provide first-year students with important direction and assistance as they begin their education and training. This group assists students with an orientation to the field as well as an introduction to key issues in the training and development.

Practicum and Practicum Seminar Requirements

The practicum is the first opportunity provided to American School of Professional Psychology at Argosy University | Northern Virginia students for clinical field training. The student will have the opportunity of working under supervision with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are required to participate in the practicum experience.

The practicum is a required 600- hour training experience that takes place during an academic year, beginning in September and concluding in June. The practicum seminar carries 3 credit hours per semester or 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor is any student excused from the practicum requirements. Students who come to the American School of Professional Psychology at Argosy University | Northern Virginia with extensive clinical backgrounds may be placed in practicum sites in areas where they do not have previous experience and where they have an interest.

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly through the fall and spring semester and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on scale of 4.0 and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum.

No student may begin a practicum without being in attendance at the American School of Professional Psychology at Argosy University | Northern Virginia for a minimum of two semesters.

To be eligible to begin the practicum, the student must have successfully completed the following:

Practicum Prerequisites

- PP6401 - Professionalization Group I (1)
- PP6402 - Professionalization Group II (1)

- PP7330 - Child and Adolescent Psychopathology (3)
- PP7365 - Clinical Interviewing (3)
- PP7501 - Adult Psychopathology (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)

Practicum and Probation

Students must not be on probation at the time of application to practicum or at the time practicum begins.

In cases when the director of clinical training or program faculty has reservations about a student's readiness for practicum, the director of clinical training will discuss the situation with the student and the student's advisor. In those cases where there is a shared concern among the student's mentors, a plan of remediation, to be implemented prior to the clinical training in question, will be designed by the Clinical Training Committee and forwarded to the Student Professional Development Committee.

Procedures for Practicum Remediation

Procedures for practicum remediation are described in the Clinical Training Manual.

Practicum Description

The goal of the practicum is to correlate students' field experience with attained levels of academic experience. The practicum is focused on assessment, diagnosis, and intervention in keeping with the overall emphases of the American School of Professional Psychology at Argosy University | Northern Virginia MA in Clinical Psychology degree program.

Relationship of Master's- and Doctoral -Level Practicum

The master's practicum is not equivalent to the practicum in the doctoral degree program. Students who enroll subsequently in the doctoral program will have to take both the doctoral Practicum I and II sequence.

Evaluation of Student Progress

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, clinical skills, and professional attitudes. A thorough review of site and seminar evaluations is conducted by the Clinical Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

Student Evaluation

Students must meet the same standards of conduct as outlined for the Doctor of Psychology in Clinical Psychology degree program. Master of Arts in Clinical Psychology degree program students are

evaluated by the same Student Professional Development Committee and in the same manner as the doctoral degree program students.

Clinical Presentation Evaluation Requirements

For the master's degree program student, the Clinical Presentation Evaluation (CPE) is a competency-based examination designed to evaluate the student's mastery of basic clinical skills. The master's CPE assesses competencies in assessment, case formulation, psychotherapy planning, and implementation.

Students should be capable of demonstrating clinical competence both conceptually and in application. Students prepare to demonstrate their competency by integrating classroom theoretical work, practice gained in class, clinical field training at their practicum and the practicum seminars. Therefore, passing the seminar and site evaluation do not guarantee a passing grade on the CPE.

To be eligible to take the CPE, a student must be in good standing, have a GPA of 3.0 on a scale of 4.0, not be on probation, and must be enrolled in the master's practicum sequence.

The master's CPE is composed of the formulation of a psychotherapy case and analysis of an associated session. The student should use a theoretical orientation represented by one of the intervention courses in the MA in Clinical Psychology degree program or a treatment framework used by the practicum agency. This competency is demonstrated during the spring semester of the master's practicum. The student demonstrates this competency by successfully completing three related tasks:

- **Observational Component** The practicum seminar leader observes the student performing a psychotherapy session and judges whether the student is demonstrating competency in maintaining a therapeutic relationship and in carrying out interventions appropriate to the treatment framework and the issues presented in the session. The seminar leader may directly observe the student interview a client or the student may submit a video or audiotape of an interview with a verbatim transcript. With approval of the director of Clinical Training, a role-played interview with a faculty member may be substituted for a client interview.
- **Written Component** The seminar leader reviews the student's written report of the observed case as well as the student's self-critique of the interview with the client and judges whether the report demonstrates competency in understanding the client's presenting problem, case formulation, and analysis of the therapeutic process.
- **Oral Presentation** The student presents the case in the practicum seminar and fields questions from seminar members. The seminar leader judges whether the student can present a case in a cogent, organized manner, integrate essential information, and provide thoughtful answers to questions in the seminar. While the student may be supervised on the case presented, she or he must not be supervised on the particular interview presented for the CPE. The interview, case formulation, and analysis of the session should offer a view of the student's independent clinical work. The interview should last no more than 60 minutes.

In the event that the student fails the CPE, feedback will be provided and the student will be given a second opportunity to demonstrate competence using a different case. Failure to demonstrate

competency on the second case is grounds for dismissal from the practicum and the student will be referred to the Student Professional Development Committee.

Integrative Paper Requirements

As part of the requirements for the Master of Arts in Clinical Psychology degree program, each student is required to complete the Integrative Paper (IP). The IP is designed to evaluate the student's ability to independently present and integrate psychological literature. The paper consists of an in-depth review, summary, and integration of the current literature on an approved topic. Each student must register for the 1-credit hour course Integrative Paper (PP6011). This course is graded on a "Credit" or "No Credit" basis, credit being granted upon approval of the paper.

Course/Credit Transfer

In addition to the institutional requirements, the American School of Professional Psychology at Argosy University | Northern Virginia requires that all graduate work submitted for transfer be completed within the last five years. If coursework was completed more than five years prior to admission, then the student must provide evidence that they have remained current with the course's subject area (e.g., attendance of continuing education workshops, supervision). Students may only transfer a total of 15 semester credit hours into the MA in Clinical Psychology program.

Non-Transferable Courses

Two or more courses may be combined to transfer to one American School of Professional Psychology at Argosy University | Northern Virginia course, if all other conditions are met. The total number of credit hours of the courses submitted for transfer must meet or exceed the total number of hours for the courses being transferred.

Students requesting to transfer PP7370 Cognitive Assessment or PP7372 Projective Personality Assessment must have both an approved course that meets the course transfer requirements and must pass a competency examination. Students wanting to transfer credit should complete a Course Transfer Form for each course and submit to the Office of the Registrar. The Office of the Registrar will do an initial review and forward to appropriate faculty for decision. Students will be notified of faculty decision and approvals will be recorded on transcript. If the request is denied, all material will be returned to student. Students may resubmit with additional information.

- PP6201 - Master's Practicum I (3)
- PP6202 - Master's Practicum II (3)
- PP6401 - Professionalization Group I (1)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7373 - Integrative Assessment (3)
- PP7501 - Adult Psychopathology (3)

Master of Arts in Clinical Psychology Degree Program— Arizona School of Professional Psychology at Argosy University

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program is designed to educate and prepare students to seek master's level employment and to pursue doctoral studies in psychology. The Arizona School of Professional Psychology at Argosy University provides an educational program that is designed to provide the necessary theoretical and clinical elements that will give graduates the opportunity to be effective members of a mental health team. The program introduces students to basic clinical skills that integrate individual and group theoretical foundations of applied psychology into appropriate client interaction and intervention skills. Additionally, it offers preparation for those considering application to the Doctor of Psychology in Clinical Psychology degree program.

Program Objectives

Specific objectives of the program are:

- Students will demonstrate the delivery of effective assessment services in a manner consistent with professional standards, by identifying the strengths and problems of clients and accurately communicating findings in a professional manner.
- Students will demonstrate competence in the delivery of effective interventions in a manner consistent with professional standards, by utilizing a theoretical model and applying appropriate therapeutic interventions.
- Students will demonstrate competence in application of the relevant body of knowledge in the areas of psychology that form the foundation of psychological practice, by applying relevant concepts to their clinical practice.
- Students will demonstrate competence in relationship skills, by working effectively with clients, colleagues, supervisors and others.
- Students will demonstrate competence in providing professional services to clients from diverse backgrounds by integrating information about and appreciation of diversity into assessment and intervention.

Eligibility for Licensure

The MA in Clinical Psychology degree program is not license-eligible in the state of Arizona. Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state he or she wishes to practice.

Foundation Courses

The Arizona School of Professional Psychology at Argosy University requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Arizona School of Professional Psychology courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Students in the MA in Clinical Psychology degree program have the option to maintain a full-time or part-time course load. Students are encouraged to register for a minimum of 6 credit hours each semester. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended by the faculty.

Additional Requirements for Academic Progress

Each student must make academic progress toward their MA in Clinical Psychology degree by maintaining a GPA of 3.0 (on a scale of 4.0). A grade of "No Credit" ("NC") is considered a grade lower than "B-" for purposes of academic warning, dismissal, or academic standing matters other than calculation of GPA. This applies to all courses that are graded as "Credit/No Credit" ("CR/NC") [See "Retaking Courses," in the text which follows]. Students must proceed through the course of study at a pace leading to completion within a maximum time period of five years.

Students taking an approved temporary withdrawal from the University will have the maximum time frame for completion of the program extended for the length of temporary withdrawal. The leave period will not be counted in the determination of the student's year in the program.

Retaking Courses

Students who receive a grade below "B-" in a core course must retake this course no later than the end of the next calendar year. Core courses in the MA in Clinical Psychology degree program include all courses except the required psychotherapy courses.

Students who receive a grade below "B-" in a required psychotherapy course must either retake the same course or substitute the remaining option from the list of four required psychotherapy courses in order to satisfy the program requirement. However, it is in the student's best interest to retake the same course, since only the second higher grade is used to calculate the cumulative grade point average. Also, students who are subsequently admitted to the PsyD in Clinical Psychology degree program must receive a grade of "B-" or better in all four of the required psychotherapy courses.

Graduation Requirements

Students who are admitted into the MA in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology.

To be eligible for graduation, students must meet the following requirements:

- 50 credit hours, which must be successfully completed by the end of the fifth year of matriculation. The total credit hours must include:
 - o 44 credit hours of required courses
 - o 6 credit hours of practicum and practicum seminar
- Passing grades ("CR") for Practicum I and II, and Professionalization I and II
- GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the MA in Clinical Psychology degree program at the Arizona School of Professional Psychology at Argosy University are required to satisfactorily complete 50 credit hours distributed as follows: assessment requirements, 6 credit hours; clinical intervention and psychotherapy requirements, 18 credit hours; elective requirements, 3 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 3 credit hours; psychopathology requirements, 6 credit hours; statistics and research methods requirements, 3 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Assessment Requirements — Students Are Required to Take the Following

- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)

Assessment Requirements — 6 Credit Hours

Clinical Intervention and Psychotherapy Requirements — Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8036 - Basic Assessment and Intervention Skills (3)

Students Choose Three from the Following

- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)
- PP8060 - Group Psychotherapy (3)

Clinical Intervention and Psychotherapy Requirements — 18 Credit Hours

Elective — Students Are Required to Take the Following

- Elective (3)

Elective — 3 Credit Hours

Ethics and Professional Conduct Requirements — Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)

Ethics and Professional Conduct Requirements — 5 Credit Hours

Human Development Requirements — Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)

Human Development Requirements — 3 Credit Hours

Psychopathology Requirements — Students Are Required to Take the Following

- PP7330 - Child and Adolescent Psychopathology (3)
- PP7501 - Adult Psychopathology (3)

Psychopathology Requirements — 6 Credit Hours

Statistics and Research Methods Requirements — Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)

Statistics and Research Methods Requirements — 3 Credit Hours

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following

- PP6201 - Master's Practicum I (3)
- PP6202 - Master's Practicum II (3)

Practicum and Practicum Seminar Requirements — 6 Credit Hours

Professionalization Group Requirements

During the first year, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through readings and discussions led by a faculty member, students can begin to develop a professional identity and become familiar with current issues in clinical psychology. The group is designed to provide a comfortable environment in which students can freely exchange concerns, questions, and issues relevant to their studies and their future careers. The faculty member who leads the student's Professionalization Group also serves as his/her academic advisor.

Practicum and Practicum Seminar Requirements

The practicum is an opportunity for Arizona School of Professional Psychology at Argosy University students to work under supervision with a clinical population in a behavioral health delivery system. The practicum requires the student to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. The learning that takes place in such an environment will transfer to other clinical situations, and becomes an integral part of the foundation for sound clinical practice in the future. Students are required to participate in two years of practicum, typically during the second and third years of study.

Each practicum requires a minimum of 500 hours (approximately 16 hours per week) of clinical training. Some practicum sites may require additional hours beyond this minimum requirement. It is expected that at least half of the total practicum hours should involve direct service, including diagnostic or intervention sessions with clients, psychological evaluations, and preventive or outreach services. The practicum/seminar carries 3 credit hours per semester, or 6 credit hours per academic year. Some practicum sites require placement for 12 months per calendar year. A practicum may not be done in a student's place of employment, nor are practicum requirements waived.

All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration.

Practicum Eligibility Requirements

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on scale of 4.0), and have completed the academic planning which will allow for the following practicum prerequisite courses to be successfully completed prior to the beginning of the practicum (see below). Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the Director of Clinical Training regarding their eligibility to continue practicum.

Practicum Prerequisites

To be eligible for practicum, a student must have successfully completed (or transferred, if applicable) the following courses:

- PP7010 - Lifespan Development (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)
- PP7501 - Adult Psychopathology (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8036 - Basic Assessment and Intervention Skills (3)

Practicum Seminar Requirements

All students enrolled in the practicum must also attend the practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students as well as the area of expertise of the faculty member.

Practicum Evaluation

Student progress in practicum training is evaluated through the use of Evaluation Forms that are forwarded to each site supervisor and seminar faculty by the Clinical Training Department each

semester. The Evaluation Form asks the supervisor to assess student progress in three basic areas of clinical functioning:

- Theoretical knowledge
- Clinical skills
- Professional attitudes

It is expected that supervisors will review this written Evaluation Form with the students and provide direct feedback regarding the student's clinical strengths and weaknesses. Supervisors are responsible for returning this form to the Director of Clinical Training on a timely basis. Seminar leaders will maintain primary responsibility for monitoring student progress and will evaluate student progress each semester. The seminar leader will discuss each student's progress in site visits with the site supervisor. If students are having difficulty of any kind on their practicum, they are encouraged and expected to consult with their seminar leader and the Director of Clinical Training. Supervisors are advised to contact the Director of Clinical Training with concerns as they arise. Based upon the site and faculty evaluations, the Director of Clinical Training assigns a grade of "Credit/No Credit" for the practicum and practicum seminar.

Course/Credit Transfer

Transfer of Courses/Credit from Other Institutions

Students who have completed graduate coursework at another institution may petition for transfer of courses into the MA in Clinical Psychology degree program up to a maximum of 15 credit hours (five courses). For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years prior to enrollment at the Arizona School of Professional Psychology at Argosy University or passes an approved examination for the course.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the United States, the appropriate state or national accreditation is required.
- The course submitted for transfer of a 3-credit hour course must itself be at least 3 credit hours.
- The student must have earned a grade of "B" or above in the course.
- Practicum, practicum seminars and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request. If approved, the transferred course and credit hours will appear on the student's transcript as a "transfer course" under the

corresponding course number and title. No transfer credit will be given for courses taken elsewhere after matriculation into a degree program at the Arizona School of Professional Psychology at Argosy University.

Transfer of Courses/Credit from another Argosy University Campus

Students who transfer from one Argosy University campus to another may receive credit hours for a course taken at the original campus, if the course is identical to the one offered at the transfer campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial. Students at the Arizona School of Professional Psychology at Argosy University who wish to submit course transfer requests for courses taken at another Argosy University campus must do so before or during the first year of enrollment at the Arizona School of Professional Psychology at Argosy University.

With prior approval of their advisor and campus dean, students are allowed to take up to 6 credit hours of coursework at another Argosy University campus, exclusive of Professionalization Group, practicum, Clinical Research Project, and online courses.

Master of Arts in Clinical Psychology Degree Program— Florida School of Professional Psychology at Argosy University

Program Overview

The Master's of Arts (MA) in Clinical Psychology degree program is designed to meet the needs of both those students seeking a terminal degree at the master's level and those who eventually plan to pursue a doctoral degree. The terminal master's degree is not, however, license-eligible in the state of Florida. The master's degree program is designed provide students a strong clinical orientation with an emphasis in psychological assessment. The master's degree program offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree. Admission to the master's degree program or completion of the master's degree does not guarantee admission to the Doctor of Psychology (PsyD) in Clinical Psychology degree program.

The Florida School of Professional Psychology at Argosy University has a strong commitment to training practitioners who demonstrate high levels of professionalism and clinical skill. It is a fundamental requirement of the Florida School of Professional Psychology at Argosy University that all students meet the standards of the profession of psychology. One aspect of that expectation requires that all students adhere to the principles of the American Psychological Association 2010 Ethical Principles of Psychologists and Code of Conduct. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Any activities that appear to violate the school's principles of professional standards in the course of the student's education or training will be referred to and reviewed carefully by the appropriate faculty committee.

Online Courses

Students in the MA in Clinical Psychology degree program are not eligible to complete required coursework online.

Foundation Courses

The Florida School of Professional Psychology at Argosy University requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Florida School of Professional Psychology courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior

- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology or related mental health field.

Enrollment Requirements

Additional Requirements for Academic Progress

Students must complete the program within five years after matriculation with the practicum completed by the end of the fifth year. Students who take an approved temporary withdrawal will have five years plus the length of time that they were on the approved leave not to exceed one year, to complete the program.

Suggested Incremental Time Frame Completion Rates

The minimum amount of work that a full-time student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Retaking Courses

Students who receive a grade below “B-” in a core course must retake this course no later than the end of the next calendar year. Core courses in the PsyD in Clinical Psychology degree program include all courses except electives, which need not be re-taken unless a grade of “F” is received. Students who receive an “F” in an elective course may either re-take the same course or substitute another elective in order to satisfy the credit hour requirement for the program. However, it is in the student’s best interest to re-take the same course, since the original grade of “F” is not used to calculate the cumulative grade point average.

Performance Evaluations

Students are encouraged to utilize the process of continuous feedback to enhance both their academic learning and professional development.

End-of-Course Evaluations

At the completion of each course, students are given an End-of-Course Evaluation in addition to their course grade. Feedback regarding mastery of information, clinical application, and classroom behavior is provided.

End-of-Year Evaluations

At the end of each academic year, faculty are given the opportunity to present students for an End-of-Year Evaluation. During the End-of-Year evaluation, student progress is discussed by the core academic faculty with special attention to any area(s) of concern identified. Students presented for discussion receive written feedback during a meeting with their academic advisor in the fall semester.

The purpose of this feedback is to review general progress as well as to highlight areas for commendation or those in need of attention. Students may additionally be referred to the Student Professional Development Committee (SPDC) when necessary based on the magnitude or nature of the concerns raised.

Graduation Requirements

- Successful completion of 50 credit hours
- A grade point average of at least 3.0 on a scale of 4.0 with no grades below "B-"
- Successful completion of the Comprehensive Clinical Evaluation Diagnostic (CCE-D)
- A completed Petition to Graduate submitted to campus administration
- Fulfillment of all financial obligations to Argosy University

Writing Program

There is a strong emphasis placed on the ability to write professionally throughout the curriculum. Students who recognize a need to strengthen their writing ability are encouraged to enroll in a writing skills course during their first year of enrollment.

In addition, students who receive written referrals for more than one semester or by more than one faculty as needing assistance with writing will be required to take a course. Typically, these referrals will occur through notification on the student's mid- or end of- course evaluation. The student must satisfy this requirement by the end of the semester after receiving notification or they will be prohibited from registering for additional coursework.

Program Requirements

Students enrolled in the MA in Clinical Psychology degree program at the Florida School of Professional Psychology at Argosy University are required to satisfactorily complete 50 credit hours, distributed as follows: core course requirements, 36 credit hours; elective requirements, 6 credit hours; professionalization group requirements, 1 credit hour; and practicum and practicum seminar

requirements, 7 credit hours. Matriculated students must complete all course requirements in an in-residence format.

Core Course Requirements

Students enrolled in the MA in Clinical Psychology degree program at the Florida School of Professional Psychology at Argosy University are required to complete the courses listed below (36 credit hours) to fulfill the core course requirements.

Core Course Requirements — Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)
- PP7100 - Professional Issues: Ethics, Conduct, and Law (3) *
- PP7300 - Psychopathology I (3)
- PP7301 - Psychopathology II (3)
- PP7365 - Clinical Interviewing (3)
- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (1.5)
- PP7344 - Issues in the Assessment and Treatment of Diverse Populations II (1.5)
- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (3)
- PP7373 - Integrative Assessment (3)
- PP8038 - Interventions I (3)
- PP8039 - Interventions II (3)

Core Course Requirements—36 Credit Hours

Note: * This 3 credit hour course is divided into two 1.5 credit hour segments which must be taken consecutively in the fall and spring semesters.

Elective Requirements

Students enrolled in the MA in Clinical Psychology degree program at the Florida School of Professional Psychology at Argosy University are required to complete 6 credit hours of elective courses.

Elective Requirements—Students Are Required to Take Six Credit Hours from the Following

- PP7000 - History and Systems (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7050 - Physiological Psychology (3)
- PP7060 - Social Psychology (3)
- PP7111 - Professionalization Group II (1)
- PP7200 - Statistics and Research I (3)
- PP7206 - Statistics, Research, and Psychometrics (3)
- PP7330 - Child and Adolescent Psychopathology (3)

- PP7360 - Clinical Psychopharmacology (3)
- PP8103 - Family and Couples Assessment (3)
- PP8622 - Survey of Forensic Psychology (3)
- PP8650 - Assessment and Treatment of Substance Use Disorders (3)
- PP8670 - Human Sexuality (3)
- PP8701 - Geriatric Assessment/Introduction to Neuropsychological Screening (3)
- PP8705 - Child Assessment (3)

Elective Requirements—6 Credit Hours

Professionalization Group Requirements

Students enrolled in the MA in Clinical Psychology degree program at the Florida School of Professional Psychology at Argosy University are required to complete one semester of Professionalization Group as listed below (1 credit hour).

Professionalization Group Requirements — Students Are Required to Take the Following

- PP7110 - Professionalization Group I (1)

Professionalization Group Requirements — 1 Credit Hour

Practicum and Practicum Seminar Requirements

Students enrolled in the MA in Clinical Psychology degree program at the Florida School of Professional Psychology at Argosy University are required to complete two practicum courses as listed below (7 credit hours) to fulfill the Practicum and Practicum Seminar requirements.

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following

- PP8208 - Diagnostic Practicum and Seminar I (3)
- PP8209 - Diagnostic Practicum and Seminar II (3)
- PP8210 - Diagnostic Practicum and Seminar II - Extended (1)

Practicum and Practicum Seminar Requirements — 7 Credit Hours

Enrollment in Courses Beyond the MA in Clinical Psychology Degree Program Curriculum

While students enrolled in the MA in Clinical Psychology degree program at the Florida School of Professional Psychology at Argosy University may take a variety of elective courses for the master's degree program requirement, the following advanced skill courses will be available only for students in the PsyD in Clinical Psychology degree program:

- Integrative Approaches to Therapy (PP8041)
- Group Psychotherapy (PP8060)
- Neuropsychological Assessments I & II (PP8720 & PP8721)
- Child Therapy (PP8710)
- Family and Couples Therapy (PP8050)
- Consultation and Supervision (PP7350)
- Clinical Research Project and Clinical Research Project Seminar (PP8500, PP8501, PP8504)

Professionalization Group Requirements

The Professionalization Groups, which meet on a weekly basis during each of the two regular semesters, are designed to provide first-year students with important direction and assistance as they begin their education and training. These groups are designed to provide students with an orientation to the field of professional psychology as well as an introduction to key issues in the training and professional development of a clinical psychologist. All students are required to complete PP7110 Professionalization Group I during their first year of training. It is recommended that students also take PP7111 Professionalization Group II an elective during their first year of training.

Practicum and Practicum Seminar Requirements

Clinical Training Manual

Specific policies and procedures for all components of clinical training can be found in the Clinical Training Manual. This manual is provided to students during their first semester. Students are responsible for maintaining this manual and integrating revisions and updates as they occur. Please see the Director of Clinical Training for more information.

Students enrolled in the MA in Clinical Psychology degree program at the Florida School of Professional Psychology at Argosy University have the opportunity to gain practical experience through clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through the contact, students have the opportunity to apply their theoretical knowledge, to implement clinical techniques based on this knowledge, and to develop the professional and personal attitudes important to the identity of a professional psychologist. During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks.

The Clinical Training Manual describes the progression in training and specifies how the student's progress in training is monitored.

All students enrolled in the MA in Clinical Psychology degree program must complete a Diagnostic Practicum (minimum 800 hours, usually 20 hours per week for 40 weeks). All practicum students are also enrolled in a weekly practicum seminar which meets throughout the training experience. The

Florida School of Professional Psychology at Argosy University places students in a wide variety of clinical field sites, according to the interests and needs of the students and availability of practicum sites. Training sites are selected which provide students the opportunity to gain clinical skills, expose students to relevant treatment populations, and provide supervision by experienced clinicians. The emphasis in training is on the development of the student as a well-rounded and balanced professional.

Each practicum takes place in a single agency. A practicum may not be done in a student's place of employment, nor with a past supervisor. Practicum requirements are not waived for any student. Students are evaluated in writing once each semester by both the practicum supervisor and the faculty seminar leader. Progress is assessed in four basic areas of clinical functioning:

- Theoretical knowledge base
- Clinical skills
- Ethical and professional attitudes
- Personal and interpersonal skills.

Supervisors are encouraged to review their written evaluations with the student and provide feedback regarding the student's clinical strengths and areas needing strengthening.

Diagnostic Practicum

The Diagnostic Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. The use of psychological testing instruments continues to distinguish psychologists from other mental health professionals. Competence in the use of these tests remains central to the identity of the clinical psychologist. Prior to practicum placement, students complete courses dealing with the principles of testing and learn to administer, score and interpret measures of personality, and major intelligence tests. During practicum, students can put to use what they have learned in the classroom. Students have the opportunity to learn to integrate data gleaned from several testing instruments, generate hypotheses based on patterns of psychological processes observed throughout the assessment process, develop case formulations, and prepare well written and integrated psychological reports. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and psychological assessment.

Required prerequisites for Diagnostic Practicum placement and additional policies and procedures related to practicum training are described in the Clinical Training Manual.

Additional Practicum

Pre-practicum experiences may be available on a limited basis for students in the MA Clinical Psychology program. Pre-practicum experiences may be requested by the student, or may be recommended or required by the Clinical Training Committee. Required prerequisites for pre-practicum placement and

additional policies and procedures related to pre-practicum training are described in the *Clinical Training Manual*.

Clinical Evaluation Competency Requirements – Clinical Evaluation Sequence (CES)

The Clinical Evaluation Sequence (CES) is a series of competency based examinations designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. The examinations take place at designated times prior to the student becoming eligible for progression in the program. The CES monitors the growth and development of the student's acquisition of appropriate skill levels for clinical practice.

Demonstrating competency on each section of the CES is a prerequisite for advancing to the next level of training. Students prepare to demonstrate competency by integrating classroom theoretical work with clinical experience acquired during the practicum. The three sections of the CES and procedures for their passage are as follows:

- **Diagnostic Scoring Competency** Students meet the requirement by passing three Florida School of Professional Psychology at Argosy University assessment courses with a grade of "B-" or better and demonstrating adequate competency on specific skills in each class: Cognitive Assessment (PP7370), Objective Personality Assessment (PP7371), Projective Personality Assessment (PP7372)
- **Diagnostic Interpretation Competency** Students meet the requirement by passing Integrative Assessment (PP7373) with a grade of "B-" or better and demonstrating adequate competency on specific skills in the class.
- **Comprehensive Clinical Evaluation — Diagnostic (CCE-D)** The Diagnostic Practicum and Seminar (PP8208, PP8209, PP8210) are designed to help the student develop the necessary competency in diagnostic interviewing and psychological report writing. The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-D can be found in the Clinical Training Manual.

Faculty Advisors

Faculty advisors are available for consultation regarding student professional development, academic and training progress and other school and professional development issues. Students are required to meet with their faculty advisor at least once each semester, for purposes of registration. It is our belief that the process of becoming a psychologist requires more than just classroom hours and practicum experience. Therefore, students are strongly encouraged to meet more often with their advisor to review their progress through the program, to discuss their performance in classes, seminars and training sites as well as for more general discussions regarding their professional direction and aspirations. Certain advising meetings may be documented in the form of a memo to the student's file. In those cases, a copy will be sent to the student as well. Add/Drop requests must be discussed with the faculty advisor, or if unavailable, with the Program Dean, and then forwarded to the Program Dean for signature. Students must also discuss Add/Drop requests with course instructors whenever possible.

Clinical Practice Policy

We recognize the responsibility in preparing clinical psychologists to ensure that this training protects the best interest of the public. It is entirely consistent with our training goals to require that students do not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on the quality of service provided, or are inconsistent with ethical and legal standards. Therefore, the participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the legal and ethical standards of the profession.

While enrolled in the master's in clinical psychology degree program, students are specifically prohibited from being involved in private practice or the delivery of professional services unless the following standards are met:

- Appropriate state registration, certification, credentialing or licensure relevant to the practice and delivery of mental health services
- Written notification of practice to, and approval by, Program Dean and the training director with the provision of evidence of appropriate credentialing
- Service delivery is within the scope of the highest degree or credential obtained and does not incorporate knowledge or skills learned through involvement with the master's degree program.

Failure to comply with these policies will result in referral to the Student Conduct Committee and may be grounds for dismissal from the program.

Student Practice Assessment

Policy Regarding Appropriate Subjects and Informed Consent

All subjects used for psychological assessment must sign the appropriate consent form (available from the library) that must be submitted along with the report on a given subject. Students may not assess members of their immediate family, friends, Argosy University employees or other persons who might be involved in dual roles with the student assessor. Classmates may be appropriate for role play assessments. Assessment of the family and friends of fellow students may be appropriate as long as two conditions are met:

- That such testing does not constitute a dual relationship as delineated in the *American Psychological Association 2002 Ethical Principles of Psychologists and Code of Conduct*
- That no feedback regarding the assessment results are provided to any subjects or their parents

Students should consult their instructor if there are any questions about the suitability of a given subject.

Guidelines for the Disposal of Confidential Materials

Students should shred rather than discard the following types of documents when they are not being retained for future use:

- Documents containing the names of any client or volunteer
- Documents containing client or volunteer information, even if there is no identifying information (e.g., protocols)
- Copies of used test forms
- Copies of interview, interpretation, raw data, or notes related to client or volunteer assessments.

Course/Credit Transfer

Transfer of Courses/Credit into the MA in Clinical Psychology Degree Program from other Institutions

The MA in Clinical Psychology degree program does not automatically accept graduate credit from other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply towards the clinical curriculum. Transfer of a course implies that both the requirements to take that particular course have been met and that the credit hours for the course will be applied to the master's degree. Transfers will be considered only for courses that are offered in the clinical psychology programs. The total number of hours of a course submitted for transfer must meet or exceed the total number of hours of the Florida School of Professional Psychology at Argosy University course. Requests for course transfers must be submitted during the student's first year of study.

A maximum of 15 credit hours may be transferred and applied to the MA in Clinical Psychology degree program. Students are advised, however, that only under unusual circumstances would more than one or two courses be transferred. Transfer will be considered for graduate courses:

- Completed with a grade of "B" or higher
- Completed prior to admission to the Florida School of Professional Psychology at Argosy University, Tampa
- Earned within the five years of matriculation in the clinical psychology programs

The program does not accept for transfer any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, or graduate credit hours from non-accredited institution. Transfer credit is granted if there is an 80% overlap in course content and objectives between the course submitted for transfer credit and the course offered at the Florida School of Professional Psychology at Argosy University.

Transfer of credit hours will not be considered for courses completed elsewhere after admission to the Florida School of Professional Psychology at Argosy University.

Non-Transferable Courses

The following is a list of courses that are not considered eligible for transfer:

- PP7100 - Professional Issues: Ethics, Conduct, and Law
- PP7110 - Professionalization Group I
- PP7111 - Professionalization Group II
- PP7365 - Clinical Interviewing
- PP7370 - Cognitive Assessment
- PP7371 - Objective Personality Assessment
- PP7372 - Projective Personality Assessment
- PP7373 - Integrative Assessment
- PP8038 - Interventions I
- PP8039 - Interventions II

Course/Credit Transfer from another Argosy University Campus

Students who transfer from another Argosy University campus may have non-practicum courses transferred at the discretion of the Curriculum and Training Committee. Petition for Course Transfer Forms are available from the Student Services Department and should be submitted to the chair of the Curriculum Committee. A student must complete one form for each course for which transfer consideration is requested. When completing a Petition for Course Transfer Form, a student should attach documentation that will facilitate a determination as to whether the submitted course is consistent with a course required in the MA in Clinical Psychology program.

Transfer of Credit to the Doctor of Psychology in Clinical Psychology Degree Program from the Master of Arts in Clinical Psychology Degree Program

All required coursework completed with a "B-" or better in the Florida School of Professional Psychology at Argosy University MA in Clinical Psychology degree program and successfully completed diagnostic practicum credits are eligible for transfer into the PsyD in Clinical Psychology degree program following acceptance.

All courses applicable to the PsyD in Clinical Psychology degree program transferred will be used in the calculation of the PsyD cumulative GPA and the determination of satisfactory academic progress. The date of the student's enrollment into PsyD in Clinical Psychology degree program will be used in evaluating the student's compliance with cumulative maximum time frame and incremental time frame requirements.

Master of Arts in Clinical Psychology Degree Program— Georgia School of Professional Psychology at Argosy University

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program in the Georgia School of Professional Psychology at Argosy University offers a 48 credit-hour curriculum that can be completed in as little as two-years. The program's curriculum is comprised of coursework and practicum training that is focused upon preparing students for doctoral study in professional psychology. Students are expected to acquire a solid foundation of knowledge and skills that is informed by the empirical methods and theoretical foundations of clinical psychology.

Program Aims

Our master's degree program emphasizes clinical training in diagnostic assessment and testing, along with a sequence of courses in the scientific bases of psychology, core intervention skills, diversity and multiculturalism, and professional ethics. As such, the program serves as a foundation for work beyond the master's degree, offering students a means to determine their interest in, and suitability for, pursuing more advanced training in clinical psychology. Students also develop the skills needed to provide psychological assessment and testing services under supervision as members of an interdisciplinary behavioral healthcare team.

Eligibility for Licensure

The MA in Clinical Psychology degree program curriculum's focus is preparation for the PsyD in Clinical Psychology degree program and not for independent practice. The MA in Clinical Psychology degree program is not license-eligible in the state of Georgia.

Foundation Courses

The Georgia School of Professional Psychology at Argosy University requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Georgia School of Professional Psychology courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program.

*This course may be waived if the applicant completed a bachelors or masters degree in psychology.

Enrollment Requirements

In order to complete program requirements in a timely manner, students enrolled in the MA in Clinical Psychology degree program are expected to maintain full-time enrollment. Also, students enrolled in the MA in Clinical Psychology degree program are required to maintain continuous enrollment each semester throughout their course of study, until all program requirements are met.

Additional Requirements for Academic Progress

Students must make academic progress toward a degree by maintaining a GPA of 3.0 (on a scale of 4.0). All students must complete the program within five years after entering the program. Students who receive a grade below "B-" in a course must retake the course during the next academic year or sooner. If a student receives a grade of "Incomplete" or "Incomplete in Progress" in a course that is a prerequisite for another course in the curriculum, he or she must rectify the incomplete grade before taking the subsequent course.

Students whose cumulative GPA falls below 3.0 (on a 4.0 point scale) will be placed on academic probation. If a student's cumulative GPA falls below 3.0 (on a 4.0 point scale) for two consecutive semesters, he or she will be academically dismissed from the program. Students should refer to "Academic Warning" and "Other Reasons for Dismissal" for the MA in Clinical Psychology degree program under Section Seven, Academic Policies and Procedures.

Students are expected to successfully complete all requirements for the MA in Clinical Psychology degree program within five years after matriculation. Any student who fails to do so may request an extension of the deadline for a maximum of one year, which must be approved by the Program Dean and the Dean of the College of Clinical Psychology. Students who are approved for the one-year extension must meet with their faculty advisor and/or the Student Professional Development Committee (SPDC) to develop a formal plan for completing program requirements. For a student who has taken a temporary withdrawal (i.e., leave of absence) from Argosy University, the length of time withdrawn from the program is not counted in the calculation of his or her time to program completion. A student cannot be temporarily withdrawn from the University for an accumulated period of more than one year. Please note that temporary withdrawal from the program must be formally approved by the program faculty and administration.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 42 credit hours of required courses
- 6 credit hours (one academic year) of practicum and practicum seminar
- Satisfactory completion of the Master's Comprehensive Evaluation
- A GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the MA in Clinical Psychology degree program at the Georgia School of Professional Psychology at Argosy University are required to successfully complete 48 credit hours distributed as follows: core course requirements, 42 credit hours; and practicum and practicum seminar requirements, 6 credit hours. In addition to these credit hour requirements, students must successfully complete the Master's Comprehensive Evaluation.

Core Course Requirements

Students enrolled in the MA in Clinical Psychology degree program are required to complete core course requirements in the following distribution areas: Science of Psychology, Research Methodology, Core Assessment, Intervention, and Professional Development.

Science of Psychology Requirements—Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)
- PP7230 - Psychometric Theory (3)
- PP7040 - Cognition and Affective Process (3)
- PP7050 – Physiological Psychology (3)

Science of Psychology Requirements—12 Credit Hours

Research Methodology Requirements—Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)

Research Methodology Requirements—3 Credit Hours

Assessment Requirements—Students Are Required to Take the Following

- PP7365 - Clinical Interviewing (3)
- PP7311 - Diagnostic Psychopathology (3)
- PP7370 - Cognitive Assessment (3)
- PP7373 - Integrative Assessment (3) or PP7331 – Child and Adolescent Assessment (3)
- PP7385 - Personality Assessment (3)

Assessment Requirements—15 Credit Hours

Intervention Requirements—Students Are Required to Take the Following

- PP8010 - Cognitive Behavioral Theory and Therapy (3)

Intervention Requirements—3 Credit Hours

Professional Development Requirements—Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7114 - Professionalization Group III (1)
- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)

Professional Development Requirements—9 Credit Hours

Practicum and Practicum Seminar Requirements

Students enrolled in the MA in Clinical Psychology degree program are required to complete 6 credit hours of practicum and practicum seminar.

Practicum and Practicum Seminar Requirements—Students Are Required To Take the Following

- PP6201 - Master's Practicum I (3)
- PP6202 - Master's Practicum II (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

Practicum and Practicum Seminar Requirements

Master's Practicum is the primary mechanism of applied training and evaluation of students' clinical competencies in the MA in Clinical Psychology degree program. Practicum is a required 600-hour (minimum) field training experience that is typically completed in the second year of the program. The primary goal of practicum training is to foster students' knowledge and skills in conducting clinical assessments and/or providing therapeutic interventions. Practicum training provides an opportunity for students to apply theoretical knowledge, to develop clinical skills grounded in this knowledge base, and to foster professional and personal attitudes important to the identity of a professional psychologist.

Students work with clients in a healthcare or social service setting, providing assessment and/or treatment intervention services under direct supervision. Most practicum placements last for nine months, typically September to June. Students spend 20 hours per week in an agency or program that is formally affiliated with the program, and are placed in a wide variety of clinical field sites in the metro-Atlanta area. All students enrolled in practicum are concurrently enrolled in a weekly practicum seminar led by a faculty member.

Note: Practicum training in the MA in Clinical Psychology degree program is not intended to substitute for practicum requirements in the PsyD in Clinical Psychology degree program. MA in Clinical Psychology degree program students who are accepted in the doctoral degree program in clinical psychology may not waive the required doctoral-level practicum training and must complete Practicum I and II (PP8201 and PP8202) and Practicum III and IV (PP8203 and PP8204).

Please refer to the *MA in Clinical Psychology Training Manual* for the Georgia School of Professional Psychology at Argosy University for a more detailed description of practicum requirements and guidelines. All students are responsible for being familiar with the information and requirements contained in the training manual.

Student Qualifications for Master's Practicum

Students must have been in attendance in the Clinical Psychology program at the Georgia School of Professional Psychology at Argosy University for a minimum of two semesters before beginning practicum. Any exception to this rule must be approved by the Training Director and the Program Dean.

In order for students to apply for practicum, they must be in good standing (GPA of 3.0 on a scale of 4.0) and able to successfully complete all the practicum prerequisite courses prior to the beginning of practicum training. Students are not eligible for practicum training if they are on probation at the time that practicum begins. Students must demonstrate a readiness to assume a professional role and to interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect upon a student's ability to interact with clients in a competent and ethical manner. The program's Training Director, in consultation with the faculty, has the authority to determine a student's readiness for practicum training.

Master's Practicum Prerequisites

Students must complete the following courses, with a grade of B- or higher (or a grade of "Credit"), before beginning the master's practicum – i.e., PP6201 Master's Practicum I and PP6202 Master's Practicum II.

- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7311 - Diagnostic Psychopathology (3)
- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (3)
- PP7385 - Personality Assessment (3)

On-Site Supervision

Practicum trainees receive a minimum of one hour of primary supervision and one hour of secondary supervision or training per week on-site. For MA in Clinical Psychology degree program students in Master's Practicum I and II, at least one hour must be spent in primary individual supervision with a

licensed doctoral-level psychologist. Primary supervision is offered at a regular, preset, uninterrupted time each week. Additional or secondary supervision may be provided by masters-level clinicians or postdoctoral fellows. Supervisors are expected to communicate clear expectations to students at the beginning of practicum and to provide clear feedback regarding clinical competence and progress throughout the year. Students are required to audio- or video-record some of their clinical work to be reviewed in individual supervision and in their practicum seminar on campus. The student's practicum seminar leader and/or the program's Director of Clinical Training should be informed immediately of any difficulties encountered at the practicum, or of any substantive changes in the practicum experience (e.g., change of supervision).

Master's Practicum Seminar Requirements

The practicum seminar serves as an auxiliary training component in student's clinical training. The seminar leader works as a "partner in training" with the student's on-site supervisor to oversee his or her field training experience. Although the seminar leader may provide general feedback about a student's work with particular clients and progress toward treatment goals, supervision of individual cases remains the responsibility of the on-site supervisor, who has direct contact with the practicum setting and with the clients. In the seminar, students receive didactic training, present their clinical work, and consult with peers and the seminar leader regarding challenging assessment and treatment issues. In practicum seminar, students also prepare formal case presentations, both through written documents and oral presentations in the seminar. These case presentations demonstrate not only the student's skills and competence in working with clients, but also provide a means to assess his or her ability to integrate knowledge and skills obtained by progressing through the program curriculum into one's practicum experience. As such, the practicum seminar provides an additional level of clinical training and evaluation of students' competencies beyond that provided by on-site supervision alone.

Practicum Restrictions

Students may not complete practicum training in settings in which they are employed and cannot receive compensation for services provided at the practicum site. The Georgia School of Professional Psychology at Argosy University, Atlanta cannot provide compensation to the agency for the supervision and/or training of students. Each practicum training placement takes place in a single agency. Also, students cannot receive a course waiver in master's practicum for clinical training completed at another institution.

Professional Liability Insurance

All students enrolled in practicum at the Georgia School of Professional Psychology at Argosy University must be covered by Professional Liability Insurance. Students purchase this insurance through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance is included in the practicum tuition fees. This liability insurance is designed for activities resulting from students' participation in the graduate curriculum, such as practicum and internship, but will not cover students who are providing clinical services as an employee of an agency or practice.

Practicum Student Evaluation and Final Grades

Site supervisors and practicum seminar leaders formally evaluate students each semester, and a grade is assigned by the practicum seminar leader. Depending on a student's progress in practicum, a grade of Progress, Credit, No Credit, or Incomplete may be issued for each term that the student is enrolled. A student receiving a grade of "No Credit" for any semester of practicum training (i.e., Practicum I or II) must repeat that entire practicum experience for a minimum of nine months. The student must also meet with the program's Student Professional Development Committee to develop a plan for addressing his or her training needs. A final grade of "No Credit" in a practicum constitutes a failing grade for purposes of determining whether a student is demonstrating satisfactory academic progress.

Any student who (1) is dismissed from a practicum training site, either at the sole discretion of the site supervisor or in agreement with the program's Director of Clinical Training, or (2) voluntarily discontinues a practicum training experience prior to successful completion thereof will receive a grade of "No Credit" for that semester and will not be eligible to continue in practicum for the remainder of that academic year. Exceptions will be considered only in the course of due process afforded by the University's grade appeal and/or student complaint policies and procedures. If an exception is made, the student can continue in practicum training during that academic year only if the program's Director of Clinical Training determines that the student's continuation at an alternate site will sufficiently fulfill practicum training requirements.

Master's Comprehensive Evaluation Requirements

Students in the MA in Clinical Psychology degree program are required to successfully complete a comprehensive evaluation that requires students to integrate their coursework and clinical training experience into a form that demonstrates both mastery of the material and ability to organize what has been learned in a coherent and logical manner. Students must successfully complete this comprehensive evaluation in order to fulfill program requirements for graduation.

To meet this requirement, students in the MA in Clinical Psychology degree program must complete the Master's Practicum Competency Evaluation (MPCE), which is the culmination of the student's practicum training and is a major component in determining the student's final practicum grade. The MPCE includes a comprehensive written case summary of the student's assessment and/or intervention work with the client, an audio- or video-recording of a sample of that work (e.g., a clinical assessment interview or a therapy session), and a self-critique of the recorded clinical work sample. Students are also required to provide an oral presentation of the MPCE to the practicum seminar leader and/or other members of the faculty. Specific criteria for the MPCE are distributed by seminar leaders during master's practicum seminar.

Course/Credit Transfer

A maximum of 5 graduate level courses (15 credit hours) from other academic institutions may be transferred into the MA Clinical Psychology degree program at the Georgia School of Professional Psychology at Argosy University.

For any course that a student wishes to transfer, a Course Transfer Form with a corresponding transcript, syllabus, and other supporting material must be submitted for review. Decisions on course transfers are made following faculty review of all materials submitted with the transfer request. Transfer credit is granted if there is an 80 percent overlap in course content and objectives between the course submitted for transfer credit and the course offered at the Georgia School of Professional Psychology at Argosy University. Students may obtain the procedures to be observed in submitting transfer requests from the program's administrative coordinator. All requests to transfer courses into the MA degree program at the Georgia School of Professional Psychology at Argosy University must be submitted during the first academic year of the student's enrollment. Requests for transfer of credit are not granted until an applicant has been accepted into the program. A grade of "B" or better must have been obtained for any course submitted for transfer credit from another graduate institution.

The following courses may not be transferred to the MA in Clinical Psychology degree program at the Georgia School of Professional Psychology at Argosy University unless they are transferred from another Argosy University campus.

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7365 - Clinical Interviewing (3)
- PP6201 - Master's Practicum I (3) *
- PP6202 - Master's Practicum II (3) *

* Transfer credit for Master's Practicum I and II (PP6201 and PP6202) from another Argosy University campus will not be approved. Students must complete practicum training requirements while enrolled in the MA Clinical Psychology degree program at the Georgia School of Professional Psychology.

Master of Arts in Clinical Psychology Degree Program— Hawai'i School of Professional Psychology at Argosy University

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program at the Hawai'i School of Professional Psychology at Argosy University is designed as both a terminal degree and for those who plan to pursue doctoral study. The program is designed to provide a solid core of basic psychology, as well as a strong clinical orientation, with an emphasis in psychological assessment.

Both by virtue of the location of Hawai'i and by the specific design of the faculty, a central focus of education at the Hawai'i School of Professional Psychology at Argosy University is relevance to social issues, social justice, and all manner of human diversity and difference. Attention to issues of human diversity occurs throughout the curriculum and within a number of additional learning opportunities outside the classroom. Work with diverse and marginalized populations is a major focus of the teaching, scholarship, and clinical practice of all the core faculty members at the Hawai'i School of Professional Psychology at Argosy University. The faculty is committed to mentoring students who will provide effective and relevant services to underserved populations.

Eligibility for Licensure

The MA in Clinical Psychology degree program curriculum's focus is preparation for the PsyD in Clinical Psychology degree program and not for independent practice. The MA in Clinical Psychology degree program is not license-eligible in the State of Hawai'i.

Professional Standards and Principles

The Hawai'i School of Professional Psychology at Argosy University has a strong commitment to developing clinical practitioners who demonstrate high levels of professionalism and clinical skill. Hawai'i School of Professional Psychology at Argosy University programs are designed to be rigorous and demanding; they require that students continually apply themselves to all aspects of their preparation over an extended period of time.

It is a fundamental requirement of the Hawai'i School of Professional Psychology at Argosy University that all students meet the standards of the psychology profession. As an expression of these standards, the Hawai'i School of Professional Psychology at Argosy University requires adherence to the principles of the current American Psychological Association (APA) Ethics Code. Not only will students be required to complete academic and clinical requirements, but they will also be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes

respectful interpersonal relationships with all individuals. Demanding, threatening, or rude behavior is inconsistent with the identity of a professional psychologist.

Any activity that appears to violate the school's principles of professional standards in the course of the student's education or training will be reviewed carefully by the appropriate faculty committee.

Foundation Courses

The Hawaii School of Professional Psychology at Argosy University requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Hawaii School of Professional Psychology courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Students must successfully pass each of the undergraduate foundation courses prior to matriculation into the program. There are no exceptions to this policy. To assist students seeking to fulfill this requirement, Argosy University, Hawai'i offers courses in a number of these subject areas. Given sufficient interest, some of the foundation courses may be offered during the summer semester. In addition, some of the foundation courses may be available online.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within five years after matriculation. Students who have temporarily withdrawn from Argosy University will have 15 semesters (five years) plus the length of time that they were not enrolled (not to exceed three semesters) to complete the program.

Students who receive a grade lower than "B-" in a course must repeat the course within twelve months and receive a grade of "B-" or higher.

Full-time students must complete a minimum amount of academic work by the end of each year in the program following matriculation to demonstrate satisfactory progress.

The suggested incremental time frame completion rates are as follows:

Suggested Incremental Time Frame Completion Rates

End of Year One	32 credit hours
End of Year Two	50 credit hours

Graduation Requirements

Students who are admitted into the MA in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the Hawai'i School of Professional Psychology at Argosy University.

To be eligible for graduation, students must meet the following requirements:

- 50 credit hours that must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - o 42 credit hours of required courses completed with a grade of "B-" or better.
 - o 2 credit hours of Master's Integrative Paper
 - o 6 credit hours (one academic year) of Intervention Practicum and Seminar.
- Satisfactory completion of Integrative Paper
- A grade point average of at least 3.0 on a scale of 4.0
- Successful completion of the Intervention Practicum and Seminar Clinical Competency Evaluation (CCE).
- Completed Petition to Graduate submitted to campus administration

Students enrolled in the master's degree program are required to complete all graduation requirements within five years of the date of matriculation.

Petition to Graduate

Argosy University, Hawai'i holds a commencement ceremony semiannually. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the appropriate graduation forms and fees to the Student Services Department 8 weeks prior to the date of commencement. Students must complete all graduation requirements including submission and approval of the Master's Integrative Paper 8 weeks prior to commencement.

Although commencement is held semiannually, students who complete graduation requirements at other times during the year will be recognized as a graduated student and receive a letter of completion.

Writing Program

Argosy University, Hawai'i may offer Graduate Academic Writing (W5099) or ESL Writing Skills (W5098) as a non-credit course for students who demonstrate a need to develop their writing skills. Students may enroll in this course on a voluntary basis. Students who receive written referrals for more than one semester, by one or more faculty members as needing assistance with writing, will be required to take this course. The standard method for faculty members to indicate this need is by notification on the student's grade sheet and/or Writing Referral Form at the end of each semester.

Program Requirements

Students enrolled in the MA in Clinical Psychology degree program at the Hawai'i School of Professional Psychology at Argosy University are required to satisfactorily complete 50 credit hours distributed as follows: clinical knowledge requirements, 6 credit hours; professional issues and roles requirements, 5 credit hours; psychological assessment requirements, 9 credit hours; psychological intervention requirements, 9 credit hours; psychology foundation requirements, 9 credit hours; science and scholarship requirements, 6 credit hours; and clinical practicum requirements, 6 credit hours.

Clinical Knowledge Requirements — Students Are Required to Take the Following

- PP7045 - Psychopathology (3)
- PP7342 - Evaluation and Treatment of Diverse and Marginalized Populations (3)

Clinical Knowledge Requirements — 6 Credit Hours

Professional Issues and Roles Requirements — Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)

Professional Issues and Roles Requirements — 5 Credit Hours

Psychological Assessment Requirements — Students Are Required to Take the Following

- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)

Psychological Assessment Requirements — 9 Credit Hours

Psychological Intervention Requirements — Students Choose 3 the Following

- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)

- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8060 - Group Psychotherapy (3)

Psychological Intervention Requirements — 9 Credit Hours

Psychology Foundation Requirements — Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7051 - Biological Bases of Behavior (3)

Psychology Foundation Requirements — 9 Credit Hours

Science and Scholarship Requirements — Students Are Required to Take the Following

- PP6011 - Integrative Paper (2)
- PP7041 - Quantitative Inquiry (3)
- PP7042 - Statistics Laboratory (1)

Science and Scholarship Requirements — 6 Credit Hours

Clinical Practicum Requirements — Students Are Required to Take the Following

- PP6204 - Master's Intervention Practicum and Seminar I (3)
- PP6205 - Master's Intervention Practicum and Seminar II (3)
- PP6206 - Master's Intervention Practicum and Seminar II—Extended (0)

Clinical Practicum Requirements — 6 Credit Hours

Practicum and Practicum Seminar Requirements

Full-time students will normally be placed in a master's practicum and seminar during their second year of study. For registration purposes, the practicum and seminar are treated as one course. The practicum/seminar carries a total of 3 credit hours per semester, and therefore 6 credit hours per academic year. Practicum usually begins in September and concludes in June. Throughout the year, the student will be required to spend 20 – 24 hours per week or a minimum of 720 hours in the practicum training experience. All students enrolled in practicum must be concurrently enrolled in a practicum seminar class that meets weekly throughout the academic year (Fall, Spring, and Summer I).

All students who enter the practicum application process must be in good academic standing (minimum grade point average of 3.0 on a 4.0 scale) and must have completed the academic planning that will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum.

If a student, who has accepted practicum, is placed on probation prior to the beginning of practicum, the student may not attend practicum. If the student is placed on academic probation during practicum, the student may be removed from practicum.

In cases of non-academic training difficulties, the student may be referred to the Student Professional Development Committee for development of a remediation plan. The student may also be removed from practicum.

The goal of practicum is to foster the training of competent clinicians capable of providing basic and effective clinical intervention. Evaluation of student progress in clinical field training focuses on four areas: theoretical and empirical knowledge bases, clinical skills, professional attitudes and behaviors, and ethics and values

Clinical Evaluation Conference Requirements

The Clinical Evaluation Conference (CEC) is a series of two competency-based examinations that are designed to evaluate students' mastery of major clinical assessment and therapeutic skills.

Students are expected to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (i.e., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the CEC. Passage of the CEC is a requirement for passing the seminar.

The first CEC takes place in conjunction with the Clinical Interviewing (PP7365) course during the fall semester of the first year. The second CEC takes place in conjunction with the Master's Intervention Practicum and Seminar during the summer I semester of the year in which the student is enrolled in the Master's Intervention Practicum and Seminar.

The CEC is graded "Credit/No Credit." Students have three opportunities to receive a passing grade on the CEC. After the first failure, students will receive an informal remediation plan developed by the faculty involved in the CEC. After two failures, students will be referred to the Student Professional Development Committee for a formal remediation plan. After the third failure, students will be dismissed from the program.

Further information about the CEC is found in the *Hawai'i School of Professional Psychology at Argosy University Clinical Training Manual*.

Master's Integrative Project Requirements

As part of the requirements for the Master of Arts (MA) in Clinical Psychology degree program, each student is required to complete the Master's Integrative Project.

The purpose of the Master's Project is to demonstrate the student's critical and analytical skills focused upon a specific topic in applied psychology. The Master's Project is most useful when the topic is related to the student's area of interest and projected career goals. The Master's Project serves to deepen the student's knowledge and understanding of the current thought and research in their area of interest. As the focus of the Master's Project is on the application of theoretical perspectives to clinical work, the paper may be a review of the literature as it relates to clinically relevant topics.

Students write the project within the context of a two-semester Master's Project Seminar that is a requirement for all master's program students. MA in Clinical Psychology degree program students must register for the 1-credit hour course of Integrative Project (PP6011) in the fall and 1-credit hour course in the spring semester of their second year. This course is graded on a "Credit," "Progressing," or "No Credit" basis. Credit is granted upon approval of the paper by the instructor. In addition, students are required to register for two consecutive semesters of formal seminar meetings. Students who do not meet requirements in the seminar by the stated deadline, during either of the first two semesters, will not receive credit for that semester.

Because the curriculum requires two Master's Project credit hours for graduation, students who do not receive credit must register for one or more additional Master's Project credit hours to be eligible for graduation. Students who do not complete and receive approval of the Master's Project by the end of the second semester must continue to register for Master's Project and register for one credit hour of project credit each semester until the project is completed and accepted.

Clinical Practice Policy

The Hawai'i School of Professional Psychology at Argosy University recognizes the responsibility of institutions in preparing clinical psychologists to provide training experiences of the highest quality for their students and to ensure that this training protects the best interest of the public. It is entirely consistent with training goals for the institution to require that students not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on quality of mental health services, and are not inconsistent with ethical and legal standards. The participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession.

While matriculating at the Hawai'i School of Professional Psychology at Argosy University students are specifically prohibited from being involved in private practice unless the following standards are met:

- Any student who has appropriate state registration, certification, credentialing, or licensure relevant to the practice and delivery of mental health services is entitled to practice independently in that particular area of registration or certification.
- It is the responsibility of any student engaged in private practice to notify the Program Dean and to provide evidence of appropriate registration, certification or licensure by the state in which the practice occurs.

Failure to comply with these policies may result in dismissal from the program.

Course/Credit Transfer

Transfer of Courses/Credit from other Institutions

The Hawai'i School of Professional Psychology at Argosy University does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward transfer credit for courses in the curriculum. Course transfers are not reviewed or granted until the student has been accepted and has paid the initial deposit following admission to the program.

For a course to be considered eligible for transfer credit, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into the Hawai'i School of Professional Psychology at Argosy University.
- The course must have been a graduate-level course, taken for graduate-level credit from a regionally accredited college or university. In the case of institutions outside the U.S., the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3 credit hour course must carry 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better in any course submitted for transfer credit hours.
- A maximum of 5 courses (15 credit hours) may be transferred towards the master's program in psychology.

Argosy University does not accept any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, or graduate credit hours from non-accredited schools. Transfer credit is granted if there is an 80% overlap in course content and objectives between the course submitted for transfer credit and the course offered.

A student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate Transfer Request Form. This form should be completed and returned to the Student Services Department. Only requests made in writing are reviewed.

Students who wish to transfer PP7370 Cognitive Assessment and PP7371 Objective Personality Assessment will complete the above-mentioned review process, and, if they are determined to be eligible, may be required to pass a practical competency exam in order to be granted a course transfer. The Student Services Department can answer general questions about the transfer examination procedure, and will direct specific questions to the faculty members who administer the examination.

Non-Transferrable Courses

The following is a list of master's courses that will not be transferred into the Clinical Psychology program at the Hawai'i School of Professional Psychology at Argosy University:

- PP6011 Integrative Paper (2)
- PP6204 Master's Intervention Practicum and Seminar I (3)
- PP6205 Master's Intervention Practicum and Seminar II (3)
- PP6206 Master's Intervention Practicum and Seminar II - Extended (0)
- PP7100 Professional Issues: Ethics, Conduct, and Law (3)
- PP7342 Evaluation and Treatment of Diverse and Marginalized Populations (3)
- PP7365 Clinical Interviewing (3)

Transfer of Courses/Credit from another Argosy University Campus

If internal students transfer within the Argosy University system, approved transfers are granted if the course is identical to the one offered at the campus to which the student is transferring. If the course is similar but not identical, the Hawai'i School of Professional Psychology at Argosy University will review for approval or denial. Credit transfers are only accepted if the course being transferred is a requirement of the degree program at the Hawai'i School of Professional Psychology at Argosy University.

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Degree Program from the Master of Arts in Clinical Psychology Degree Program

Overlapping coursework in the Master of Arts (MA) in Clinical Psychology degree program with the Doctor of Psychology in Clinical Psychology degree program will be automatically transferred to the doctoral degree program for those students who transfer from the MA in Clinical Psychology degree program to PsyD in Clinical Psychology degree program.

Master of Arts in Clinical Psychology Degree Program— Illinois School of Professional Psychology at Argosy University | Chicago

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program is designed to prepare students for admission into the Doctor of Psychology (PsyD) in Clinical Psychology degree program and does not prepare student to receive a license at the master's level. The MA in Clinical Psychology degree program is designed to introduce students to basic clinical skills that integrate individual, couples/family, and group theoretical foundations of applied psychology. Students are also exposed to various assessment and intervention skills necessary when working with clients.

The MA in Clinical Psychology degree program can be completed in as little as two years, but must be completed within five years. Admission to the MA in Clinical Psychology degree program or completion of the master's degree does not guarantee admission into the PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Chicago. However, if admitted to the doctoral program, up to 43 credit hours from the MA in Clinical Psychology degree program will apply toward the PsyD in Clinical Psychology degree program curriculum.

Eligibility for Licensure

The MA in Clinical Psychology degree program curriculum's focus is preparation for the PsyD in Clinical Psychology degree program and not for independent practice. Depending on state requirements, the program may help to prepare students for licensure in psychology or counseling at the master's level. Additional coursework may be needed for licensure at the master's level.

Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice.

Foundation Courses

The Illinois School of Professional Psychology at Argosy University | Chicago requires applicants to successfully complete, with a “C” or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Illinois School of Professional Psychology | Chicago courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Students have the option to maintain a full-time or part-time course load. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended by the faculty. Students may not register for more than 15 credit hours during the fall and spring terms and 9 credit hours during the summer terms without approval from the department.

Retaking Courses

Students who earn a grade below a "B-" in any course are required to retake the course.

Additional Requirements for Academic Progress

Students must make satisfactory academic progress toward a degree by maintaining a grade point average (GPA) of 3.0 (on a scale of 4.0). All students must complete the program within five years after entry into the program. Students must take the Master's Therapy Practicum no later than the third year after entry into the program. Students who receive a grade below "B-" in a core course must retake the course during the next academic year or sooner. Students who have a grade lower than "B-" in an elective course will be required to retake that elective course or take a new elective course in place of the original course.

Graduation Requirements

Students who are admitted into the MA in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The Illinois School of Professional Psychology at Argosy University | Chicago retains the right to modify these requirements in accordance with the demands of the profession of psychology. See the Recommended Course Sequence for more information on when to complete specific courses.

To be eligible for graduation, students must meet the following requirements:

- Successful completion of 50 credit hours that includes
 - o 43 credit hours of coursework
 - o 6 credit hours of practicum
 - o 1 credit hour of portfolio
- A GPA of at least 3.0 (on a scale of 4.0)
- Completion of the MA Clinical Evaluation Conference tasks
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the MA in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Chicago are required to satisfactorily complete 50 credit hours distributed as follows: core course requirements, 34 credit hours; intervention elective requirements, 6 credit hours; general elective requirements, 3 credit hours; practicum and practicum seminar requirements, 6 credit hours; portfolio requirement, 1 credit hour. In addition, students are required to complete professionalization group.

Core Course Requirements— Students Are Required to Take the Following

- PP7020 - Child and Adolescent Development (3)
- PP7080 - Personal and Professional Development Group (2)
- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7202 - Statistics (3)
- PP7320 - Health and Dysfunction I (3)
- PP7321 - Health and Dysfunction II (3)
- PP7339 - Survey of Diversity and Multicultural Psychology (3)
- PP7370 - Cognitive Assessment (4)
- PP7520 - Personality Assessment (4)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8470 - Adult Development and Aging (3)

Core Course Requirements— 34 Credit Hours

Intervention Elective Requirements — Students Choose Two of the Following

- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8040 - Psychoanalytic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)

Intervention Elective Requirements — 6 Credit Hours

General Elective Requirements--Students Choose From the Following

- PP7000 - History and Systems (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7051 - Biological Bases of Behavior (3)
- PP7203 - Research Methods (3)
- PP7322 - Community Mental Health (3)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7349 - Career Assessment and Counseling (3)
- PP7400 - Advanced Group Leadership and Supervision (1.5)
- PP7401 - Advanced Group Leadership and Supervision II (1.5)
- PP7610 - Extended Empathic Responding I (1.5)
- PP7611 - Health Psychology: Pain, Neurological Conditions and Rehabilitation (3)

- PP7612 - Extended Empathic Responding II (1.5)
- PP7615 - Health Psychology: Prevention, Stress and Serious Illness (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8022 - Exploring Diversity I (1.5)
- PP8024 - Exploring Diversity II (1.5)
- PP8025 - Diversity Psychology: Past, Present & Future (3)
- PP8040 - Psychoanalytic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)
- PP8060 - Group Psychotherapy (3)
- PP8116 - Psychology of Gay, Lesbian, and Bisexual Development (3)
- PP8117 - Indigenous Healing Models and Modern Psychotherapy (1.5)
- PP8155 - Practice Development and Marketing for Psychologists (1.5)
- PP8334 - Attention Deficit Disorder and Nonverbal Learning Disability (1.5)
- PP8616 - Psychology of Women (3)
- PP8650 - Assessment and Treatment of Substance Use Disorders (3)
- PP8677 - Mourning and Loss (3)
- PP8683 - Existential Psychotherapy (3)
- PP8752 - Antepartum and Postpartum Mood Disorders (1.5)

General Elective Requirements—3 Credit Hours

Professionalization Group Requirements — Students Are Required to Take the Following

- PP7110 - Professionalization Group I (0)
- PP7111 - Professionalization Group II (0)

Professionalization Group Requirements — 0 Credit Hours

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following

- PP6201 - Master's Practicum I (3)
- PP6202 - Master's Practicum II (3)

Practicum and Practicum Seminar Requirements — 6 Credit Hours

Portfolio Requirements--Students Are Required to Take the Following

- PP7499 - Portfolio Development (1)

Portfolio Requirements--1 Credit Hour

Professionalization Group Requirements

During the first year in the MA in Clinical Psychology degree program, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through readings

and discussions led by faculty members, students begin to develop professional identities and become familiar with current issues in clinical psychology. Professionalization Groups provide an environment where students can freely exchange concerns, questions, and issues relevant to their studies and future careers.

Practicum and Practicum Seminar Requirements

Students in the MA in Clinical Psychology degree program are required to complete 6 credit hours (one academic year) of practicum and practicum seminar (PP6201 and PP6202). All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0) and have completed the academic planning, which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. The Illinois School of Professional Psychology at Argosy University, Chicago faculty review all practicum applicants to determine their academic and clinical suitability. Student readiness is determined by the director of Clinical Training in consultation with the Illinois School of Professional Psychology at Argosy University, Chicago faculty. No student may begin a practicum without having attended the Illinois School of Professional Psychology at Argosy University, Chicago for a minimum of two semesters.

Practicum Prerequisites

The Clinical Training Department and the campus dean or Program Dean of the MA in Clinical Psychology degree program have the discretion to make decisions on whether a student would be allowed to seek a practicum or attend a practicum if these requirements have not been met successfully.

Please refer to the *Illinois School of Professional Psychology at Argosy University, Chicago Clinical Training Manual* for a more detailed description of practicum and practicum seminar requirements and guidelines. All students are responsible for being familiar with the information contained in the clinical training manual.

The following courses are practicum prerequisite courses and must be completed and/or transferred prior to beginning the practicum:

- PP7020 - Child and Adolescent Development (3)
- PP7080 - Personal and Professional Development Group (2)
- PP7110 - Professionalization Group I (0)
- PP7111 - Professionalization Group II (0)
- PP7320 - Health and Dysfunction I (3)
- PP7321 - Health and Dysfunction II (3)
- PP7339 - Survey of Diversity and Multicultural Psychology (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8470 - Adult Development and Aging (3)

Portfolio Requirements

The Portfolio is intended to help students synthesize their performance and experiences within the master's degree program. It includes both scholarly and personal reflection components that illustrate personal and professional growth and development within the program. The portfolio evaluates the student's competency levels as they related to personal development, theoretical knowledge, clinical conceptualization ability, and scientific understanding as it relates to clinical work.

Course/Credit Transfer

Transfer of Courses/Credit to the Doctor of Psychology (PsyD) in Clinical Psychology degree program from the MA in Clinical Psychology Degree Program

43 of the 50 semester credit hours required in the MA in Clinical Psychology degree program transfer to the PsyD in Clinical Psychology degree program.

The following courses do not count as transfer credit into the doctoral degree program:

- PP6201 Master's Practicum I (3)
- PP6202 Master's Practicum II (3)
- PP7499 Portfolio Development (1)

Students who wish to transfer to the PsyD in Clinical Psychology degree program from the MA in Clinical Psychology degree program must apply for admission to the PsyD in Clinical Psychology degree program. Students who are admitted to the PsyD in Clinical Psychology degree program must complete all MA in Clinical Psychology degree program requirements before beginning the doctoral degree program.

Master of Arts in Clinical Psychology Degree Program— Illinois School of Professional Psychology at Argosy University | Schaumburg

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program has been designed to educate and train students to seek employment as master's-level practitioners. The Illinois School of Professional Psychology at Argosy University | Schaumburg provides for its master's degree students an educational program that is designed to provide the necessary theoretical and clinical elements that will allow them to be effective members of a mental health team. The program introduces students to basic clinical skills that integrate individual and group theoretical foundations of applied psychology into appropriate client interaction and intervention skills.

In addition, the program offers excellent preparation for those considering application to the Doctor of Psychology in Clinical Psychology degree program.

Eligibility for Licensure

Graduates of the MA in Clinical Psychology degree program may wish to pursue licensure in Illinois as a Licensed Clinical Professional Counselor (LCPC). With the addition of two counseling courses, the program curriculum includes courses in each area of study required by the department of professional regulation for master's-level licensure in Illinois. In order to qualify for the LCPC examination, graduates of the MA in Clinical Psychology degree program must complete two years of supervised clinical work after receiving the master's degree. For more information and application materials to apply for licensure in the state of Illinois, see the Department of Financial and Professional Regulation Web site at www.idfpr.com.

Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in states other than Illinois should contact their state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Web page: www.counseling.org.

Foundation Courses

The Illinois School of Professional Psychology at Argosy University | Schaumburg requires applicants to successfully complete, with a “C” or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Illinois School of Professional Psychology | Schaumburg courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Students have the option to maintain a fulltime or part-time course load. Students are encouraged to register for a minimum of 6 credit hours each semester. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two or three year period in the order recommended by the faculty.

Additional Requirements for Academic Progress

Students must make satisfactory progress towards a degree by maintaining a grade point average of 3.0 on a scale of 4.0. All students must complete the program within five years after entry into the program. Clinical students must take the Master's Practicum (PP6201 Master's Practicum I and PP6202 Master's Practicum II) no later than the third year after entry into the program.

Students who receive a grade below "B-" in a core course must retake the course during the next academic year or sooner. Students who have grades lower than "B-" in doctoral program core courses and are subsequently accepted into the doctoral clinical psychology program will be required to retake those courses.

Students who entered the MA in Clinical Psychology degree program in Fall 2004 or later are required to complete the equivalent of 50 credit hours (44 credit hours of courses and 6 credit hours of practicum and practicum seminar). The suggested minimum amount of work that a student should complete each year following matriculation to complete the program appears as follows:

Suggested Incremental Time Frame Rates

End of Year One 12 credit hours

End of Year Two 22 credit hours

End of Year Three 32 credit hours (including practicum and practicum seminar)

End of Year Four 42 credit hours

End of Year Five 50 credit hours

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 50 credit hours which must be successfully completed by the end of the fifth year of matriculation. The total hours must include:
 - o 50 credit hours of required courses (includes practicum seminar and professionalization groups credit hours)
 - o 2 semesters of Professionalization Group
 - o 6 credit hours (generally one academic year) of practicum and practicum seminar
- Successful completion of the Clinical Competency Examination (CCE)
- Successful passing of the master's Comprehensive Exam
- Obtaining a grade point average of at least 3.0 on a scale of 4.0
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the MA in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Schaumburg are required to satisfactorily complete 50 semester credit hours distributed as follows: assessment requirements, 9 credit hours; clinical intervention and psychotherapy requirements, 6 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 6 credit hours; psychopathology requirements, 6 credit hours; psychotherapy requirements, 9 credit hours; statistics and research methods requirements, 3 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Assessment Requirements — Students Are Required to Take the Following

- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (3)

Assessment Requirements — 9 Credit Hours

Clinical Interventions and Psychotherapy Requirements — Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP7368 - Initial Interviewing Skills (1.5)
- PP7369 - Basic Intervention Skills and Models (1.5)

Clinical Interventions and Psychotherapy Requirements — 6 Credit Hours

Ethics and Professional Conduct Requirements — Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)

Ethics and Professional Conduct Requirements — 5 Credit Hours

Human Development Requirements — Students Are Required to Take the Following

- PP7020 - Child and Adolescent Development (3)
- PP8470 - Adult Development and Aging (3)

Human Development Requirements — 6 Credit Hours

Psychopathology Requirements — Students Are Required to Take the Following

- PP7310 - Theories of Psychopathology (3)
- PP7311 - Diagnostic Psychopathology (3)

Psychopathology Requirements — 6 Credit Hours

Psychotherapy Course Requirements — Students Are Required to Take 3 of the Following

- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8040 - Psychoanalytic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)
- PP8060 - Group Psychotherapy (3) *
- PP8650 - Assessment and Treatment of Substance Use Disorders (3)
- Other intervention electives†

Therapy Requirements — 9 Credit Hours

Notes:

* *Recommended if pursuing LPC/LCPC licensure with the MA in Clinical Psychology degree.*

† *No more than 3 credit hours. Prerequisites must be met.*

Statistics and Research Methods Requirements — Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)

Statistics and Research Requirements — 3 Credit Hours

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following

- PP6201 - Master's Practicum I (3)
- PP6202 - Master's Practicum II (3)

Practicum and Practicum Seminar Requirements — 6 Credit Hours

Practicum and Practicum Seminar Requirements

The goal of the practicum at the master's level is to train students in the application of the knowledge, skills, and attitudes developed by their academic experience. This experience includes the direct observation, interviewing, and treatment of clients. Certain sites also afford some students with the opportunity of limited exposure to psychological testing procedures.

The Master of Arts in Clinical Psychology degree program Practicum and Practicum Seminar stresses therapeutic intervention. Because there is such a wide range of therapy experience available, students should not expect to experience the total spectrum of therapies during the practicum.

The practicum is the first opportunity provided to students for clinical field training. The practicum is designed to provide students with opportunities to work under supervision with a clinical population within a mental health delivery system. The practicum is designed to provide an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is charged at the time of registration.

The practicum is a required 750-hour training experience that takes place during an academic year, normally beginning in the Fall and concluding at the end of the spring semester or summer I semester. The practicum is treated as a course and carries 3 credit hours per semester or 6 credit hours for the academic year (PP6201 and PP6202). A practicum may not be done in a student's place of employment, nor may any student waive the practicum requirements. Students who come to the Illinois School of Professional Psychology at Argosy University | Schaumburg with extensive clinical backgrounds may pursue placement in practicum sites in areas where they have an interest and do not have previous experience.

The MA in Clinical Psychology degree program practicum is not intended to substitute for PsyD in Clinical Psychology degree program practicum. Students who intend to apply to enroll in the doctoral

degree program after completing the MA in Clinical Psychology degree program may not waive doctoral-level practicum on the basis of their master's-level practicum.

Practicum Prerequisites and Requirements

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a 4.0 scale and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at the Illinois School of Professional Psychology at Argosy University | Schaumburg for a minimum of two semesters.

The following courses are practicum prerequisite courses and must be completed and/or waived prior to beginning the practicum:

- PP7020 - Child and Adolescent Development (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7310 - Theories of Psychopathology (3)
- PP7311 - Diagnostic Psychopathology (3)
- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (3)
- PP7368 - Initial Interviewing Skills (1.5)
- PP7369 - Basic Intervention Skills and Models (1.5)
- PP8470 - Adult Development and Aging (3)

The Clinical Training Department and the Program Dean of the Clinical Psychology program have the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include the student activities of both seeking a practicum and attending a practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a satisfactory GPA (3.0 on the 4.0 scale) when the spring semester grades are available, the student, at the discretion of the Clinical Training Department and the director of the master's in clinical psychology program, may look for a practicum.

If a first-year student who has accepted a practicum is placed on probation after spring grades are received, the student may not attend the practicum if the GPA is below the minimum requirement after the summer I grades are received. If the GPA is satisfactory after the summer I grades are received, the student, at the discretion of the Clinical Training Department and the director of the master's in Clinical Psychology program, may begin the practicum.

Practicum Seminar

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty member.

Practicum Evaluation

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, clinical skills and professional attitudes. A thorough review of site and seminar evaluations is conducted by the Clinical Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

Comprehensive Examination Requirements

All MA in Clinical Psychology degree program students are required to successfully complete a Comprehensive Examination. The information assessed by the examination covers the courses and material required of students during the two years of study at the Illinois School of Professional Psychology at Argosy University | Schaumburg. The Comprehensive Exam is generally held in July at the conclusion of the second year of study.

Students wishing to sit for the LCPC exam may request an earlier exam date (i.e., May or June) to ensure they have completed application by the LCPC exam deadline provided they have completed all of the necessary requirements prior to the exam date.

Students must have successfully completed all required coursework, with the exception of practicum and practicum seminars, to be eligible to take the Comprehensive Exam.

Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the Student Services Department or Program Dean of the MA in Clinical Psychology degree program. Students who are unable to pass the Comprehensive Examination will be allowed to retake the exam a maximum of two additional times. The exam may be retaken during the next scheduled administration of the exam. Students will receive information from the director of the MA in Clinical Psychology degree program concerning their performance on the examination and assistance from faculty in constructing additional experiences and instruction aimed at enabling them to pass this program requirement. A third failure will result in dismissal from the MA in Clinical Psychology degree program.

Clinical Competency Examination Requirements

At the master's level, the Clinical Competency Examination (CCE) consists of a competency-based evaluation designed to evaluate the student's mastery of basic clinical assessment and therapeutic skills.

Students should be capable of demonstrating clinical competence via the Master's Psychotherapy CCE both conceptually and in application. The Illinois School of Professional Psychology at Argosy University | Schaumburg also expects that students who have learned theoretical and applied concepts in classroom courses will have made use of out-of-class clinical contacts (i.e., practicum, practicum seminar group, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Therefore, passing the seminar and site evaluation do not guarantee a passing grade on the CCE.

Descriptions and Procedures for Successful Completion

Procedures for the Master's Psychotherapy CCE require the student to submit a tape, a transcript, a client assessment and progress report, and a self-critique of a therapy session that the student has conducted with a client. The student will have received supervision on this therapy session from the practicum site supervisor, but this session must not have been submitted for review, supervision or critique at the Illinois School of Professional Psychology at Argosy University | Schaumburg or elsewhere prior to submission for satisfying the requirements of the CCE.

The Master's Psychotherapy CCE is graded "High Pass/Pass/Pass with Revision/Fail." In the event that a student passes the CCE with revision, the practicum seminar leader will develop a remediation plan with the student. All revisions must be completed within one semester of the original CCE.

In the event that a student fails the examination, she or he must seek remediation, and will be permitted to retake the examination the spring semester of the following year. The Clinical Training Committee, in consultation with the initial examining faculty member, will recommend a program of remediation to address concerns noted in the first CCE. The student's progress in remediation will be taken into account. A student may retake the CCE one time. A second failure will result in dismissal from the school.

Detailed explanations of these procedures are contained in the Master's Therapy CCE advisories which are distributed to practicum seminar faculty and students at the beginning of the fall semester.

Course Requirements for Counselor Licensure

Those MA in Clinical Psychology degree program students who wish to take the required coursework to qualify for Licensed Clinical Professional Counselor (LCPC) will need to adjust their programs as follows:

- Add Career and Lifestyle Development (PC6600)
- Add additional course, Counseling Theory (PC6000)
- Program will require an additional 6 credit hours of courses, for a total of 56 credit hours.

- Select the following courses as the three psychotherapy course choices:

Group Psychotherapy (PP8060) (3 credit hours)

Family and Couples Therapy (PP8050) (3 credit hours)

Assessment and Treatment of Substance Use Disorders (PP8650) (3 credit hours)

Course/Credit Transfer

Transfer of Courses/Credit into the Master of Arts in Clinical Psychology Degree Program from other Institutions

Like other institutions that offer graduate degrees, the Illinois School of Professional Psychology at Argosy University | Schaumburg does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum.

For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into the Illinois School of Professional Psychology at Argosy University | Schaumburg, except when students present evidence of ongoing work experience or continuing education in that area, or when students pass a transfer exam for the course.
- The course must have been a graduate-level course, taken for graduate level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3-credit course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better on any course submitted for a transfer.
- A maximum of five courses (15 credit hours) may be waived towards the MA in Clinical Psychology program.

The school does not accept any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.

Any student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate transfer request form. This form should be completed and returned to the Student Services Department. Requests must be made in writing. Transfer requests may be submitted any time during the admission process until the end of the first year of matriculation. Transfers are not reviewed or officially granted until a student is officially accepted. Transfers are not recorded on the transcript until the student has paid a transfer fee for each approved transfer.

Students petitioning for transfer are requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfers are normally granted by the faculty if there is an 80 percent

overlap in course content and objectives between the course submitted for transfer and the course as it is offered at the Illinois School of Professional Psychology at Argosy University | Schaumburg. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Non-Transferable Courses

In each program at the Illinois School of Professional Psychology at Argosy University | Schaumburg the requirements to successfully complete certain courses may not be met by transfer of credit based on coursework from other institutions. The following are nontransferable courses in the MA in Clinical Psychology degree program:

Non-Transferable Courses

- PP6201 - Master's Practicum I
- PP6202 - Master's Practicum II
- PP7100 - Professional Issues: Ethics, Conduct, and Law
- PP7110 - Professionalization Group I
- PP7111 - Professionalization Group II

Doctor of Psychology in Clinical Psychology Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Hawai'i; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Francisco Bay Area; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities

Program Overview

The primary purpose of the Doctor of Psychology (PsyD) in Clinical Psychology degree program is to educate and train students in the major aspects of clinical practice. To help to ensure that students are prepared adequately, the curriculum integrates theory, training, research, and practice, preparing students to work with a wide range of populations in need of psychological services and in a broad range of roles. Students who complete the clinical psychology program earn a Doctor of Psychology (PsyD) degree. The awarding of this degree indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.

In contrast to the Doctor of Philosophy (PhD) degree, which is primarily a research degree attainable in a variety of academic disciplines, the Doctor of Psychology (PsyD) degree program combines relevant research, applied theory, and field experience and is designed to prepare the graduate to apply psychological knowledge in a variety of settings and roles.

The program accepts students who have a minimum of a bachelor's degree. Although prior degrees need not be in psychology, some psychology courses are required (as foundation courses), and some experience in psychological services is desirable.

All Argosy University campuses use the same fundamental practitioner-scholar model for training and evaluation. In addition to the prescribed coursework, the required curriculum for all students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific clinical and conceptual skills, and must complete a Clinical Research Project in the area of applied clinical psychology.

Graduates are trained in the science and practice of psychology, and are able to apply the clinical skills of observation, assessment, intervention, and evaluation to help different segments of our ever-changing society. The areas of competency are modeled, in part, after those specified by the National Council of Schools and Programs of Professional Psychology and the standards of the American Psychological Association.

Included among the basic objectives of the program are the following:

- Preparing practitioners to deliver basic diagnostic and therapeutic services to diverse populations, whether on an individual, family, or group basis
- Enabling practitioners to integrate biological, psychological, and sociocultural aspects of human functioning into their clinical approach
- Assisting practitioners to assume leadership positions within the healthcare delivery system
- Training psychologists to work with professionals from other disciplines as part of an effectively functioning healthcare team
- Preparing practitioners to evaluate and use clinical research applications of psychology

The Doctor of Psychology in Clinical Psychology degree programs at Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Hawai'i; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Francisco Bay Area; Argosy University, Schaumburg; Argosy University, Tampa; and Argosy University, Twin Cities are accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the program's accredited status should be directed to the Commission on Accreditation: Office of Program Consultation and Accreditation, American Psychological Association, 750 1st Street, NE, Washington, DC 20002 Phone: (202) 336-5979 / E-mail: apaaccred@apa.org Web: www.apa.org/ed/accreditation.

Matriculation through the PsyD in Clinical Psychology degree program curriculum is designed to help prepare students to sit for the national licensure examination. Licensure requirements and standards for professional practice vary from state to state; therefore, prospective and enrolled students are urged to examine the requirements of the specific state in which they plan to practice. State licensure requirements may be obtained from:

Association of State and Provincial Psychology Boards
P.O. Box 4389
Montgomery, Alabama 36103
332.832.4580
www.asppb.org

Admission Requirements

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution
- An undergraduate degree grade point average of at least 3.0 (on a scale of 4.0)
-or-
- A graduate grade point average of 3.25 (on a scale of 4.0)
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

- Completion of an interview with a member of the program Admissions Committee.*

** Out of state applicants to Argosy University, Hawai'i may be given the option to complete a telephone interview.*

All applications for admission must be submitted to the Admissions Department of the campus to which application is being made. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Admission Application Fee* (Non-refundable, except in Arizona. In the state of Arizona, the application fee* is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

On rare occasions, an applicant with a grade point average lower than the stated admission requirements may be considered for admission if the applicant provides documented evidence of interest, ability, and aptitude for doctoral study in clinical psychology. All admission exceptions must be documented, recommended by the program admissions committee, and approved by the Program Dean.

* Beginning September 15, 2016, Argosy University will begin using Psychology Centralized Admissions System (PSYCAS). PSYCAS is a centralized application service supported by the American Psychological Association (APA) and Liaison International. Instructions on how to use PSYCAS and how your admissions documents will be uploaded and delivered to PSYCAS for processing can be found in the application: <https://psycas.liaisoncas.com/>. As a result, Argosy University will no longer charge an application fee. Students should create an account for free on the PSYCAS web site <https://psycas.liaisoncas.com>. Creating an account is free; however there is a \$50 fee to PSYCAS for the first application. If a student is applying to other programs utilizing PSYCAS for the admissions process, an additional \$35 fee is charged for each additional application. The third party PSYCAS fee is not included in the estimate above.

Optional Admission Material

Applicants may submit their scores on the Graduate Record Exam (GRE).

Committee Decisions

All applicants will receive written notification of the Admissions Committee's decision. Admissions Committee decisions are final and are not subject to appeal. Accepted applicants are required to remit a non-refundable deposit of \$200.00 to reserve a place in the entering class. This deposit will be applied

toward the tuition of the student's first semester. An applicant, if rejected, can reapply by following the reapplication policy.

Course/Credit Transfer

Transfer of Courses/Credit in the PsyD in Clinical Psychology Degree Program from other Graduate Programs

Students who have completed graduate coursework at another institution, including another Argosy University campus, may petition for transfer of courses in the PsyD in Clinical Psychology degree program up to a maximum of 30 credit hours (10 courses). For a course to be considered eligible for transfer, the following conditions must be met:

- Courses used to transfer a required course must be equivalent in content to the course being transferred. It is the responsibility of the student to document course equivalency.
- The course must have been taken no more than five years prior to enrollment unless the student can present evidence of ongoing work experience or continuing education in that area.
- The course must have been a graduate-level course, taught by a doctoral-level instructor, and taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the United States, the appropriate state or national accreditation is required.
- The course(s) submitted for credit transfer of a 3-credit hour course must be at least 3 credit hours.
- The student must have earned a grade of "B" or above in the course.
- Practicum, practicum seminars and the first-year Professionalization Group are not eligible for transfer.
- All transfer requests must be submitted within one year of matriculating into the PsyD in Clinical Psychology degree program.
- In special circumstances, a maximum of two courses can be submitted to transfer one 3 credit hour course. The total number of credit hours of the two courses must be equal to, or greater than 3 credit hours.
- Transfer credit is granted if there is an 80 percent overlap in course content and objectives between the course submitted for transfer credit and the course offered.

Students are strongly **encouraged to submit transfer** requests before or during the first semester of enrollment in the program. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. No transfer credit will be given for courses taken elsewhere after matriculation into a degree program at Argosy University.

Graduation Requirements

To receive the Doctor of Psychology in Clinical Psychology degree, the student must fulfill the degree requirements of their campus. Graduation requirements include, but not limited to:

- Satisfactory completion of all requirements in the program of study
- Satisfactory completion of 98 credit hours
- A minimum grade point average as defined by the campus of attendance

- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

For more detailed information concerning graduation requirements, refer to the program information published in the campus-specific program descriptions.

Academic Warning

Students enrolled in the clinical psychology programs will receive a letter of academic warning for:

- Receipt of a grade of "F"
- Receipt of a grade of "NC"
- Receipt of a second grade below "B-"

In addition, students placed on warning may be referred to the Student Professional Development Committee (SPDC) and/or the Academic Affairs Committee for evaluation.

Other Reasons for Dismissal

Students enrolled in the clinical psychology programs are dismissed from the program for:

- Receipt of a second grade of "F"
- Receipt of a second grade of "NC"
- Receipt of a grade of "F" and a grade of "NC"
- Receipt of two grades below "B-" during the same semester
- Receipt of a third grade below "B-"
- Dismissals due to failures of the CCE and CPE are determined by each program. See program description for more details.

Practicum is a field experience that spans over the academic year. In order for a student to successfully progress through practicum they must pass both practicum segments within the year. If a student receives a grade of NC in the second segment of the yearlong practicum, a grade of NC will be awarded in both sections of the practicum sequence. This will count as one NC for dismissal purposes.

Residency Requirements

PsyD in Clinical Psychology degree program students are required to complete a minimum of three full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the degree. At least two of the three academic training years (or the equivalent thereof) must be completed at the campus from which the degree is granted, and at least one year of which must be in full-time residence (or the equivalent thereof) at that same campus.

Program Requirements - Based on Campus Requirements

The curriculum offered within the doctoral degree program consists primarily of courses that are required of all graduate students. Some of these required courses cover the major theories of historical and modern psychology and their application in current practice; the stages of the developmental process, and the basis for behavior; psychopathology; and a series of courses dealing with the administration and interpretation of various forms of assessment. Students are also required to participate in two years of practicum field experience and the seminar that accompanies each practicum. Various elective courses cover a wide range of areas, including advanced therapy and the treatment of special populations. A one-year internship or its equivalent is the final stage in the training process. Program-specific requirements and options may change from time to time. For campus-specific program information, refer to campus-specific program requirements.

Professionalization Group Requirements

During their first year, doctoral degree program students participate in Professionalization Groups that focus on topics related to professional psychology. Through independent reading and discussions led by faculty members, students begin to develop a professional identity and become familiar with current issues in clinical psychology. The groups are designed to provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and their future careers.

More detailed information on Professionalization Groups can be found in the campus-specific program descriptions.

Practicum Requirements

Students in good academic standing participate in the practicum, as approved by faculty and staff responsible for field training. The practicum is a field experience that spans 9 - 12 months for approximately 16 - 20 hours per week during the academic year. The specific clinical focus of the practicum varies according to the student's program, training needs, interest, and the availability of practicum sites. Because of the critical nature of practicum experience in the training of a clinical psychologist, students are not released from the practicum requirement, regardless of prior work experience. In addition, to help to ensure that the practicum experience is dedicated exclusively to training, students may not complete the practicum in their place of employment. Students are advised to review the campus-specific program descriptions available at each campus for more information on practicum requirements.

Practicum Seminar Requirements

Students participating in the practicum are enrolled concurrently in a regularly scheduled practicum seminar that meets throughout the academic year. The content and emphasis of the seminars vary

according to the practicum setting of the enrolled students and the professional expertise of the faculty member leading the group.

The seminars offer a variety of valuable experiences, which include an analysis of audio/video material covering diagnostic interviewing and therapy, skills development in diagnostic interviewing, and training in a wide variety of therapy techniques. Students are evaluated in the seminar. These evaluations are included in the student's academic record. Students should consult their program descriptions for specific information concerning various practicum experiences.

Comprehensive Examination Requirements

At certain Argosy University campuses, students must successfully complete a Comprehensive Examination to demonstrate that they have mastered the fundamental theories and concepts required of a clinical psychologist. The time and format of the Comprehensive Examination is determined by each campus. Adequate advance notice is provided to each student preparing for the Comprehensive Examination. Further information on the Comprehensive Examination can be found in the campus-specific program descriptions.

Clinical Competency Examination Requirements

The Clinical Competency Examination (CCE), which is also referred to as the CEC, and/or CPE, or PCE at some Argosy University campuses, is a series of competency-based tasks in which students demonstrate to the faculty a mastery of major clinical assessment and therapy skills. The purpose of this evaluation is to monitor the student's growth and development of clinical competence in accordance with the standards of the profession and to ensure student acquisition of appropriate skill levels for subsequent internship training and clinical practice. In this evaluation, students may be required to demonstrate clinical competency in the following clinical areas:

- Diagnostic interviewing
- Psychodiagnostic scoring
- Psychodiagnostic interpretation
- Psychotherapy
- Professional ethics

Approval for an internship is based upon faculty evaluation of the student's total performance on clinical tasks. A student who does not demonstrate proficiency in the overall CCE performance may not begin an internship. The faculty may require further intensive training and demonstration of competency before approving a student's enrollment in an internship. Refer to the campus-specific program descriptions for further information on CCE requirements.

Internship Requirements

The Director of Clinical Training at each campus help the student identify an appropriate location for internship and prepare the documentation necessary for internship application. During the course of the

internship, those responsible for training continue to monitor the progress of the student and maintain contact with the student and his or her supervisor.

Since the needs of students differ during the internship process, all internship sites must receive the approval of the training staff. While an internship may be a paid position, the internship site may not be the student's regular or prior place of employment. Refer to the campus-specific program descriptions for further information on internship requirements.

Clinical Research Project

Each doctoral degree program student is required to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area; to demonstrate the ability to analyze methodological issues; and to produce an original piece of scholarly work in the field of clinical psychology. Assisting the student in this process is a committee of faculty members who will review the material and make recommendations and suggestions to the student. The student should plan to spend a minimum of 9 - 12 months completing the CRP. Most campuses require the initiation of CRP prior to the start of internship, even though the required dates for completion may vary.

Throughout the CRP, the student works closely with the committee chairperson and other committee members in order to develop a proposal and complete an original and scholarly work. Refer to the campus-specific program descriptions for further information on Clinical Research Project requirements.

Concentrations in the Doctor of Psychology in Clinical Psychology Degree Program

At some campuses, the following optional concentrations are offered to PsyD in Clinical Psychology degree program students to provide more intensive training in a specialty area.

- Child & Adolescent Psychology
- Child & Family Clinical Practice
- Child & Family Psychology
- Client-Centered and Experiential Psychotherapies
- Clinical Health Psychology
- Cognitive-Behavioral Therapy
- Diversity in Clinical Practice
- Diversity & Multicultural Psychology
- Family Psychology
- Forensic Psychology
- General Adult Clinical
- Geropsychology
- Health & Neuropsychology
- Health Psychology
- Marriage/Couples & Family Therapy

Neuropsychology
Neuropsychology/Geropsychology
Psychoanalytic Psychology

For complete information on available concentrations and the requirements for fulfilling a concentration, consult the campus specific program requirements.

Qualifying for the Master of Arts in Clinical Psychology Degree as a Student in the Doctor of Psychology in Clinical Psychology Degree Program

Students in the Doctor of Psychology in Clinical Psychology degree program, who wish to earn the Master of Arts in Clinical Psychology degree while working toward the doctoral degree must petition for the degree and complete the courses and clinical training requirements as specified by each of the Clinical Psychology programs. For more information, consult campus specific qualification requirements.

Campus-Specific Program Requirements

To review the campus-specific program requirements for a given campus, see the relevant information below:

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Psychology (PsyD) in Clinical Psychology degree programs offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	<u>ge.argosy.edu/programoffering/577</u>
Argosy University, Chicago	<u>ge.argosy.edu/programoffering/568</u>
Argosy University, Hawai'i	<u>ge.argosy.edu/programoffering/627</u>
Argosy University, Northern Virginia	<u>ge.argosy.edu/programoffering/887</u>
Argosy University, Orange County	<u>ge.argosy.edu/programoffering/679</u>
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/971</u>
Argosy University, San Francisco Bay Area	<u>ge.argosy.edu/programoffering/732</u>
Argosy University, Schaumburg	<u>ge.argosy.edu/programoffering/797</u>
Argosy University, Tampa	<u>ge.argosy.edu/programoffering/837</u>
Argosy University, Twin Cities	<u>ge.argosy.edu/programoffering/1816</u>

Doctor of Psychology in Clinical Psychology Degree Program—American School of Professional Psychology at Argosy University | San Francisco Bay Area

Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology degree program has been designed to educate and train students so they may be able to function effectively as clinical psychologists. To ensure that students have the opportunity to be adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the American School of Professional Psychology at Argosy University | San Francisco Bay Area is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of professional psychologists who are committed to the ethical provision of quality services.

Training Model

The program follows a practitioner-scholar model and is based on the competencies developed by the National Council of Schools and Programs of Professional Psychology (NCSPP). The curriculum is designed to provide students with a broad array of theoretical perspectives, in preparation for the general practice of clinical psychology. Required courses expose students to assessment and intervention strategies that are based on psychodynamic, cognitive-behavioral, family systems, and experiential approaches. As a group, the program faculty is also representative of this diversity. Rather than being immersed in a single theoretical perspective, students are encouraged to consider these alternative perspectives, to critically evaluate the full range of theories and associated practices, and to be able to apply multiple theoretical perspectives to clinical issues. Attention to issues of diversity and ethics are infused throughout the course curriculum, where students are encouraged to consider how these issues relate to their clinical work and their own professional development. Opportunities are available for students to develop competence in a number of areas, including the provision of services to specific populations.

The PsyD in Clinical Psychology degree program is a five-year program. Three full-time academic years (or the equivalent thereof) are dedicated to graduate coursework, including three years of practicum training during the second, third and fourth academic years. The fourth academic year also allows students to complete advanced elective courses, and complete the Clinical Research Project (CRP). The fifth academic year is devoted to an internship in clinical psychology. There is an option to complete a half-time internship over two years, requiring a sixth year in the program. There is also an option for completion of the Master of Arts in Clinical Psychology degree en route to the PsyD in Clinical Psychology degree.

Program Aims and Competencies

Program Aims

The aim of the American School of Professional Psychology, San Francisco's clinical psychology program is to educate and train students employing a practitioner-scholar model so that they will eventually be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations.

Program Competencies

The American School of Professional Psychology, San Francisco, PsyD in Clinical Psychology program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate competency in research, including knowledge of research and quantitative methods, as well as psychometrics.
2. Students will demonstrate knowledge of ethical and legal standards, and will conduct themselves in an ethical manner.
3. Students will demonstrate competency in individual and cultural diversity, including the ability to apply the theoretical and empirical knowledge base.
4. Students will demonstrate professional values, attitudes, and behavior, as well as self-reflective practice and openness to feedback and supervision.
5. Students will evidence competency in communication and interpersonal skills, including producing clear, informative, and well-integrated written and oral reports, and effective interpersonal and professional interactions.
6. Students will demonstrate competency in assessment, including the ability to choose, administer, and interpret psychological tests, and communicate their findings in the assessment process.
7. Students will demonstrate competency in intervention, including developing, applying, and adapting evidence based treatment plans, and evaluating treatment effectiveness.
8. Students will evidence knowledge of supervision models and practices.

9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills.

10. Students will have knowledge of basic areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; and the history and systems of psychology.

11. Students will demonstrate advanced skills in integrating knowledge in scientific psychology.

Clinical Training Overview

Clinical training involves students' supervised practice with clinical populations. Through this contact, students have the opportunity to apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop personal and professional attitudes important to the identity of a health service psychologist. By the end of their clinical training, students should possess effective assessment and intervention skills, and practice in an ethical manner that accounts for individual differences.

During their clinical training, students advance through progressively challenging and complex training experiences. At each level, a student's progress is assessed in multiple ways by faculty members and licensed supervisors. In order to advance to the next level of clinical training, the student must pass requisite courses, complete practicum and internship requirements, and demonstrate competency in specific clinical tasks.

Foundation Courses

The American School of Professional Psychology at Argosy University | San Francisco Bay Area requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the American School of Professional Psychology | San Francisco Bay Area courses. The following courses are required:

- *Introduction to psychology or general psychology
- Abnormal psychology, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in psychology.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Matriculated students must be continuously enrolled in the PsyD in Clinical Psychology degree program from the time of matriculation through graduation. The only exception applies to students who have applied for an official temporary withdrawal from Argosy University. Students are required to be in residence for at least two academic years (not including the internship year) and one of the two years must be full-time residence in the program. Doctoral degree program students wishing to be enrolled for less than 9 credit hours during the Fall and Spring semesters or less than 6 credit hours during the summer semester will be considered part-time.

Additional Requirements for Academic Progress

To maintain academic progress toward a degree all students must retain the required cumulative grade point average and meet the cumulative maximum time frames for their program. Students who do not meet these requirements will be placed on academic probation.

The following are the cumulative grade point average (GPA), cumulative maximum time frame, and incremental maximum time frame requirements:

- *Cumulative GPA:* Students must maintain a cumulative grade point average (GPA) of at least 3.0 on a scale of 4.0.
- *Maximum Time Frames:* Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the fifth year. The Clinical Competence Examination must be passed no later than the end of the fifth year after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Graduation Requirements

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses should be completed in the sequence recommended by the American School of Professional Psychology at Argosy University | San Francisco Bay Area.

To be eligible for graduation, students must meet the following requirements:

- Successful completion of all coursework (98 credit hours) including:
 - o 71 credit hours of required courses
 - o 6 credit hours of elective courses
 - o 15 credit hours (three years) of practicum
 - o 6 credit hours of clinical research project
- Successful completion of the Clinical Competency Examination (CCE)

- Successful completion of the Clinical Research Project (CRP) and submission of final CRP to the university library
- Successful completion of the seven-hour Child Abuse Assessment and Reporting course (0 credit hours)
- Successful completion of the fifteen hour Human Sexuality course (0 credit hours)
- Successful completion of a one-year, full-time internship or two year half-time internship*
- Successful completion of the Residency Requirement
- Grade Point Average (GPA) of at least "B" (3.0 on a scale of 4.0), with no more than two grades lower than "B"
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Notes *Students who choose to complete a one year full-time internship enroll in PP8900 for three consecutive semesters. Students who choose to complete a two year half time internship enroll in PP8901 for six consecutive semesters which requires an additional year to complete the PsyD in Clinical Psychology degree program.

Graduation and Internship Contract Requirements

Students are required to meet the requirements of internship contracts, including start and end dates. If a student's internship contract extends beyond the completion date of coursework, graduation dates will reflect the date the contract ends and all degree requirements are met.

Graduation and Clinical Research Projects Requirements

Students doing the Clinical Research Project (CRP) need to have completed their requirements including the final CRP defense prior to the last day of the semester in which they are registering to be eligible to graduate. Students must have their CRP chairperson indicate the semester/date in which the student anticipates completion of their CRP on the Petition to Graduate Form.

Program Requirements

Students enrolled in the PsyD in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | San Francisco Bay Area are required to satisfactorily complete 98 credit hours distributed as follows: professional issues requirements, 5 credit hours; intervention requirements, 24 credit hours; individual differences requirements, 9 credit hours; assessment requirements, 12 credit hours; methodology requirements, 9 credit hours; bases requirements, 12 credit hours; elective requirements, 6 credit hours; practicum requirements, 15 credit hours; clinical research project requirements, 6 credit hours; internship requirements, 0 credit hours. The curriculum should be completed in the order recommended by the American School of Professional Psychology at Argosy University, San Francisco Bay Area.

Professional Issues Requirements—Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7332 - Child Abuse Assessment and Reporting (0)

Professional Issues Requirements—5 Credit Hours

Intervention Requirements—Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP7350 - Consultation and Supervision (3)
- PP7360 - Clinical Psychopharmacology (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)
- PP8650 - Assessment and Treatment of Substance Use Disorders (3)
- PP8670 - Human Sexuality (0)

Intervention Requirements—24 Credit Hours

Individual Differences Requirements— Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)
- PP7300 - Psychopathology I (3)
- PP7301 - Psychopathology II (3)

Individual Differences Requirements—9 Credit Hours

Assessment Requirements—Students Are Required to Take the Following

- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (3)
- PP7373 - Integrative Assessment (3)
- PP7385 - Personality Assessment (3)

Assessment Requirements—12 Credit Hours

Methodology Requirements—Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)
- PP7201 - Statistics and Research II (3)
- PP7209 - Psychometrics (3)

Methodology Requirements— 9 Credit Hours

Bases Requirements—Students Are Required to Take the Following

- PP7000 - History and Systems (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7050 - Physiological Psychology (3)
- PP7060 - Social Psychology (3)

Bases Requirements—12 Credit Hours

Elective Requirements—Students Are Required to Take the Following

- Elective (3)
- Elective (3)

Elective Requirements—6 Credit Hours

Note: Courses that may be used to satisfy these elective requirements will be noted in the Registration Bulletin each semester under the title “Electives.”

Practicum Requirements — Students Are Required to Take the Following

- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3)
- PP8205 - Advanced Practicum (1.5)
- PP8206 - Advanced Practicum (1.5)

Practicum Requirements — 15 Credit Hours

Clinical Research Project Requirements — Students Are Required to Take the Following

- PP8499 - CRP Proposal Development (3)
- PP8501 - Clinical Research Project I (1)
- PP8502 - Clinical Research Project II (1)
- PP8503 - Clinical Research Project III (1)

Clinical Research Project Requirements—6 Credit Hours

Internship Requirements — Students Are Required to Choose One of the Following*

- PP8900 - Internship (0) (for Fall, Spring and Summer)
- PP8901 - Half- Time Internship (0) (for Fall, Spring, and Summer I)

Internship Requirements — 0 Credit Hours

Note: *PP8900 - Internship is one year full-time. Students have the option to complete a two-year half time internship which involves a sixth year in the program. Students who choose to complete a two-year half-time internship enroll in PP8901 - Half-Time Internship.

Practicum and Internship Training Requirements

Practicum and internship are supervised field experiences with clinical populations that take place within a health care delivery system. The purpose of practicum and internship training is to provide the environment and opportunity for students to apply their academic learning and theoretical knowledge to build clinical competence. The aim is to learn to implement and develop clinical techniques based on knowledge gained through coursework and prior clinical training, and to foster the professional and personal attitudes important to the identity of a health service psychologist. Evaluation of student progress in practicum and internship focuses on three areas: theoretical knowledge, clinical skills, and professional conduct.

The foundation of the American School of Professional Psychology at Argosy University | San Francisco Bay Area's training in professional psychology is the accurate assessment and understanding of human clinical problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective, evidence-based techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client or patient. The ethical standards of the American Psychological Association (APA) are incorporated into all students' training.

The faculty closely monitors academic and clinical development during all stages of progress throughout a student's graduate career. This monitoring, by both academic and licensed field training faculty, addresses the issue of clinical suitability as well as academic achievement. Thus, aspects of students' personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals capable of serving a diverse public.

Clinical Research Project Requirements

The Clinical Research Project (CRP) is an essential part of the practitioner-scholar education at the American School of Professional Psychology at Argosy University | San Francisco Bay Area. Designed as a capstone experience, the CRP provides an opportunity for the student to apply theory and research to a particular clinical topic and to think critically and creatively about professional psychology. The CRP must demonstrate clearly and concisely the student's ability to:

- Articulate a clinical question or set of questions
- Critically evaluate and synthesize the relevant theoretical, clinical and research literature
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study; and
- Write a scholarly paper of doctoral-level quality using APA format

Students select the topic of their CRP, with the approval of their selected chairperson and their other CRP committee member. It should be noted that students may need to seek additional training (e.g., specialized courses or computer applications) or resources external to the school (e.g., statistical consultation, research subjects) to complete some CRP studies. Students are required to develop a plan identifying training and resource needs as part of their CRP proposal. A CRP proposal must be completed and agreed to by, and orally defended before, one's CRP committee prior to starting the actual CRP study and prior to application to internship. All CRPs will require professional editing.

Students should refer to the *Clinical Research Project Manual* for detailed information about the CRP process. The manual is distributed to all students annually during PP7201 Statistics and Research II, and is also available online in the student portal.

Clinical Research Project Registration

Students are required to take PP8499 CRP Proposal Development prior to registering for CRP. Following the proposal development course (PP8499), students must register for CRP continuously and consecutively every semester until complete. Students on a temporary withdrawal from Argosy University will not have access to their CRP committees and other University resources. It is expected that students on temporary withdrawal would not make significant progress on the CRP during the withdrawal period.

Clinical Research Project Scope

Students are expected to address a psychological issue that is grounded in theory and is addressed by current research. The appropriateness of the project is determined by the CRP chair and the other committee member. The CRP must be a potentially publishable review or a synthesis of findings that could be presented to professional psychologists in a conference or workshop setting. The program's CRP manual is made available to students, and fully describes the policies and procedures for completing the CRP.

At the American School of Professional Psychology at Argosy University | San Francisco Bay Area, any one of three basic types of CRPs can be done. The first type of CRP involves conducting original research. One can design, carry out, and write-up an original research project using a quantitative, qualitative, or mixed methods (i.e., both quantitative and qualitative) research methodology on a topic relevant to professional psychology.

The second type of the CRP involves conducting a comprehensive review of the literature and a critical analysis on a topic of the theory and/or practice of professional psychology. The study is guided by one or more research questions, hypotheses, or objectives the student has originally chosen, and involves the student addressing these questions (or other research foci) after having carried out the integrated literature review.

The third type of CRP that can be chosen involves conducting a comprehensive critical survey of the literature followed by addressing the questions (or other research foci) that guided the study, and then presenting an original contribution to the field (e.g. a clinical tool, training guide) stemming from the integrated literature review and the consideration of the research foci.

Types of Inquiry

A broad range of inquiry is permitted in the CRP. The only restrictions are:

1. The topic must have a clinical application.
2. There must be faculty support for the study.
3. There must be a published empirical literature of sufficient size to warrant critical review.
4. The focus of the review is determined by the student in collaboration with the CRP committee.

In an original research project, a CRP might use any of a number of qualitative descriptive research methods, including questionnaire or survey, causal-comparative or ex post facto, case study, interview, naturalistic observation, ethnographic or field, phenomenological, action or process, historical, archival, theoretical/scholarly, evaluation, or efficacy or outcome type approaches. Combinations of these approaches may also be possible. It is also possible to do an exploratory-level study that is experimental, quasi-experimental, or correlational in nature. The main requirement is that the methodology employed must be appropriate to the question(s) asked or the hypothesis(es) tested and that conclusions are drawn from the evidence presented.

Clinical Competency Examination Requirements

The Clinical Competency Examination (CCE) includes a treatment summary, case presentation, written case analysis, oral presentation, and oral examination based on the written and case presentations. This format is designed to provide an assessment of students' knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral form. Students are expected to take the examination at the end of their third year of coursework. Students must submit a CCE Readiness Form to the Director of Clinical Training no later than March 1 in order to take the exam during the Summer semester. A student is not eligible to apply for internship until he or she has passed the examination. In the event of failure, the student will be referred to the student professional development committee for remediation. The examination may be retaken once. Exam retakes usually occur the following year once a formal remediation plan is completed. If the examination is not successfully passed during the second attempt, the student will be automatically dismissed from the program.

Internship Requirements

All PsyD in Clinical Psychology degree program students are required to complete either a one year full-time internship (PP8900), or two years of half-time internship (PP8901) as a requirement for graduation. The internship must be accredited by the American Psychological Association (APA) or be a member of

either the Association of Psychology Postdoctoral and Internship Centers (APPIC) or California Psychology Internship Council (CAPIC). All students are expected to participate in the APPIC internship match, unless a waiver is granted by the Director of Clinical Training. Students are expected to seek APA accredited internships, and to be geographically flexible in their completion of the internship requirements. The Director of Clinical Training must approve all internships at the time of application and ranking, and reserves the right to discontinue use of any internship at any point in the training cycle.

The internship is an integral component of the doctoral program and the capstone experience in the clinical training sequence. During internship the student will be expected to assume significant clinical responsibilities and perform major professional functions under the supervision of qualified licensed psychologists. Because the internship is typically the last pre-doctoral step in the student's preparation for functioning as an independent professional, the internship experience should provide the student with a variety of appropriate role models, as well as intensive and diverse opportunities to function in the various roles expected of a clinical psychologist.

Application Process

The application process for internship begins at least one year prior to the starting date of the internship. Some internships begin in September, but many begin as early as July 1st. Students planning to apply for internship must attend all meetings scheduled by the Clinical Training Office. Any student whose readiness is in question will be referred to the Clinical Training Committee to determine whether the student will be allowed to apply for internship that year. The Director of Clinical Training makes the final determination about eligibility and readiness for all students applying for internship.

Internship Prerequisites

To be eligible to apply for internship, students must:

- Be in good academic standing (a GPA of at least 3.0 on a scale of 4.0 with no more than two grades below "B-" and not on probation).
- Successfully pass the Clinical Competency Examination (CCE).
- Successfully pass the CRP proposal orals by October 15th of the fourth year (or the year applying for internship), and prior to submitting internship applications.

To be eligible to commence internship, students must:

- Successfully complete all coursework with no grades of Incomplete (excluding the Clinical Research Project).
- Successfully complete three years of practicum and practicum seminars.
- Complete a minimum of seven supervised integrated psychological batteries and reports.

Evaluation of Interns

Each semester, supervisor evaluation forms will be sent to the internship site to evaluate each intern's performance. At the end of the year, the student will be required to evaluate the internship experience.

The Student Evaluation Form enables supervisors to assess the student's progress, competence and performance relative to the learning objectives, as well as other factors of importance to the internship site. These forms are monitored by the Director of Clinical Training to assess progress and possible areas for growth. All evaluations are kept as part of the student's permanent record. The Director of Clinical Training makes the final determination whether or not the internship requirements have been met and whether credit will be granted for the experience.

Remediation in Clinical Training

Students who may need remediation in clinical training are referred to the Clinical Training Committee (CTC). The Clinical Training Committee will examine all pertinent information related to the student's progress. Students may request a meeting with the committee. Likewise, the committee may request a meeting with the student. If information suggests a student may need remediation in clinical training, the Director of Training or CTC may make a referral to the Student Professional Development Committee (SPDC).

If the review identifies deficits in a student's clinical progress, the Director of Clinical Training will identify the areas in need of remediation. The SPDC, in consultation with the Director of Clinical Training and the student, will develop a remediation plan. The remediation plan is forwarded to the Program Dean. Upon approval, the remediation plan is forwarded to the Director of Clinical Training and the student. The student is bound by the conditions set forth in the remediation plan. The clinical training site may, at its discretion, also require its own remediation plan. In some cases, this plan may be required in lieu of one written by the SDPC.

The remediation plan may require, but is not limited to, personal therapy or consultation, additional training, additional coursework, remedial practicum, remedial internship, or other assignments. Students should refer to Student Professional Development Committee and Student Conduct Committee policies and procedures described under Section Four, Student Rights and Responsibilities. If there are any problems that cannot be corrected through the remediation plan, the student may be referred to the Student Conduct Committee (SCC).

Conduct on Practicum and Internship

Ethical Behavior

Students must adhere to APA Ethical Guidelines and the laws and regulations of the Board of Psychology. If difficulties occur, they should be resolved with the training program staff, if possible. The Director of Clinical Training will be available to evaluate or assist students with ethical dilemmas, if

necessary. In the event that unethical behavior is found to occur during training, appropriate action will be taken by the CTC, which may include:

- Referral to the SPDC or SCC
- Removal from practicum or internship
- Other disciplinary or remedial action

Completing Clinical Training Commitments

Students are expected to fulfill the commitments of their training contracts. A student wishing to terminate or take leave from a practicum or internship before completing the contract must notify the Director of Clinical Training in writing as soon as the need becomes known. The Clinical Training Committee will review the student's request to determine whether early termination is warranted. In most cases, there must be mutual agreement between all parties (e.g. the internship, the Director of Clinical Training, and either APPIC or CAPIC) in order to approve the student's request. In some cases, the CTC may request the SPDC review the request for early termination. No student should terminate a training agreement without approval of the Director of Clinical Training.

Early termination of a training commitment can have serious implications for the student, the agency, and the school's relationship with the training site, thus any steps in this direction must be considered carefully and in consultation with the Director of Clinical Training. Students should know that licensing boards require they complete internship within a set number of months and that is usually not possible to begin new practicum or internship experiences once the training year is underway. There is no partial credit hours granted for clinical training experiences.

Course/Credit Transfer

Transfer of Courses/Credit into the PsyD in Clinical Psychology Degree Program

Like other institutions that offer a doctoral degree, Argosy University does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum. All course transfer petitions for prior coursework must be submitted during the student's first year of enrollment. For a course to be considered eligible for a transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into Argosy University, except when students present evidence of ongoing work experience or continuing education in that area, or when students pass a transfer exam for the course. Transfer credit is granted if there is an 80% overlap in course content and objectives between the course submitted for transfer credit and the course offered at the American School of Professional Psychology at Argosy University, San Francisco Bay Area
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited college or university. In the case of institutions outside the U.S., the appropriate state or national accreditation is required.

- Any course submitted toward a transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better in any course submitted for a transfer.
- A maximum of 30 credit hours may be transferred toward the doctoral program in clinical psychology.

The school does not accept any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, or graduate credit hours from non-accredited schools. The following is a list of courses that may not be transferred to the PsyD in Clinical Psychology degree program:

Non-Transferable Courses

Students requesting to transfer PP7370 Cognitive Assessment or PP7385 Personality Assessment must have both an approved course that meets the course transfer requirements and must pass a transfer examination. In order to transfer PP7373 Integrative Assessment, both prerequisite assessment courses must have been successfully completed and the student must pass a transfer examination.

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7201 - Statistics and Research II (3)
- PP7301 - Psychopathology II (3)
- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3)
- PP8205 - Advanced Practicum (1.5)
- PP8206 – Practicum and Seminar V (1.5)

Course Transfer Procedures

Students wishing to transfer courses should obtain a Course Transfer Form from the Student Services Department. Students complete one form for each course transfer request, listing the course name and number they wish to transfer, and the corresponding course taken elsewhere. All course transfer petitions for prior coursework must be submitted during the student's first semester of enrollment. Students should submit the form to the Program Dean with the following items:

- A copy of the transcript referencing the course under review
- The course syllabus
- When available, other items such as assignments, projects, course notes or exams to support the transferability of the course.

If the transfer meets the conditions listed above, it will be forwarded to the appropriate faculty member. The faculty person will review the student's materials and complete the submitted Course

Transfer Form. It will then be submitted to the Program Dean to be filed with the Director of Student Services. No grade is entered for transferred courses. If requested, a copy of the Course Transfer Form will be given back to the student, along with the supporting materials.

Students who may have questions about this process should see the Program Dean or Director of Student Services.

Doctor of Psychology in Clinical Psychology Degree Program—American School of Professional Psychology at Argosy University | Southern California

Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology degree program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum is designed to provide for the meaningful integration of theory, training and practice. The clinical psychology program at the American School of Professional Psychology at Argosy University | Southern California is designed to emphasize the development of attitudes, knowledge and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Students enrolled in the PsyD in Clinical Psychology degree program may choose to complete an optional concentration to fulfill the program elective requirements. American School of Professional Psychology at Argosy University | Southern California offers two optional concentrations: Child & Adolescent Psychology and Forensic Psychology.

Program Aims and Competencies

Program Aims

The American School of Professional Psychology at Argosy University, Southern California clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. This model provides an integration of psychological theory, scientific inquiry, and evidence-based practice into the core clinical practice domains of assessment, diagnostics, intervention, supervision, and consultation; with awareness of multicultural and diversity factors. The program emphasizes the acquisition of knowledge, skills, and attitudes essential in the development of independently functioning professional health service psychologists. Considerable focus is also given to the ethical and legal parameters of practice.

Program Competencies

The program competencies are consistent with the APA Standards of Accreditation, the American School of Professional Psychology at Argosy University, Southern California clinical psychology doctoral program prepares students to acquire the necessary discipline-specific knowledge and profession-wide competencies as follows:

- 1. Students will demonstrate competency in (i) the application of research and statistical methods in psychology to generate knowledge and to evaluate the effectiveness of research methods, and (ii) in psychometric science.**
 - a. Students will demonstrate knowledge and application of research methods.

- b. Students will demonstrate knowledge and application of quantitative/qualitative methods.
 - c. Students will demonstrate knowledge and application of psychometrics.
 - d. Students will demonstrate the ability to independently formulate, conduct, and disseminate scholarship.
- 2. Students will understand and apply ethical principles and professional legal standards that guide the practice of clinical psychology.**
 - a. Students will demonstrate knowledge and application of the current APA Code of Ethics and the general ethical principles that serve as the foundation for this code.
 - b. Students will demonstrate knowledge and application of a model of ethical decision-making to resolve ethical issues or dilemmas.
 - c. Students will demonstrate knowledge and application of the general legal parameters that govern professional practice.
- 3. Students will demonstrate competency in individual and cultural diversity by demonstrating knowledge of the major theoretical models and empirical findings, and will apply knowledge about human diversity to clinical practice.**
 - a. Students will demonstrate knowledge of the major theoretical models and empirical findings, including an awareness of social, political, economic, and cultural factors that impact individuals, institutions, systems, and communities.
 - b. Students will demonstrate an awareness of their own personal values, biases, and cultural identities that inform perceptions of self, others, and engagement with others.
 - c. Students will utilize cross-cultural skills and appropriate APA multicultural guidelines to provide services to persons with diverse cultural values and lifestyles.
- 4. Students will demonstrate knowledge of the requisite values, attitudes, and behaviors that exemplify their identities as professional psychologists.**
 - a. Students will demonstrate self-reflection, and openness to supervision and feedback.
 - b. Students are encouraged to engage in life-long learning by attending educational and professional meetings, life-long learning events, subscribing to professional journals, or presenting scholarly work.
- 5. Students will demonstrate effective communication competencies and interpersonal skills.**
 - a. Students will demonstrate clear, articulate, and integrative written communication skills.
 - b. Students will demonstrate clear, articulate, and integrative oral communication skills.
 - c. Students will demonstrate effective interpersonal skills in professional interactions.
- 6. Students will demonstrate competency in using assessment instruments and incorporating knowledge of psychopathology in the assessment process.**
 - a. Students will demonstrate competency in selecting, administering, scoring, interpreting, and reporting psychological tests and measures.
 - b. Students will demonstrate competency in integrating interview data, psychological testing results, behavioral observations, and information from other sources to formulate an understanding of presenting concerns and to make recommendations.
 - c. Students will demonstrate competency in identifying relevant DSM criteria and utilizing other clinical information to generate diagnostic formulations.
 - d. Students will demonstrate competency in applying knowledge of psychopathology to case formulation and treatment planning.
- 7. Students will demonstrate competency in clinical interventions that are grounded in conceptual models of treatment and evidence-based practices.**
 - a. Students will demonstrate knowledge of and apply evidence based clinical practices.
 - b. Students will demonstrate an ability to establish and maintain an effective working relationship and/or treatment alliance.

- c. Students will demonstrate knowledge and competency in evaluating the effectiveness of interventions.
- 8. Students will demonstrate knowledge of the models and processes of supervision.**
 - a. Students will evidence knowledge of supervision models and practices.
- 9. Students will demonstrate knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills.**
 - a. Students will evidence knowledge of consultation models and the role of a consultant.
 - b. Students will demonstrate competency in applying consultation practices—assessment and intervention—to specific referral questions from other professionals.
- 10. Students will demonstrate foundational knowledge underlying the science of psychology in the following areas: biological, cognitive-affective, and social bases of human behavior; and lifespan development and history and systems of psychology.**
- 11. Students will demonstrate advanced skills in integrating knowledge in scientific psychology.**

Clinical Training Overview

Clinical training is the supervised out-of-class contact of students with a clinical population. Through this contact, students have the opportunity to apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, American School of Professional Psychology at Argosy University | Southern California students should possess effective assessment and intervention skills, and practice in an ethical manner.

During clinical training, students advance through progressively more challenging levels of training. At each level, multiple faculty members and field supervisors assess a student's progress in multiple ways. In order to advance to the next level of clinical training, the student must complete practicum and internship, and demonstrate competency in specific clinical tasks.

Foundation Courses

The American School of Professional Psychology at Argosy University | Southern California requires applicants to successfully complete, with a “C” or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the American School of Professional Psychology | Southern California courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

In order to complete the training segment of the program in a timely fashion, fall-entering students are expected to maintain a full-time course load (13 credit hours for fall and spring semesters, and 6 credit hours for summer session I) during the first full academic year. Students unable to do so must petition the Program Dean for a reduced course load in either semester. Subsequent academic years in the five-year program require no more than 25 credit hours.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within seven years after matriculation. All coursework and practicum (for clinical psychology programs) must be completed by the end of the fifth year after matriculation. Comprehensive Examinations must be completed successfully no later than the end of the fifth year after matriculation. Students who have temporarily withdrawn from Argosy University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Graduation Requirements

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the American School of Professional Psychology at Argosy University | Southern California.

To be eligible for graduation in the PsyD in Clinical Psychology degree program, students must meet the following requirements:

- 98 credit hours, all of which must be completed by the end of the seventh year of matriculation. The total credit hours must include:
 - o 69 credit hours of core course requirements
 - o 9 credit hours of elective course requirements
 - o 2 credit hours of professionalization group requirements
 - o 15 credit hours of practicum and practicum seminar requirements
 - o 3 credit hours of clinical research project requirements
- Successful completion of the Clinical and Research Comprehensive Examination and Basic Science Comprehensive Examination
- Successful completion of all sections of the Clinical Competency Evaluation (CCE)
- Successful completion of a one year, full-time internship or its equivalent
- Successful completion of the Clinical Research Project (CRP), including final signatures of the program dean, CRP chair and committee member
- Grade Point Average (GPA) of at least "B" (3.0 on a 4.0 scale), with no grades lower than "B-" or better in all courses

- Completion of Professionalization Group I and Professionalization Group II
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Petition to Graduate

The American School of Professional Psychology at Argosy University | Southern California holds a commencement ceremony annually. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremony, must submit the appropriate forms and fees to the Student Services Department.

Although commencement is held annually, students who complete graduation requirements at other times during the year will be recognized as a graduated student and receive a letter of completion, provided the Petition for Program Completion is submitted. Students may not refer to themselves as "Doctor" or use the title of PsyD until internship and all program requirements have been completed. The date upon which the bound copy is received is recorded on the student transcript as the date upon which all program requirements were met.

Writing Program

Faculty can recommend or require a writing course or workshop to students based on their writing performance in their course. In the latter instance, the student must enroll in this course the following semester. The course does not count towards the credit hours required for graduation. Student failure to enroll in the required writing course or writing workshop, without prior approval from the Program Dean or designee, will result in an automatic referral to the Student Professional Development Committee.

Program Requirements

Students enrolled in the American School of Professional Psychology at Argosy University | Southern California are required to successfully complete 98 credit hours distributed as follows: scientific foundations requirements, 21 credit hours; statistics and research methodology requirements, 6 credit hours; ethics requirements, 3 credit hours; psychopathology requirements, 9 credit hours; diversity requirements, 3 credit hours; consultation and supervision requirements, 3 credit hours; assessment requirements, 9 credit hours; interventions requirements, 15 credit hours; professionalization group requirements, 2 credit hours; practicum requirements, 15 credit hours; elective requirements, 9 credit hours; clinical research project requirements, 3 credit hours; internship requirements, 0 credit hours. Students who receive a grade below "B-" in any course must retake the course during the next academic year or sooner.

Scientific Foundations Requirements—Students Are Required to Take the Following

- PP7000 - History and Systems (3)
- PP7010 - Lifespan Development (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7050 - Physiological Psychology (3)
- PP7060 - Social Psychology (3)
- PP7230 - Psychometric Theory (3)
- PP7360 - Clinical Psychopharmacology (3)

Scientific Foundations Requirements—21 Credit Hours

Statistics and Research Methodology Requirements—Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)
- PP7201 - Statistics and Research II (3)

Statistics and Research Methodology Requirements—6 Credit Hours

Ethics Requirements—Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)

Ethics Requirements—3 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

- PP7300 - Psychopathology I (3)
- PP7301 - Psychopathology II (3)
- PP7330 - Child and Adolescent Psychopathology (3)

Psychopathology Requirements—9 Credit Hours

Diversity Requirements—Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)

Diversity Requirements—3 Credit Hours

Consultation and Supervision Requirements—Students Are Required to Take the Following

- PP7350 - Consultation and Supervision (3)

Consultation and Supervision Requirements—3 Credit Hours

Assessment Requirements—Students Are Required to Take the Following

- PP7370 - Cognitive Assessment (3)
- PP7373 - Integrative Assessment (2)
- PP7520 - Personality Assessment (4)

Assessment Requirements—9 Credit Hours

Interventions Requirements—Students Are Required to Take the Following

- PP7365 - Clinical Interviewing (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8039 - Interventions II (3)
- PP8040 - Psychoanalytic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)

Interventions Requirements—15 Credit Hours

Professionalization Group Requirements—Students Are Required to Take the Following

- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)

Professionalization Group Requirements—2 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3)
- PP8310 - Advanced Practicum and Seminar I (1.5)
- PP8311 - Advanced Practicum and Seminar II (1.5)

Practicum Requirements—15 Credit Hours

Elective Requirements—Students Are Required to Take the Following

- Elective I (3)
- Elective II (3)
- Elective III (3)

Elective Requirements—9 Credit Hours

Clinical Research Project Requirements—Students Are Required to Take the Following

- PP8500 - Clinical Research Project Seminar (1)

- PP8501 - Clinical Research Project I (1)
- PP8502 - Clinical Research Project II (1)

Clinical Research Project Requirements—3 Credit Hours

Internship Requirements—Students Are Required to Take the Following

- PP8900 - Internship (0)

Internship Requirements—0 Credit Hours

Elective Requirements

Students enrolled in the PsyD in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Southern California are required to complete 9 credit hours of electives. Students choose courses in consultation with their advisor. Students may complete one of the optional concentrations to fulfill the elective requirements.

Professionalization Group Requirements

These discussion groups for first-year students are led by a full-time faculty member and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The faculty member leading the group will help students with academic and field training planning, general consultation on the PsyD in Clinical Psychology degree program, and questions emerging during the student's first-year academic experience. The Professionalization Group carries 1 academic credit hour for each semester (PP7110 and PP7111).

The objectives for these two courses are as follows:

- To assist and support students in developing identities as clinical psychology trainees and evolving clinical psychology professionals through readings, discussion, role play and classroom presentation.
- To introduce students to the ethical practice of psychology and contemporary issues in clinical psychology
- To orient students to the roles, norms, and expectations of graduate studies and professional practice
- To provide academic advisement and student advocacy

Practicum and Practicum Seminar Requirements

The practicum is the first opportunity provided to American School of Professional Psychology at Argosy University | Southern California students for clinical field training. Within the series of practicum courses, the American School of Professional Psychology at Argosy University | Southern California provides students with the opportunity of working under supervision with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are

required to participate in the practicum experience. Liability insurance is included in the cost of the practicum.

Full-time students will normally be placed in a Diagnostic Practicum and Seminar during their second year of study, in a Therapy Practicum and Seminar during their third year of study, and an Advanced Practicum during their fourth year of study. For registration purposes, the practicum and seminar are treated like a course. The practicum/seminar carries 3 credit hours per semester and 6 credit hours per academic year. Advanced Practicum (PP8310 and PP8311) carries 1.5 credit hours per semester over two semesters for 3 credit hours per academic year. Practicum usually begins in September and concludes in June. However, a limited number of practicum programs may begin in July or August, and finish in June. For each of the Diagnostic, Therapy, and Advanced Practicum years, the student will be required to spend a minimum of 600 hours in the practicum training experience.

A practicum may not be done in a student's place of employment, nor is any student transferred from the practicum requirements. Students who come to the American School of Professional Psychology at Argosy University | Southern California with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

Practicum Eligibility

All students who enter the practicum application process must be in good academic standing, and have a minimum grade point average of 3.0 (on a scale of 4.0). Students must have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at the American School of Professional Psychology at Argosy University | Southern California for a minimum of two and one-half semesters.

Diagnostic Practicum

To be eligible for a Practicum, a student must have successfully completed or transferred the following courses:

Diagnostic Practicum Prerequisites

PP7110 Professionalization Group I (1)

PP7111 Professionalization Group II (1)

PP7230 Psychometric Theory (3)

PP7300 Psychopathology I (3)

PP7301 Psychopathology II (3)

PP7330 Child and Adolescent Psychopathology (3)

PP7365 Clinical Interviewing (3)

PP7370 Cognitive Assessment (3)
PP7373 Integrative Assessment (2)
PP7520 Personality Assessment (4)
PP8039 Interventions II (3)

Therapy Practicum

Requirements for the Therapy Practicum include:

- Successful completion of the Diagnostic Practicum and Diagnostic CCE
- Good academic standing
- Successful completion of courses designated as Diagnostic Practicum prerequisites
- Successful completion of courses designated as Therapy Practicum prerequisites

To be eligible for Therapy Practicum, in addition to the Diagnostic Practicum prerequisites, a student must have successfully completed the following courses:

Therapy Practicum Prerequisites

PP7100 Professional Issues: Ethics, Conduct, and Law (3)
PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)
PP8010 Cognitive Behavioral Theory and Therapy (3)
PP8040 Psychoanalytic Theory and Therapy (3)
PP8050 Family and Couples Therapy (3)
PP8201 Practicum I (3)
PP8202 Practicum II (3)

The director of Clinical Training also has the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include both looking for practicum and participating in practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a GPA of 3.0 when the spring grades are available, the student may, at the discretion of the director of Clinical Training, look for a practicum.

If a first-year student who has accepted a practicum is placed on probation after spring grades are received, the student may not attend the practicum if the GPA is below a 3.0 after the spring grades are received. The Training Committee may make exceptions only after a thorough review of the student's academic and clinical suitability. If the GPA is at or above 3.0 after the spring grades are received, the student may, at the discretion of the director of Clinical Training, begin the practicum.

Advanced Practicum Prerequisites

Requirements for the Advanced Practicum include:

- Successful completion of the Diagnostic Practicum and Diagnostic CCE
- Successful completion of the Therapy Practicum and Therapy CCE
- Good academic standing

Practicum Seminar Requirements

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly throughout the fall (15 weeks) and spring (15 weeks) semesters. These meetings allow the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Types of Practicum

Diagnostic Practicum

Emphasizes the clinical observation and diagnostic interviewing of clients and provides gradual exposure to psychological testing procedures.

Therapy Practicum

Emphasizes therapeutic intervention. Time is allocated to direct therapeutic contact, seminars and meetings, and supervision.

Advanced Practicum

Provides the opportunity for students to gain further experience in either testing, therapy, or a combination of both.

Clinical Competency Examination Requirements

The Clinical Competency Examination (CCE) is a series of competency-based examinations, which are designed to evaluate students' mastery of major clinical assessment and therapeutic skills.

Students should be prepared to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (i.e., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Therefore successful completion of coursework and practicum do not guarantee passing the CCE.

Comprehensive Examinations Requirements

All doctoral degree program students are required to successfully complete Comprehensive Examinations. The material covered in the Comprehensive Examinations covers the courses and material required of students during the first three years of study at the American School of Professional Psychology at Argosy University | Southern California. The examinations require students to be able to integrate the material from those years into a form demonstrating both mastery of the material and ability to organize what they have learned in a coherent and logical manner.

Students who are unable to pass the Comprehensive Examinations will receive information concerning their performance on the examinations and assistance in constructing additional experiences and instruction aimed at enabling them to pass these program requirements.

Comprehensive Examination Prerequisites: Clinical and Research Exam

To be able to sit for the Comprehensive Examination, the student must have completed successfully all first and second-year courses, excluding the practicum. Courses that are transferred are considered successfully completed. Comprehensive Examination

Prerequisites: Scientific Foundations Exam

To be able to sit for the Comprehensive Examination (Scientific Foundations Exam), the student must have successfully completed all first, second, and third-year courses. Courses that are transferred are considered successfully completed.

Clinical Research Project Requirements

The *American School of Professional Psychology at Argosy University | Southern California Clinical Research Project Manual* (published as a separate document) is designed as a guide to the Clinical Research Project (CRP) process. The student should consult the CRP manual as the primary resource for information about the process from start to finish. Students are required to read and follow the CRP guidelines in the CRP manual in their entirety as they begin to develop their CRP topics. The CRP manual was also written as a resource for CRP chair and committee members.

The *APA Publication Manual* (6th edition, revised, 2009) should be used as the guide to editorial style and typing instructions.

Clinical Research Project Overview

The Clinical Research Project (CRP) is a training experience designed to provide students with a guided opportunity for producing a scholarly paper in which students build upon and consolidate research skills learned in the statistics and research methods course sequence and prior empirical observations and components of courses in the basic curriculum. A broad range of quantitative and qualitative methods of inquiry is permitted in the CRP.

Internship Requirements

Internship Application Requirements

All students are required to complete a one-year (12-month) internship, or a two-year (24-month) half-time internship (see course listing above) as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience. Typically, full-time students will begin the internship during their fourth or fifth year of enrollment.

In order to be eligible to apply for internships, the student must have completed the following requirements:

- Be in good academic standing (i.e. must not be on academic/financial aid probation)
- Successfully pass the doctoral Comprehensive Examination (Part One and Part Two)
- Successfully pass the entire set of CCE tasks
- Resolved all grades of incomplete by October 1 of the year they apply
- Obtain Clinical Research Project (CRP) proposal approval from all committee members, and the Institutional Review Board (if applicable)

Any student who does not meet one or more of these requirements, must petition the Training Committee in order to obtain permission to apply for internships.

Concentrations in the Doctor of Psychology in Clinical Psychology Degree Program **Child & Adolescent Psychology Concentration Requirements**

The Child & Adolescent Psychology concentration is designed to acquaint doctoral program students with basic intervention and assessment approaches to a range of child and adolescent populations.

Students graduating with the PsyD in Clinical Psychology and with the Child & Adolescent Psychology concentration will be eligible for licensure as clinical psychologists. For this reason, the American School of Professional Psychology at Argosy University | Southern California PsyD in Clinical Psychology degree program has retained the elements of the curriculum that are essential to educating and training future psychologists.

Graduates who choose this concentration will have the opportunity to understand basic principles of assessment and intervention as they are applied to clinically and culturally diverse child and adolescent populations.

Child & Adolescent Psychology Practicum Requirements

Students selecting the Child & Adolescent Psychology concentration are recommended to enroll in the Advanced Practicum (see course listing above) year in an agency, school, hospital, clinic, or selected and approved practice group which are primarily engaged in work with children and adolescents.

Child & Adolescent Psychology Internship Requirements

Students who choose this concentration are encouraged to intern at a site with a primary focus on intervention and assessment with child and adolescent populations.

Child & Adolescent Psychology Clinical Research Project Requirements

Students who choose this concentration are encouraged to investigate a topic related to child and adolescent psychology.

Course Requirements

Students must satisfy all electives options with the following courses required for the concentration:

Child & Adolescent Psychology Course Requirements — Students Are Required to Take the Following

- PP7387 - Psychological Assessment of Children and Adolescents (3)
- PP8710 - Child Therapy (3)
- PP8712 - Adolescent Psychotherapy (3)

Child & Adolescent Psychology Course Requirements — 9 Credit Hours

Forensic Psychology Concentration Requirements

The Forensic Psychology concentration is designed to acquaint students with major areas in which law and psychology interact. The goal of the concentration is to familiarize students with the application of child and adult assessment techniques to both criminal and civil cases, as well as to the emerging area of testing for the hiring of police and governmental law enforcement personnel.

Students graduating with the PsyD in Clinical Psychology degree program and with the Forensic Psychology concentration will be eligible for licensure as clinical psychologists. For this reason, the American School of Professional Psychology at Argosy University | Southern California PsyD in Clinical Psychology degree program has retained the elements of the curriculum that are essential to educating and training future psychologists.

Students who choose this concentration should understand selected fundamental principles in assessment of individuals involved in both criminal justice and civil legal proceedings.

Students will be familiar with topics of emerging significance in the areas of suitability assessments of police and governmental personnel.

Graduates will be conversant with the role of diverse background factors in the assessment of forensic related populations.

Practicum Requirements

Students who select the Forensic Psychology concentration will be encouraged to enroll in practica that are in forensic settings such as jails, juvenile detention centers, and selected practice groups which are primarily engaged in forensic work.

Internship Requirements

Students who select the Forensic Psychology concentration are encouraged to intern at a site with a primary forensic focus in terms of population served, and intervention and assessment techniques.

Clinical Research Project Requirements

Students who select the Forensic Psychology concentration are encouraged to investigate a topic related to forensic psychology.

Course Requirements

Qualified students who elect to take the Forensic Psychology concentration must complete specified courses currently in the curriculum for the clinical psychology doctoral degree program.

Students must satisfy all electives options with the following courses required for the concentration:

Forensic Psychology Course Requirements — Students Are Required to Take the Following

- PP8622 - Survey of Forensic Psychology (3)
- PP8624 - Criminal Psychology (3)
- PP8626 - Civil Psychology and Law (3)

Forensic Psychology Course Requirements — 9 Credit Hours

Granting of the MA in Clinical Psychology Degree en route to the PsyD in Clinical Psychology Degree

Upon successful completion of the first two years of coursework in the PsyD in Clinical Psychology degree program, the Diagnostic Practicum in year two, and the Clinical and Research Comprehensive Examination, students will be granted the Master of Arts (MA) degree in Clinical Psychology. This degree does not fulfill the coursework requirements for eligibility as a licensed Marriage & Family Therapist in the state of California.

Course/Credit Transfer

Transfer of Courses/Credit into the Doctor of Psychology in Clinical Psychology Program from other Institutions

Like other institutions which offer graduate degrees, Argosy University does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum.

For a course to be considered eligible for a transfer, the following conditions must be met:

- The course must have been taken no more than seven years before the student's entry into the program.
- The course must have been a graduate-level course taught by a doctoral level instructor, taken for graduate-level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better on any course submitted for a transfer.
- A maximum of 30 credit hours may be transferred towards the Doctor of Psychology in Clinical Psychology degree program.

The school does not accept any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, online courses, or graduate credit hours from non-accredited schools.

Any student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate transfer request form. This form should be completed and returned to the Student Services Department. Requests must be made in writing. Transfer requests may be submitted any time during the admission process until the end of the first year of matriculation. Transfers are not reviewed or officially granted until a student is officially accepted.

Students petitioning for transfer are requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfers are granted by the faculty if there is an 80 percent overlap in course content and objectives between the course submitted for transfer and the course as it is offered at Argosy University. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Non-Transferable Courses

- PP7200 - Statistics and Research I (3)
- PP7201 - Statistics and Research II (3)
- PP7300 - Psychopathology I (3)
- PP7301 - Psychopathology II (3)

- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3)
- PP8310 - Advanced Practicum and Seminar I (1.5)
- PP8311 - Advanced Practicum and Seminar II (1.5)

Doctor of Psychology in Clinical Psychology Degree Program—American School of Professional Psychology at Argosy University | Northern Virginia

Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology degree program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To help ensure that students are prepared adequately, the curriculum is designed to provide for the meaningful integration of theory, training, and practice. The PsyD in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Northern Virginia is designed to emphasize the development of attitudes, knowledge, and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services.

Students enrolled in the PsyD in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Northern Virginia may choose one of five optional concentrations:

- Advanced Psychotherapy
- Child & Family Psychology
- Diversity & Multicultural Psychology
- Forensic Psychology
- Health
- Neuropsychology

Students in the PsyD in Clinical Psychology degree program can also choose to select the Integrated Health Psychology Track.

Training Model

The program follows a practitioner-scholar model and is based on the competencies developed by the National Council of Schools and Programs of Professional Psychology. The curriculum is designed to provide students with a broad array of theoretical perspectives, in preparation for the general practice of clinical psychology. Required courses expose students to assessment and intervention strategies that are based on psychodynamic, cognitive, and systemic approaches. As a group, the program faculty is also representative of this diversity. Rather than being immersed in a single theoretical perspective, students are encouraged to consider these alternative perspectives, to critically evaluate the full range of theories and associated practices, and to be able to apply multiple theoretical perspectives to clinical issues. Opportunities are available for students to develop expertise in a number of specialized areas, including the provision of services to specific populations such as children and families, and areas of application such as forensics and health neuropsychology.

The PsyD in Clinical Psychology degree program is a five-year program. Three full-time academic years (or the equivalent thereof) are dedicated to graduate coursework, including two years of practicum training during the second and the third academic years. The fourth academic year allows students to complete advanced elective courses, engage in an Advanced Practicum (if desired), and complete the Clinical Research Project (CRP). The fifth academic year is devoted to an internship in clinical psychology.

There is also an option for the completion of the Master of Arts in Clinical Psychology degree en route to the PsyD in Clinical Psychology degree for students who enter the program with a bachelor's or a master's degree in an area other than clinical psychology.

Eligibility for Licensure and Credentialing

The PsyD in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Northern Virginia is accredited by the APA (see Section One, Introduction) and meets the Association of State and Provincial Psychology Boards/National Register of Health Service Providers in Psychology Guidelines for Defining Doctoral Degrees in Psychology. Therefore, graduates of this program who decide to apply for licensing as psychologists typically will meet the educational requirements for licensing. In each jurisdiction, however, there may be additional requirements that must be satisfied. It is the student's responsibility to determine the requirements for professional licensure in the state in which they wish to practice. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

Once licensed, graduates are eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program ensures that the program you completed meets the educational requirements for listing in the National Register. However, there are additional requirements that must be satisfied prior to being listed in the National Register of Health Service Providers in Psychology. For further information, consult the National Register's Web site: www.nationalregister.com.

Program Aims

The American School of Professional Psychology at Argosy University, Northern Virginia's (ASPP/NVA) clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the ASPP/NVA is designed to emphasize the development of knowledge, skills and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and able to apply multiple theoretical perspectives to clinical issues.

Program Competencies

The American School of Professional Psychology at Argosy University, Northern Virginia clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate competency in research, including knowledge of research and quantitative methods as well as psychometrics
2. Students will demonstrate knowledge of ethical and legal standards and conduct themselves in an ethical manner
3. Students will demonstrate competency in individual and cultural diversity, including the knowledge of the theoretical and empirical knowledge base and demonstrate the ability to apply it
4. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback
5. Students will evidence both communication and interpersonal skills, including producing clear, informative, well-integrated communication and effective interpersonal skills in professional interactions
6. Students will demonstrate competency in assessment, including the ability to administer and interpret psychological tests and apply knowledge of strengths and psychopathology to the assessment process
7. Students will demonstrate competency in intervention, including developing and applying evidence based treatment plans, and evaluating treatment effectiveness
8. Students will evidence knowledge of supervision models and practices
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills
10. Students will have knowledge of basic areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; and the history and systems of psychology
11. Students will demonstrate advanced skills in integrating knowledge in scientific psychology

Foundation Courses

The American School of Professional Psychology at Argosy University | Northern Virginia requires applicants to successfully complete, with a “C” or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the American School of Professional Psychology | Northern Virginia courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Students must enroll for the equivalent of 9 credit hours during the fall and spring semester and 6 credit hours during the summer semesters. One exception is during and after internship. Doctoral students are required to be continuously enrolled in fall, spring, and summer I semesters, unless temporarily withdrawn from Argosy University. Doctoral degree program students wishing to be enrolled for less than 9 credit hours during the fall and spring semesters or less than 6 credit hours during the summer semester will be considered part-time. Students are required to be in full-time residence in the program for a minimum of one academic year of pre-internship enrollment for graduation.

Additional Standards for Academic Progress

Students must make satisfactory progress toward their degree by maintaining a GPA of 3.0 (on a scale of 4.0). Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the fifth year.

Students who have taken a temporary withdrawal will have the maximum time frame for completion of the program extended for the length of the leave period, up to a period of one year. The leave period will not be counted in the determination of the student's year in the program.

Student Advisement

Faculty Advisors

For the clinical psychology programs, faculty members serve as advisors to those students who have been or are in their professionalization groups. Faculty advisors are available for consultation on student professional development, academic and training progress, and other Argosy University or professional issues.

Students are required to meet with their faculty advisors at least once each semester, usually once following the receipt of grades and again for purposes of registration. Students are encouraged to meet as often as necessary with their advisor to review their progress through the program and to discuss their performance in classes, seminars, and training sites. Course Add/Drop Request Forms require faculty advisor signatures.

Students are required to meet with their faculty advisor when directed to do so by the Student Professional Development Committee (SPDC). This would occur when a student is experiencing academic, clinical, or personal difficulties.

Changing Faculty Advisors

A student may initiate a request for a change of advisor only after completing one full academic year. If a student wishes to change advisors, she or he should discuss this with the current advisor, and if permitted, the prospective advisor. If all parties agree to the change, the student must then obtain, complete, and return a Change of Status Form to the Office of the Registrar with signatures from the student, the original advisor, the coordinator of clinical psychology program, the new advisor, and the Program Dean.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 98 credit hours, of which 88 credit hours must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - o 70 credit hours of required core courses*
 - o 12 credit hours (two years) of practicum and practicum seminar groups
 - o A minimum of 12 credit hours of electives
 - o 4 credit hours of Clinical Research Project
- Successful completion of all sections of the Clinical Presentation Evaluation (CPE)
- Successful completion of the Clinical Competence Examination (CCE) no later than the end of the fifth year after matriculation
- Successful completion of a one year, full-time internship or its equivalent
- Successful completion of the Clinical Research Project
- Grade point average (GPA) of at least "B" (3.0 on a scale of 4.0)
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration
- The date of formal program completion will be entered on the student's transcript upon confirmed electronic submission of the Clinical Research Project, or upon official notification of internship completion — whichever is the student's final degree requirement.

**Core courses are taken in the following distribution areas: Assessment, Bases, Individual Differences, Intervention, Methodology, and Professional Issues.*

Commencement and Petition to Graduate

Argosy University, Northern Virginia holds a commencement ceremony annually. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the appropriate graduation form and fees to the Office Registrar at least eight weeks prior to the date of commencement or anticipated completion date. In addition, all graduation requirements with the exception of the internship must be completed eight weeks prior to the commencement, including submission of a bound copy of the Clinical Research Project to the Office of the Registrar.

Although commencement is held annually, students who complete graduation requirements at other times during the year will be recognized as a graduated student and receive a letter of completion. In most states, graduates may begin counting postdoctoral supervision hours for licensing after the date that all degree requirements have been met.

Writing Program

Students having difficulty with writing assignments may access the Student Writing Center for additional help.

Program Requirements

Students enrolled in the PsyD in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Northern Virginia are required to satisfactorily complete 98 semester credit hours, distributed as follows: assessment requirement, 17 credit hours; bases course requirement, 12 credit hours; individual differences requirement, 9 credit hours; interventions requirement, 21 credit hours; methodology requirement, 6 credit hours; professional issues requirement, 5 credit hours; practicum requirement, 12 credit hours; and Clinical Research Project requirement, 4 credit hours; elective requirements, 12 credit hours.

All courses other than electives are considered core courses. Students are required to retake a core course if they receive a grade below "B-." The course must be retaken no later than the end of the next calendar year with an earned grade of "B-" or better.

Assessment Requirement* —Students Are Required to Take the Following

- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (4)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (4)
- PP7373 - Integrative Assessment (3)

Assessment Requirement—17 Credit Hours

Bases Course Requirement* —Students Are Required to Take the Following

- PP7000 - History and Systems (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7050 - Physiological Psychology (3)
- PP7060 - Social Psychology (3)

Bases Course Requirement—12 Credit Hours

Individual Differences Requirement* — Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7501 - Adult Psychopathology (3)

Individual Differences Requirement—9 Credit Hours

Interventions Requirement* —Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP7350 - Consultation and Supervision (3)
- PP7360 - Clinical Psychopharmacology (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8041 - Integrative Approaches to Therapy (3)
- PP8050 - Family and Couples Therapy (3)

Interventions Requirement—21 Credit Hours

Methodology Requirement* —Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)
- PP7201 - Statistics and Research II (3)

Methodology Requirement—6 Credit Hours

Professional Issues Requirement*—Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)

Professional Issues Requirement—5 Credit Hours

** Indicates core courses.*

Practicum Requirement—Students Are Required to Take the Following

- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3)

Practicum Requirement—12 Credit Hours

Clinical Research Project Requirement— Students Are Required to Take the Following

- PP8501 - Clinical Research Project I (2)
- PP8502 - Clinical Research Project II (2)

Clinical Research Project Requirement—Minimum 4 Credit Hours

Elective Requirement

Students may wish to take elective courses in an area of concentration. Only the elective courses required for a concentration will be offered yearly. Electives vary from year to year. Some examples of electives are included below.

Elective Requirement—Students Choose Four

- PP8011 - Advanced Cognitive Behavioral Psychotherapy (3)
- PP8034 - Advanced Experiential Psychotherapy and Supervision (3)
- PP8060 - Group Psychotherapy (3)
- PP8102 - Advanced Family and Couples Therapy (3)
- PP8160 - Introduction to Clinical Practice with Gay, Lesbian, Bisexual and Transgendered Clients (3)
- PP8175 - Child and Adolescent Therapy (3)
- PP8620 - Introduction to Forensic Psychology (3)
- PP8450 - Advanced Child Neuropsychology (3)
- PP8605 - Issues in Pediatric Psychology (3)
- PP8627 - Assessment of Forensic Populations (3)
- PP8645 - Introduction to Neuropsychology (3)
- PP8648 - Neuropsychological Assessment (3)
- PP8650 - Assessment and Treatment of Substance Use Disorders (3)
- PP8665 - Medical Psychology (3)
- PP8950 - Special Topics (3)

Elective Requirement—12 Credit Hours

Professionalization Group Requirement

The Professionalization Group, which meets on a weekly basis, is designed to provide first-year students with important direction and assistance as they begin their education and training. This group assists students with an orientation to the field as well as an introduction to key issues in the training and development of a clinical psychologist.

Practicum Requirement

The practicum is the first opportunity provided to students for clinical field training. During practicum training, students are given the opportunity of working under supervision with a clinical population within a mental health delivery system. Students have the opportunity to learn to apply their theoretical

knowledge, implement, develop, and assess the efficacy of clinical techniques, and develop the professional attitudes important for the identity of a professional psychologist. The practicum is, thus, an essential part of clinical training and all students are required to participate in the practicum experience.

Full-time students are normally placed in practicum during their second and third years of study. Students must begin practicum when they meet the eligibility requirements. For registration purposes, the practicum and seminar are treated like a course. The practicum/seminar carries 3 credit hours per semester and 6 credit hours per academic year. Practicum usually begins in September and continues through mid June. Some sites require a 12 month versus an academic year commitment. Students are required to complete a minimum of 600 hours each academic year they are enrolled in a required practicum.

A practicum may not take place in a student's place of employment, nor is any student exempt from the practicum requirements. Students with extensive clinical backgrounds are placed in practicum sites where they have an interest and do not have previous experience.

Doctoral degree program students complete two training sequences focusing on assessment or psychotherapy skills, or an integration of the two. Psychological assessment should cover the comprehensive evaluation of clients, including initial intake work, diagnostic interviewing of collateral informants as indicated, appropriate psychological testing, and the development of specific clinical treatment recommendations that evolve from a case formulation of the client's problems. Psychotherapy skills include development of an appropriate therapeutic relationship, problem resolution, and implementation and evaluation of a treatment plan. Work in maintenance of therapeutic gains and prevention is strongly encouraged. In keeping with the broad based approach of the American School of Professional Psychology at Argosy University | Northern Virginia program, it is expected that students experience diversity during the course of the year: in the kinds of clients seen, in the clinical interventions used, and in exposure to multidisciplinary input in the delivery of mental health services. Students are also expected to gain understanding of the impact of individual as well as larger systems' issues in the lives of their clients.

Psychological Tests Policy

The use of psychological assessment instruments continues to be one skill area that distinguishes psychologists from other mental health professionals. Competence in the use of these tests remains important to the identity of the clinical psychologist.

Accordingly, Clinical Psychology (PsyD) students are expected to refine their skills in this area by completing a minimum of eight psychological test batteries. This testing experience allows for the integration of prior coursework in the principles of testing, the administration, scoring, and interpretation of objective and projective personality instruments, and major tests of cognitive ability. A qualifying test battery should include techniques designed to assess cognitive functioning as well as

structured or unstructured instruments that tap personality or social adaptability, and are age appropriate and fitting to the referral question. Some sites administer instruments specific to a given treatment population. Students are encouraged to learn these test instruments as well as the more "traditional" techniques.

Practicum Seminar Requirement

All students enrolled in a practicum must also be concurrently enrolled in a practicum seminar. The seminar meets weekly through the fall and spring semester. Students enrolled in a summer session II practicum must also register for a practicum seminar. The seminar allows time for the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training and in preparation for the clinical presentation evaluation and the clinical competency examination. The specific content and emphasis of the seminar varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty member.

Practicum Prerequisite

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a scale of 4.0, and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at an Argosy University campus for a minimum of two semesters. Academic warning status will not render the student ineligible for participation in the practicum experience.

To be eligible for Practicum I (PP8201), a student must have successfully completed or transferred the following:

Practicum I (PP8201) Prerequisites

- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (4)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (4)
- PP7373 - Integrative Assessment (3)
- PP7501 - Adult Psychopathology (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)

Practicum II (PP8202) Prerequisites

- Successful completion of Practicum I (PP8201)
- Good academic standing

- Completion or transfer of the following:
- PP7010 - Lifespan Development (3)
- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)

Internship Requirement

All Doctor of Psychology in Clinical Psychology degree program students are required to complete a one year (12 month) internship as a condition for graduation. The student must complete at least 2000 hours of internship training. This supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience. Typically, students will begin the internship during their fifth year. The internship must be completed by the end of the seventh year after entrance to the PsyD in Clinical Psychology degree program.

All students must complete two year-long PsyD practica before they apply to internship. However, students who have earned their Master of Arts in Clinical Psychology at Argosy University, Northern Virginia may be eligible to apply to internship, after successfully completing their master's level practicum, Practicum I (PP8201) and Practicum II (PP8202), with the permission of the Director of Training. Attending the internship, for all students, is contingent on successfully completing all practica and other requirements.

Internship Prerequisites

Students must complete the following requirements to be eligible to apply for internship:

- The student must be in good academic standing (3.0 on a scale of 4.0)
- The student must have successfully completed all sections of the Clinical Competence Examination
- The student must have an approved Clinical Research Project proposal
- The student must have completed both required practicum or be enrolled in Practicum II (PP8202)

The Clinical Training Department must approve the proposed internship sites.

All students are encouraged to obtain an APA approved Internship. Internships not APA approved but affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) are acceptable to the American School of Professional Psychology at Argosy University | Northern Virginia. Any other internship program must be approved by the Clinical Training Committee upon submission of documentation of the site's internship program and a rationale for the site's inclusion on the student's application list.

The following additional requirements must be met before a student may begin an internship:

- The student must have successfully completed all coursework and practicum with no grades of "Incomplete"
- The student must have completed four semesters of CRP enrollment
- The student must be in good academic standing (3.0 on a scale of 4.0)

Comprehensive Proficiency Exam Requirement

The Comprehensive Proficiency Exam (CPE) is a series of competency based examinations designed to evaluate doctoral clinical psychology students' mastery of major clinical assessment and therapeutic skills.

Students prepare to demonstrate competency by integrating theoretical work and applied bases from the classroom with clinical experience acquired during the practicum. Students are expected to demonstrate competence both conceptually and in application. Thus, successfully completing coursework and practicum, alone, does not guarantee passing a given CPE task.

Description of Comprehensive Proficiency Exam

There are a total of four Comprehensive Proficiency Exams (CPE)s. They are described in the four sections listed below. Sections One and Two must be completed prior to beginning the Practicum I sequence. All sections must be completed prior to applying for internship.

Section One

Diagnostic Administration and Scoring: The student meets this requirement by successfully completing PP7370 Cognitive Assessment with a grade of "B" or better and passing a Comprehensive Proficiency Exam. The Comprehensive Proficiency Exam is comprised of:

- A videotaped administration (WAIS-IV)
- Scoring
- Interpretation, analysis of a protocol, and a submitted written report. The CPE must be passed in order for the student to receive a passing grade in the course, regardless of the grades received on other assignments for the course. Students will have two opportunities to pass the CPE during the offering of the course. A core faculty member will review a second CPE. The faculty member evaluators will reach a consensus regarding the pass or failure of the examination. If the CPE is failed, the highest grade a student can receive for the course is a "C+."

If requesting to transfer PP7370 Cognitive Assessment a comparable course that meets all the transfer requirements must be approved and the CPE as described above must be passed. The student will have one opportunity to pass the CPE for transfer, and should consult with the Program Dean prior to beginning the examination. Failure to pass the CPE requires the student to enroll in the appropriate course (Cognitive Assessment).

Successful passage of the Diagnostic Administration and Scoring Comprehensive Proficiency Exam and passage or transfer of PP7370 Cognitive Assessment is a prerequisite for Practicum I (PP8201).

Section Two

Diagnostic Administration and Scoring: The student meets this requirement by successfully completing PP7372 Projective Personality Assessment with a grade of "B" or better and passing a Comprehensive Proficiency Exam. The Comprehensive Proficiency Exam is comprised of:

- A videotaped administration (Rorschach)
- Scoring
- Interpretation, analysis of a protocol, and a submitted written report. The CPE must be passed in order for the student to receive a passing grade in the course, regardless of the grades received on other assignments for the course. Students will have two opportunities to pass the CPE during the offering of the course. A core faculty member will review a second CPE. The faculty member evaluators will reach a consensus regarding the pass or failure of the examination. If the CPE is failed, the highest grade a student can receive for the course is a "C+."

If requesting to transfer of PP7372 Projective Personality Assessment, a comparable course that meets all the transfer requirements must be approved and the CPE as described above must be passed. The student will have one opportunity to pass the CPE for transfer, and should consult with the Program Dean prior to beginning the examination. Failure to pass the CPE requires the student to enroll in the appropriate course (Projective Personality Assessment).

Successful passage of the Diagnostic Administration and Scoring Comprehensive Proficiency Exam and passage or transfer of PP7372 Projective Personality Assessment is a prerequisite for Practicum I (PP8201).

Section Three

Diagnostic Interpretation: The student meets this requirement by passing PP7373 Integrative Assessment with a grade of "B" or better. This course includes a Comprehensive Proficiency Exam that must be passed in order to pass the course.

Section Four

Consultation and Supervision: The student meets this requirement by passing PP7350 Consultation and Supervision with a grade of "B" or better. This course includes a write-up or a role-play of a supervision session that must be passed in order to pass the course. The student must engage in a consultation experience including a write-up of the psychological consultation that must be passed in order to pass the course. Both CPE sections must be passed for a passing grade in the course.

- The CPE must be passed in order for the student to receive a passing grade in the course, regardless of the grades received on other assignments for the course. Students will have two opportunities to pass the Comprehensive Proficiency Exam (CPE) during the offering of the

course. A core faculty member will review a second CPE. The faculty member evaluators will reach a consensus regarding the pass or failure of the examination. If the CPE is failed, the highest grade a student can receive for the course is a "C+."

Section Five

Scientific Inquiry: The student meets this requirement in PP7200 Statistics and Research I. The Comprehensive Proficiency Exam (CPE) is integrated in the course and students are required to pass the CPE in order to successfully pass the course. If requesting to transfer PP7200 Statistics and Research I, a comparable course that meets all the transfer requirements must be approved and the CPE as described above must be passed. The student will have one opportunity to pass the CPE for transfer, and should consult with the Program Dean prior to beginning the examination. Failure to pass the CPE requires the student to enroll in PP7200 Statistics and Research I.

Clinical Competence Comprehensive Examination Requirements

At the conclusion of three years of professional studies and training in psychology, the American School of Professional Psychology at Argosy University | Northern Virginia and the clinical psychology faculty expect that students should be prepared and able to integrate the material they have learned into a cohesive and demonstrable form, characterized by breadth, depth, refined organization, and differentiated thinking required for successful completion of the Clinical Competence Comprehensive Examination. The examination is given to:

- Assist students with conceptual development, assimilation, and application of theory, clinical experience, and research learned from a curriculum in professional studies in psychology, into an organized, diverse, yet integrated body of knowledge;
- Identify and affirm those students who have developed this knowledge base and who can apply it successfully;
- Identify students who have neither mastered nor developed this body of knowledge, and therefore cannot successfully apply it; and to assist these students with remediation in order to facilitate successful mastery;
- Evaluate the success of the teaching and curriculum of the program. All Doctor of Psychology in Clinical Psychology degree program students are required to successfully complete the Comprehensive Examination. The successful passage of this examination marks the official acceptance of the matriculated student as a doctoral degree candidate. The examination must be passed prior to applying for internship.

Eligibility

Students will normally schedule to take their Comprehensive Examination at the end of their third year. To be eligible to take the exam, students must have successfully completed all of the courses in the first two years of the program and the following third-year courses prior to the examination: PP7050 Physiological Psychology, PP7360 Clinical Psychopharmacology, PP7040 Cognition and Affective Processes, and PP7100 Professional Issues: Ethics, Conduct, and Law. Students must submit a Comprehensive Examination Request Form to the Program Dean during the spring semester at a date

designated by the Program Dean. Students must take their comprehensive examination at their earliest eligibility and must successfully complete the exam by their fifth year of matriculation.

In the event that a student fails the Comprehensive Examination, it is the responsibility of the student to seek remediation and he/she must retake the exam the following year. The remediation plan needs to be approved by the student's advisor by the end of October and registered with the Program Dean by the end of the fall semester following the failure. A student failing the Comprehensive Examination twice is automatically dismissed from the program.

Clinical Research Project Requirement

The Clinical Research Project (CRP) is the final step in the more formal research training sequence. The primary training objective of the CRP process is to help students develop the skills needed to become critical consumers of the literature in psychology and understand how to apply their knowledge to their experiences in clinical practice, and other roles they will assume as professionals. The CRP, which students work on prior to internship, provides them with the opportunity to do an independent piece of scholarship. This scholarly project is designed to demonstrate the students' ability to:

- Articulate a clearly operationalized clinical question or set of questions.
- Critically evaluate and synthesize the relevant theoretical, clinical, and empirical (qualitative and quantitative) literature across a range of studies.
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study.
- Write a scholarly and professional viewpoint informed by the literature or investigation.

By becoming competent users of the psychological literature and critical thinkers about professional issues, students ground their work in the current scientific foundations of clinical psychology. In addition, they acquire the requisite tools to keep abreast of the evolving body of scientific and professional knowledge and, thereby, keep their work up to date throughout their careers.

Students select the type of CRP with the approval of the chairperson and the CRP Committee. It should be noted that students may need to seek additional training (e.g., advanced statistics courses or computer applications) or resources external to the school (e.g., statistical consultation, research subjects) to complete other CRP options such as an empirical project. Students will be required to develop a plan identifying training and resource needs as part of their CRP proposal.

Grading the Clinical Research Project

Registering for a CRP is like registering for a course. Students will be graded "Progressing" or "No Credit" ("PR," "NC") by the chairperson based on the work the student has completed that semester. "Credit" ("CR") is given only when the CRP is complete.

CRPs are not graded; they are either accepted or not accepted by the CRP Committee. Students must have an accepted CRP in order to fulfill the requirements for the degree and are reminded that all requirements must be fulfilled within seven years of entry into the program.

Concentrations in the Doctor of Psychology in Clinical Psychology Degree Program

In addition to providing depth in elective distributions, the American School of Professional Psychology at Argosy University | Northern Virginia offers students the option of concentrating elective courses in one of six specific areas. These correspond to areas of interest and expertise of the American School of Professional Psychology at Argosy University | Northern Virginia faculty.

The five concentrations are designed to achieve a specific training focus by the addition of particular elective courses, as listed below, to required courses that already address the specific focus. Additionally, the topic of the student's Clinical Research Project is required to be within the concentration of interest for the five concentrations. The availability of any practicum, however, is dependent on both community resources and the student's competitiveness for a particular practicum site.

Advanced Psychotherapy Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Degree Program Core Course Requirements

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7350 - Consultation and Supervision (3)
- PP7365 - Clinical Interviewing (3)
- PP7501 - Adult Psychopathology (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8041 - Integrative Approaches to Therapy (3)
- PP8050 - Family and Couples Therapy (3)

Required for Concentration--Students Choose at Least Three from the Following*

- PP8032 - Advanced Psychoanalytic Psychotherapy and Supervision (3)
- PP8060 - Group Psychotherapy (3)
- PP8102 - Advanced Family and Couples Therapy (3)
- PP8401 – Child and Adolescent Psychotherapy (3)
- PP8610 – Play Therapy (3)
- PP8950 - Special Topics (3)

Advance Psychotherapy Concentration Requirements—9 Credit Hours

** Not all electives are offered each year. This list is representative and other electives may be offered.*

Child & Family Psychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Degree Program Core Course Requirements

- PP7330 - Child and Adolescent Psychopathology (3)
- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (4)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (4)
- PP7373 - Integrative Assessment (3)
- PP7501 - Adult Psychopathology (3)
- PP8050 - Family and Couples Therapy (3)

Required for Concentration—Students Choose One of the Following

- PP8175 - Child and Adolescent Therapy (3)
- PP8610 - Play Therapy (3)

Required for Concentration--Students Choose at Least Two from the Following*

- PP7049 - Evaluation and Treatment of Diverse Families † (3)
- PP8170 - Juvenile/Child Forensic Psychology † (3)
- PP8450 - Advanced Child Neuropsychology † (3)
- PP8605 - Issues In Pediatric Psychology † (3)
- PP8705 - Child Assessment (3)
- PP8950 - Special Topics (3)

Child & Family Psychology Concentration Requirements—9 Credit Hours

** Not all electives are offered each year. This list is representative and other electives may be offered.*

† Course applies to more than one concentration.

Diversity & Multicultural Psychology Concentration Requirements

The Diversity & Multicultural Psychology concentration is intended for students working with issues of individual differences and cultural issues such as race, ethnicity, religion, sexual orientation, gender, socioeconomic class, and ability. Courses are designed to cover assessment, therapy, and consultation with diverse populations. The Diversity & Multicultural Psychology concentration requires the completion of 9 elective credit hours and the Clinical Research Project.

Diversity & Multicultural Psychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Degree Program Core Course Requirements

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)

[Diversity issues are integrated throughout curriculum.]

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)

Required for Concentration--Students Choose at Least Three from the Following

- PP7047 - Diversity Issues in Clinical Health Psychology † (3)
- PP7343 - Delivering Psychological Services to Vulnerable Populations (3)
- PP8160 - Introduction to Clinical Practice With Gay, Lesbian, Bisexual, and Transgendered Clients (3)
- PP8950 - Special Topics (3)

Diversity & Multicultural Psychology Concentration Requirements— 9 Credit Hours

* Not all electives are offered each year. This list is representative and other electives may be offered.

Forensic Psychology Concentration Requirements

The Forensic Psychology concentration is designed to help students focus their elective choices and Clinical Research Project in the area of forensic psychology, including knowledge of the legal system; the practice of psychology in the judicial forum; and the relationship between law, psychology, and the mental health system. The completion of 9 elective credit hours and the Clinical Research Project is required for this concentration.

Forensic Psychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Degree Program Core Course Requirements

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7350 - Consultation and Supervision (3)
- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (4)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (4)
- PP7373 - Integrative Assessment (3)
- PP7501 - Adult Psychopathology (3)

Required for Concentration—Students Are Required to Take the Following

- PP8620 - Introduction to Forensic Psychology (3)

Required for Concentration--Students Choose at Least Two from the Following*

- PP8170 - Juvenile/Child Forensic Psychology (3)
- PP8180 - Forensic Issues and Assessment of Abuse Populations (3)
- PP8627 - Assessment of Forensic Populations (3)
- PP8650 - Assessment and Treatment of Substance Use Disorders (3)

Forensic Psychology Concentration Requirements—9 Credit Hours

** Not all electives are offered each year. This list is representative and other electives may be offered.*

Health Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Degree Program Core Course Requirements

- PP7050 - Physiological Psychology (3)
- PP7365 - Clinical Interviewing (3)
- PP7350 - Consultation and Supervision (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)

Required for Concentration—Students are Required to Take the Following

- PP8665 - Medical Psychology (3)
- PP8605 - Issues In Pediatric Psychology † (3)
- PP8950 - Special Topics (3)
- PP8952 - Psychophysiological Interventions (3)

Health Concentration Requirements— 9 Credit Hours

† Course applies to more than one concentration.

Neuropsychology Concentration Requirements

The Neuropsychology concentration is for students who wish to gain additional academic experience in neuropsychology. These elective courses are designed to provide students experience with a wide variety of tests used in neuropsychology assessment and treatment. Students can also elect to take courses that focus on neuropsychological related issues such as forensic and pediatric applications. Nine elective credit hours and the Clinical Research Project are required for the Neuropsychology concentration.

Neuropsychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Degree Program Core Course Requirements

- PP7050 - Physiological Psychology (3)
- PP7365 - Clinical Interviewing (3)
- PP7350 - Consultation and Supervision (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)

Required for Concentration—Students are Required to Take the Following

- PP8645 - Introduction to Neuropsychology † (3)

Required for Concentration—Students Choose at Least Two from the Following

- PP8450 - Advanced Child Neuropsychology † (3)
- PP8648 - Neuropsychological Assessment † (3)
- PP8950 – Special Topics (3)
- PP8952 – Psychophysiological Interventions † (3)

Neuropsychology Concentration Requirements— 9 Credit Hours

† *Course applies to more than one concentration.*

Qualifying for the Master of Arts in Clinical Psychology Degree as a PsyD in Clinical Psychology Degree Program Student

Doctoral degree program students in the clinical psychology program who wish to earn the master's degree in clinical psychology while working toward the doctorate degree must petition for the degree and complete all of the courses required during the first two years, of the PsyD in Clinical Psychology degree program, including practicum. In addition, students must also complete one of the following courses:

- PP7000 - History and Systems (3)
- PP7050 - Physiological Psychology (3)
- PP7060 - Social Psychology (3)

Course/Credit Transfer

In addition to the institutional requirements, the American School of Professional Psychology at Argosy University | Northern Virginia requires that all graduate work submitted for transfer be completed within the last five years. If coursework was completed more than five years prior to admission, then the student must provide evidence that they have remained current with the course's subject area (e.g., attendance of continuing education workshops, supervision). Transfer credit is granted if there is an 80%

overlap in course content and objectives between the course submitted for transfer credit and the course offered at the American School of Professional Psychology and Argosy University. Students may only transfer a total of 30 semester credit hours into the PsyD in Clinical Psychology degree program.

Non-Transferable Courses

Students requesting to transfer PP7370 Cognitive Assessment or PP7372 Projective Personality Assessment must have both an approved course that meets the course transfer requirements and must pass a competency examination.

Two or more courses may be combined to transfer one American School of Professional Psychology at Argosy University | Northern Virginia course if all other conditions are met. The total number of hours of the courses submitted for transfer must meet or exceed the total number of hours for the courses being transferred.

Students wanting to transfer credit should complete a Course Transfer Form for each course and submit them to the Office of the Registrar. The Office of the Registrar will do an initial review and forward the request to appropriate faculty for decision. Students will be notified of faculty decisions and approvals will be recorded on transcripts. If a request is denied, all material will be returned to the student. Students may resubmit with additional information.

Course/Credit Transfer

In addition to the institutional requirements, the American School of Professional Psychology at Argosy University | Northern Virginia requires that all graduate work submitted for transfer be completed within the last five years. If coursework was completed more than five years prior to admission, then the student must provide evidence that they have remained current with the course's subject area (e.g., attendance of continuing education workshops, supervision). Students may only transfer a total of 30 semester credit hours into the PsyD in Clinical Psychology degree program. Students may resubmit with additional information.

Transfer of Electives

The Doctor of Psychology in Clinical Psychology degree program at the American School of Professional Psychology at Argosy University | Northern Virginia requires 15 credit hours of electives. One elective course (3 credit hours maximum) may be transferred from a non- Argosy University program. The course must meet all of the other transfer requirements and must have been taken in a program that is explicitly labeled as psychology. Consistent with the practitioner scholar orientation of the PsyD in Clinical Psychology degree program, the course must include appropriate theoretical, empirical, and practical knowledge and skills. According to Argosy University policy, transfer requests must be submitted during the first academic year of the student's enrollment. Transfer courses from other Argosy University campuses will follow the usual transfer policy.

Non-Transferable Courses

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7373 - Integrative Assessment (3)
- PP7501 - Adult Psychopathology (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)
- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3)

Doctor of Psychology in Clinical Psychology Degree Program—Arizona School of Professional Psychology at Argosy University

Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology degree program has been designed to train prospective psychologists in the delivery of ethical, culturally-competent and evidence-based diagnostic, intervention and assessment services that effectively meet the needs of diverse populations in diverse settings. To help to ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of theory, training, and practice. The PsyD in Clinical Psychology degree program at the Arizona School of Professional Psychology at Argosy University is designed to emphasize the development of attitudes, knowledge, and skills essential to the training of clinical psychologists who are committed to the ethical provision of quality services. Specific goals of the program include the following:

Program Aims and Competencies

Program Aims

The Arizona School of Professional Psychology at Argosy University (AZSPP) clinical psychology doctoral program's aim is to train prospective psychologists in the delivery of ethical, culturally-competent and evidence-based diagnostic, intervention and assessment services that effectively meet the needs of diverse populations in diverse settings. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the AZSPP is designed to emphasize the development of knowledge, skills and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and able to apply multiple theoretical perspectives to clinical issues.

Program Competencies

AZSPP's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate competency in research, including knowledge of research and quantitative methods as well as psychometrics
2. Students will demonstrate knowledge of ethical and legal standards and conduct themselves in an ethical manner
3. Students will demonstrate competency in individual and cultural diversity, including the knowledge of the theoretical and empirical knowledge base and the ability to apply it
4. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback

5. Students will evidence both communication and interpersonal skills, including producing clear, informative, well-integrated communication and effective interpersonal skills in professional interactions
6. Students will demonstrate competency in assessment, including the ability to administer and interpret psychological tests and apply knowledge of strengths and psychopathology to the assessment process
7. Students will demonstrate competency in intervention, including developing and applying evidence based treatment plans, and evaluating treatment effectiveness
8. Students will evidence knowledge of supervision models and practices
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills
10. Students will have knowledge of basic areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; and the history and systems of psychology
11. Students will demonstrate advanced skills in integrating knowledge in scientific psychology

Optional Concentration in Neuropsychology

The Doctor of Psychology (PsyD) in the Clinical Psychology degree program with a Neuropsychology Concentration was designed to comply with Division-40 standards for doctoral training in Clinical Neuropsychology and to prepare students for internship and post-doctoral training consistent with the Houston Conference Guidelines. The competencies were developed using the American Board of Professional Psychology (ABPP) guidelines and are as follows:

- Knowledge of Brain Behavior Relationships
- Foundations for the practice of neuropsychology

Students are required to complete a minimum of 12 credit hours (six credit hours in each of the two areas listed above), complete a practicum in a neuropsychological setting, and a Clinical Research Project in the area of Neuropsychology.

Optional Concentration in Diversity

The Doctor of Psychology (PsyD) in the Clinical Psychology degree program with a Diversity Concentration defines diversity broadly to include ethnic/cultural as well as individual diversity variables. It was designed to comply with the American Psychological Association (2003) Guidelines on multicultural education, training, research, practice and organizational change for psychologists. The competencies were developed using the APA guidelines for diverse populations. The competencies are developed in the following areas:

- Knowledge of foundational skills for practice with diverse populations
- Skill development in specific diversity competences
- Awareness, attitudes, self-reflection and self-correction

Students are required to complete a minimum of 12 credit hours in diversity-related courses, complete a practicum in a diversity focused setting and complete a Clinical Research Project with a diversity focus.

Clinical Training Overview

Clinical training involves the supervised out-of-class contact of students with a clinical population. Through this contact, students can apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Arizona School of Professional Psychology at Argosy University students receive the requisite training for effective assessment and intervention skills, and to practice in an ethical manner.

During their clinical training, students advance through progressively more challenging levels of training. At each level, a student's progress is assessed in multiple ways by several faculty members and field supervisors. Students in the PsyD in Clinical Psychology degree program can generally complete their practicum in the second and third years of the program and their pre-doctoral internship in the fifth year of the program.

Foundation Courses

The Arizona School of Professional Psychology at Argosy University requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Arizona School of Professional Psychology courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program.

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

All students in the PsyD in Clinical Psychology degree program must enroll for the equivalent of 9 credit hours in the fall and spring semesters and 3 credit hours in the summer semester, except during internship. Doctoral degree program students wishing to be enrolled less than 9 credit hours must petition the Program Dean. No pre-internship doctoral degree program students will be permitted to take less than the equivalent of 6 credit hours per semester except those students who have fewer than 6 credit hours of required coursework to take prior to internship.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward their degree by maintaining a GPA of 3.0 (on a scale of 4.0). A grade of "No Credit" ("NC") is considered a grade lower than "B-" for purposes of academic warning, dismissal, or academic standing matters other than calculation of GPA. This applies to all courses that are graded as "Credit/No Credit" ("CR/NC") [See "Retaking Courses,"]. Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the fifth year and the Clinical Research Project completed by the end of the sixth year.

Students who have temporarily withdrawn from Argosy University will have the maximum time frame for completion of the program extended for the length of the withdrawn period, up to a period of one year. The withdrawn period will not be counted in the determination of the student's year in the program. Students are required to complete 98 credit hours within the incremental maximum time frame.

Retaking Courses

Students who receive a grade below "B-" in a core course must retake this course no later than the end of the next calendar year. Core courses in the PsyD in Clinical Psychology degree program include all courses except electives, which need not be re-taken unless a grade of "F" is received. Students who receive an "F" in an elective course may either re-take the same course or substitute another elective in order to satisfy the credit hour requirement for the program. However, it is in the student's best interest to re-take the same course, since the original grade of "F" is not used to calculate the cumulative grade point average.

Graduation Requirements

Students who are admitted into the PsyD in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology.

To be eligible for awarding of the PsyD in Clinical Psychology degree, students must meet the following requirements:

- A total of 98 credit hours which include:
 - o 2 credit hours of Professionalization Group
 - o 69 credit hours of required coursework (all required courses are 3 credit hours)
 - o 12 credit hours of elective coursework, including at least 3 credit hours in advanced intervention and 3 credit hours in special populations.
 - o 12 credit hours of practicum and practicum seminars, in the two years of required practicum.
 - o 3 credit hours of Clinical Research Project (CRP)

- Successful completion of the Clinical Evaluation Competency
- Successful completion of the Clinical Comprehensive Examination
- Grade point average of at least 3.0 on a scale of 4.0, and a grade of "B-" or better in all required courses
- Completion of the Clinical Research Project
- Successful completion of full year internship
- Completion of all degree requirements within maximum time frame of seven years, with all coursework and practicum completed by the end of the fifth year
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the PsyD in Clinical Psychology degree program at the Arizona School of Professional Psychology at Argosy University are required to satisfactorily complete 98 credit hours distributed as follows: assessment requirements, 12 credit hours; clinical intervention and psychotherapy requirements, 24 credit hours; consultation and supervision requirements, 3 credit hours; elective requirements, 12 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 3 credit hours; psychology foundations: basic science/psychology requirements, 12 credit hours; psychopathology requirements, 6 credit hours; statistics and research methods requirements, 6 credit hours; practicum and practicum seminar requirements, 12 credit hours; and clinical research project requirements, 3 credit hours.

Assessment Requirements — Students Are Required to Take the Following

- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (3)
- PP7373 - Integrative Assessment (3)

Assessment Requirements — 12 Credit Hours

Clinical Intervention and Psychotherapy Requirements — Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP7360 - Clinical Psychopharmacology (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8036 - Basic Assessment and Intervention Skills (3)
- PP8050 - Family and Couples Therapy (3)
- PP8060 - Group Psychotherapy (3)

Clinical Intervention and Psychotherapy Requirements — 24 Credit Hours

Consultation and Supervision Requirements — Students Are Required to Take the Following

- PP7350 - Consultation and Supervision (3)

Consultation and Supervision Requirements — 3 Credit Hours

Ethics and Professional Conduct Requirements — Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)

Ethics and Professional Conduct Requirements — 5 Credit Hours

Human Development Requirements — Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)

Human Development Requirements — 3 Credit Hours

Psychology Foundations: Basic Science/Psychology Requirements — Students Are Required to Take the Following

- PP7000 - History and Systems (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7050 - Physiological Psychology (3)
- PP7060 - Social Psychology (3)

Psychology Foundations: Basic Science/Psychology Requirements — 12 Credit Hours

Psychopathology Requirements — Students Are Required to Take the Following

- PP7330 - Child and Adolescent Psychopathology (3)
- PP7501 - Adult Psychopathology (3)

Psychopathology Requirements — 6 Credit Hours

Statistics and Research Methods Requirements—Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)
- PP7201 - Statistics and Research II (3)

Statistics and Research Methods Requirements — 6 Credit Hours

Practicum and Practicum Seminar Requirements—Students Are Required to Take the Following

- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3)

Practicum and Practicum Seminar Requirements — 12 Credit Hours

Clinical Research Project Requirements — Students Are Required to Take the Following

- PP8501 - Clinical Research Project I (1)
- PP8502 - Clinical Research Project II (1)
- PP8503 - Clinical Research Project III (1)

Clinical Research Project Requirements — 3 Credit Hours

Elective Requirements

12 credit hours of electives are available for advanced general studies or specialization areas.

Additionally, 3 credit hours of Advanced Practicum (PP8300 Advanced Practicum) may be counted toward the elective requirements.

Neuropsychology Concentration Requirements

Students who select the Neuropsychology concentration are required to complete a minimum of 12 credit hours (six credit hours in each of the two areas listed below) which are applied to the elective requirements of the PsyD in Clinical Psychology degree program. They must also complete a practicum in a neuropsychological setting and Clinical Research Project in the area of Neuropsychology.

Brain-Behavior Relationship Requirements—Students Choose From the Following

- PP7362 - Advanced Clinical Psychopharmacology (3)
- PP7530 - Neuroanatomy and Pathology (3)
- PP7532 - Psychopharmacology for Neuropsychologists (3)
- PP7534 - Pain Assessment (3)
- PP7611 - Health Psychology: Pain, Neurological Conditions and Rehabilitation (3)
- PP7615 - Health Psychology: Prevention, Stress and Serious Illness (3)
- PP8111 - Pediatric Neuropsychology (3)
- PP8333 - Treatment and Diagnosis of ADHD (3)
- PP8601 - Clinical Health Psychology I (3)
- PP8602 - Clinical Health Psychology II (3)
- PP8603 - Child Clinical Health Psychology (3)
- PP8645 - Introduction to Neuropsychology (3)

Brain-Behavior Relationship Requirements--6 Credit Hours

Foundations for the Practice of Neuropsychology Requirements--Students Choose From the Following

- PP8220 - Adult Neuropsychological Assessment (1.5)
- PP8330 - Rehabilitation Psychology (1.5)
- PP8430 - ADHD (3)
- PP8432 - Geriatric Neuropsychology (3)
- PP8434 - Learning Disabilities (3)
- PP8450 - Advanced Child Neuropsychology (3)
- PP8648 - Neuropsychological Assessment (3)
- PP8701 - Geriatric Assessment/Introduction to Neuropsychological Screening (3)
- PP8702 - Neuropsychological Assessment I (3)
- PP8704 - Neuropsychological Assessment II (1.5)
- PP8750 - Evaluation and Treatment of Behavioral Health Problems (3)

Foundations for the Practice of Neuropsychology Requirements--6 Credit Hours

Neuropsychology Concentration Requirements – 12 Credit Hours

Professionalization Group Requirements

During the first year, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through readings and discussions led by a faculty member, students can begin to develop a professional identity and become familiar with current issues in clinical psychology. The groups are designed to provide a comfortable environment in which students can freely exchange concerns, questions, and issues relevant to their studies and their future careers. The faculty member who leads the student's Professionalization Group also serves as his/her academic advisor.

Practicum and Practicum Seminar Requirements

The practica are designed to provide opportunities for students to gain clinical field training by working under supervision with a clinical population in a behavioral health delivery system. Practica are an essential part of clinical training, and all students are required to participate in two years of practicum experience, typically during their second and third years of study. During each year of practicum, students participate in a practicum seminar.

PsyD in Clinical Psychology degree program students are usually assigned to interview at a practicum site the year prior to undertaking the experience. Site supervisors decide who they accept. Each practicum requires a minimum of 500 hours (approximately 16 hours per week) of clinical training. One half of the practicum hours should be in direct client contact. The practicum/practicum seminar carries 3 credit hours per semester, or 6 credit hours per academic year (see course listing above).

Practicum sites require placements for either ten or twelve months. All Arizona School of Professional Psychology at Argosy University students enrolled in practicum meet in a weekly, ninety minute, year-long practicum seminar led by a faculty member. A practicum may not be done in a student's place of employment, nor are practica requirements waived.

All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration. Students are strongly encouraged to purchase their own professional liability insurance in addition to the school policy.

Students are expected to demonstrate mastery of the necessary psychological knowledge base, learn basic clinical assessment and intervention skills, and demonstrate appropriate professional attitudes throughout the practicum. Evaluation of student progress will be based on these domains.

Students may not register for two practica simultaneously. Students may not repeat any practicum site for a second year, except as advanced practicum, in which case, it cannot be substituted for an elective course. Students may not register for practicum seminar for a second year with the same practicum seminar instructor.

Practicum Eligibility Requirements

All students who enter the practicum application process must be in good academic standing, be enrolled in the doctoral program, have a minimum GPA of 3.0 (on a scale of 4.0), and have completed all of the practicum prerequisite courses. Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the Director of Clinical Training regarding their eligibility to continue practicum. Students may be evaluated for practicum readiness by faculty and/or the Clinical Training Committee (CTC) using a variety of methods, for example, a practicum readiness exam, and/or a formal student review process. If a student is deemed not ready for Practicum, the CTC will develop a remediation plan in conjunction with the student focused on preparing the student for practicum readiness.

To be eligible for Practicum I (PP8201), a student must have successfully completed (or transferred, if applicable) the following courses:

Practicum Prerequisites

PP7010 Lifespan Development (3)

PP7110 Professionalization Group I (1)

PP7111 Professionalization Group II (1)

PP7330 Child and Adolescent Psychopathology (3)

PP7370 Cognitive Assessment (3)

PP7371 Objective Personality Assessment (3)

PP7501 Adult Psychopathology (3)

PP8020 Person-Centered and Experiential Theory and Therapy (3)

PP8036 Basic Assessment and Intervention Skills (3)

To be eligible for Practicum III (PP8203) second year of practicum, students must have fulfilled the following requirements:

- Successful completion of the CEC
- Successful completion of Practicum I (PP8201) and Practicum II (PP8202)
- Be in good academic standing

Practicum Seminar Requirements

All students enrolled in a practicum must also attend a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Practicum Experience

Students are required to complete two years of practicum (see course listing above) in which they focus on the acquisition of diagnostic/assessment and intervention skills. Accurate diagnostic assessment procedures are fundamental to the practice of professional psychology. Psychological assessment will include diagnostic interviewing of the identified client, diagnostic interviewing of collateral informants, psychological testing, scoring, and interpretation of test data, integration of test data, and recommendations for treatment and case management.

At the completion of practicum, the student should be able to:

- Provide diagnosis and recommendations supported by specific and relevant data
- Formulate a case summary that is theoretically consistent and well organized
- Write a psychological report integrating background information, behavioral observations, test results, collateral information, and cultural context in a style that can be understood by non-psychologists
- Administer, score, and interpret several psychological tests
- Practice in an ethical manner under supervision
- Demonstrate cultural competence

It is expected that students will complete a minimum of five complete psychological evaluations during their two years of practicum. An evaluation is a culturally sensitive, clinically relevant assessment

utilizing individualized standardized psychological tests appropriate to the circumstances of the client. It may include the traditional tests such as intellectual, cognitive, and personality measures. Comprehensive batteries, such as psycho-educational or neuropsychological assessments, are strongly encouraged. Some sites administer psychological tests specific to a given treatment population; students should have the opportunity to learn these test instruments as well.

Practicum are also designed to emphasize therapy and therapeutic intervention skills. Clinical orientations, specific treatment options and opportunities, and client populations vary across training settings. The Arizona School of Professional Psychology at Argosy University does not favor a specific treatment orientation but encourages students to explore a variety of treatment perspectives with individuals, couples, families and groups, children, adolescents and adults.

Students are expected to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. Students are to conduct no less than 250 hours of direct face-to-face client contact during each practicum. Students need to provide services to differing populations and in different settings over the two years of practicum. Obviously, the two years do not allow for every population and setting to be experienced.

Advanced Practicum Requirements

A number of students opt to complete a practicum beyond the required two years of practicum. Advanced Practicum (see course listing above) students spend between 16 and 20 hours per week in an agency or program, which is formally approved by the Clinical Training Department. Students are expected to provide services consistent with those provided by professional psychologists in clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services.

The requirements for Advanced Practicum are the same as those for the first two years of clinical practicum. Two completed semesters of Advanced Practicum, a total of 3 credit hours, can be used to fulfill the requirement for one general elective, 3 credit hours, in the Doctor of Psychology in Clinical Psychology degree program (see course listing above). To count as an elective, the advanced practicum placement must be in a different site than the two years of required practica, and the advanced practicum student must have a different supervisor. To be eligible for advanced practicum, students must be in good academic standing, have completed two years of required practicum, and successfully completed the CCE.

Practicum Evaluation

Student progress in practicum training is tracked supervisor evaluation forms. Forms are forwarded to each site supervisor and to seminar faculty by the practicum training director each semester. On the evaluation form, the supervisor assesses student progress in three basic areas of clinical functioning:

- Theoretical knowledge
- Clinical skills
- Professional attitudes

It is expected that supervisors will review the written evaluation form with the students and provide direct feedback regarding the student's clinical strengths and weaknesses. Supervisors are responsible for returning this form to the Director of Clinical Training on a timely basis. Seminar leaders will maintain primary responsibility for monitoring student progress and will evaluate student progress each semester. The seminar leader will discuss each student's progress in site visits with the site supervisor. If students are having difficulty of any kind on their practicum, they are encouraged and expected to consult with their seminar leader and the Director of Clinical Training. Supervisors are advised to contact the Director of Clinical Training with concerns as they arise. Based upon the site and faculty evaluations, the Director of Clinical Training assigns a grade of "Credit/No Credit" for the practicum and practicum seminar.

Clinical Evaluation Competency Requirements

The Clinical Evaluation Competency (CEC) requires each student to present a diagnostic interview and conceptual analysis in writing resulting in a case formulation, diagnostic formulation, and recommendations for treatment relevant to the case conceptualization. The purpose of the CEC is to monitor the growth and development of the student consistent with the school's standard for clinical competency.

The CEC ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied clinical skills in class and in supervised clinical field training. Faculty evaluators assess the student's fund of knowledge regarding the foundations of clinical psychology, the student's ability to manage a clinical interview, and the student's ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment recommendations based on their case formulation and evidence-based practices. Students will also be evaluated on their ability to systematically evaluate the outcomes of their interventions. Students must pass the CEC prior to beginning the second year of practicum. The CEC is due during the summer semester of the student's first practicum year.

Students should refer to the *Clinical Evaluation Competency Manual* for complete information concerning the requirements and process for completing the CEC.

Clinical Comprehensive Examination (CCE) Requirements

The Clinical Comprehensive Examination (CCE) requires each student to present a treatment summary, case presentation, and case analysis in writing. Following successful passage of the written analysis and work sample, the student schedules an oral defense with two faculty members. During the oral defense, the student answers questions based, in part, upon the CCE materials. Additionally, the student's fund of knowledge regarding foundations in clinical psychology will be assessed. This format is designed to

provide an assessment of the student's clinical reasoning within diverse conceptual frames, specifically with regard to the ability to gather and use clinical data; to devise a treatment plan; and to direct interventions appropriately and in accordance with this plan and evidence-based practices. Students will also be evaluated on their ability to systematically evaluate the outcomes of their interventions.

The CCE requirement is met by submitting a tape and transcript or other approved sample of a psychotherapy interview that the student has conducted with a client and a case formulation report, including a self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision or critique. The CCE is due during the summer semester of the second practicum.

A student is ineligible for internship until he or she has passed the CCE. In the event of a failure, the examination may be re-taken once. Students should refer to the Clinical Comprehensive Examination document for complete information concerning the requirements and process for completing the CCE.

Clinical Research Project Requirements

Each doctoral degree program student is required to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is intended to provide students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to analyze methodological issues, and to produce an original piece of scholarly work in the field of clinical psychology.

The philosophy of the PsyD in Clinical Psychology degree program faculty with respect to research, research skills, and the CRP is consistent throughout the program. In our practitioner-scholar model, we expect our students to understand research and use research findings as a primary resource for their clinical work. We expect our students to read current research articles and understand the methods and statistics, draw appropriate conclusions from research, and critique research in terms of internal and external validity. All of these skills are important and necessary when integrating information in our field and, more generally, in being a qualified clinical psychologist. We do not expect that most students will be involved in publishing large-scale scientific studies. They may, however, be involved in case studies, evaluation research, and qualitative research. Types of projects that are acceptable for the CRP include a broad range of qualitative and quantitative methods.

Students should refer to the Clinical Research Project manual for complete information concerning the requirements and process for completing the CRP.

Registration for Clinical Research Project

Students must register for a minimum of 3 credit hours of CRP over one, two, or three semesters. Students must be registered for CRP when they defend their proposal, while they are using faculty committee time and Arizona School of Professional Psychology at Argosy University resources, and when they defend the final project. If the CRP has not been successfully completed after completion of 3 credit hours, students must continuously register for 1 credit hour per semester until it is completed.

Students must defend the CRP proposal by March 31 preceding application for internship and must complete the CRP prior to submitting rankings for internship through the National Match.

Internship Requirements

All doctoral degree program students are required to complete a 2,000-hour internship that is either accredited by the American Psychological Association (APA) or a member of the Association of Psychology Post Doctoral and Internship Center (APPIC) as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall clinical experience. Typically, full-time students will begin the internship during their fifth year of enrollment. Meetings held each spring semester provide a comprehensive overview of the policies, procedures, and requirements of the internship. To be eligible to begin internship, students must be in good standing and must have completed all program requirements, including:

- Successful completion of the Clinical Evaluation Competency
- Successful completion of the Clinical Comprehensive Examination
- Successful completion of all coursework, with no "Incomplete" grades
- Successful completion of the Clinical Research Project

Internship Application Procedures

The Clinical Training Department actively provides guidance and support for students throughout the internship search process — in both group and individual formats. The following are the general steps in the process:

1. Students are required to complete an APA accredited or APPIC-member internship.
2. The student arranges to have Arizona School of Professional Psychology at Argosy University faculty members and practicum supervisors write letters of recommendation on his or her behalf.
3. The student meets with the Director of Clinical Training or Assistant Director of Clinical Training to review the student's eligibility and to discuss procedures related to the internship application process.
4. The student researches a range of internship sites both in the Phoenix area and nationally. Various resources are available to conduct this research, such as the APPIC directory the Web sites of APPIC and internship sites, and files available in the Clinical Training Department office.
5. The student submits a list of internship sites that he or she is requesting approval to apply to. The Clinical Training Department carefully reviews all applicants' requests and decides which sites to approve based on compatibility and site application limits.
6. The student sends application materials directly to his or her approved sites. The Clinical Training Department will coordinate the processing and sending of letters of recommendation as well as other necessary documents (e.g. APPIC verification of the applicant's eligibility and readiness).
7. The student arranges to meet with internship personnel at those sites where they are offered interviews.

8. The Clinical Training Department assists the student in preparing for Uniform Notification Day in February when students will receive their match results online through the National Matching Service Web site.
9. In the event a student does not receive an internship on Uniform Notification Day, the Clinical Training Department provides guidance and assistance to him or her in continuing the search process.
10. Students will be permitted to begin their internship if they are in good academic standing, have completed all PsyD in Clinical Psychology academic requirements (including any course incompletes), and have successfully completed the CEC, CCE and CRP.

Internship Evaluation and Remediation

Internship supervisors complete a mid-year and final internship progress report. These forms provide an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Clinical Training Department to make sure that the student is making satisfactory progress.

The Clinical Training Department actively works to address areas of significant difficulties, and, as necessary, coordinates a remediation plan in collaboration with the internship site supervisor. If, at any point during the internship process, a student is in need of remediation, the Arizona School of Professional Psychology at Argosy University Clinical Training Committee will work with the internship site to develop and/or implement a remediation plan. At the completion of the internship year, the Clinical Training Committee makes the final determination regarding the satisfactory completion of internship requirements. If post-internship remedial work is required, the student, the Clinical Training Department, and the internship site director will develop a written contract specifying clinical areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. Following this collaboration, the Clinical Training Department will continue its oversight of the student's training and remediation, and when criteria for improvement have been met, will issue final approval regarding internship completion. Both the process and outcome of an internship remediation are subject to student appeal and hearing by the Appeals Board.

Course/Credit Transfer

Transfer of Courses/Credit from another Institution

Students who have completed graduate coursework at another institution may petition for transfer of courses in the PsyD in Clinical Psychology degree program up to a maximum of 30 credit hours (10 courses). For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years prior to enrollment at the Arizona School of Professional Psychology at Argosy University, unless the student can present evidence of ongoing work experience or continuing education in that area, or passes an approved examination for the course.

- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the United States, the appropriate state or national accreditation is required.
- The course submitted for credit transfer of a 3-credit hour course must itself be at least 3 credit hours.
- Transfer credit is granted if there is an 80% overlap in course content and objectives between the course submitted for transfer credit and the course offered at the Arizona School of Professional Psychology at Argosy University.
- The student must have earned a grade of "B" or above in the course.
- Practicum, practicum seminars and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request. If approved, the transferred course and credit hours will appear on the student's transcript as a "transfer course" under the corresponding course number and title. No transfer credit will be given for courses taken elsewhere after matriculation into the PsyD in Clinical Psychology degree program at the Arizona School of Professional Psychology at Argosy University.

Transfer of Courses/Credit from another Argosy University Campus

Students who transfer from another Argosy University campus to the Arizona School of Professional Psychology at Argosy University may receive credit hours for a course taken at the original campus, including professionalization group and practicum, if the course is identical to the one offered at this campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial.

Students at the Arizona School of Professional Psychology at Argosy University who wish to submit transfer requests for courses taken at another Argosy University campus must do so before or during the first year of enrollment at the Arizona School of Professional Psychology at Argosy University.

With prior approval of advisor and campus dean or Program Dean, students are allowed to take up to 6 credit hours of coursework at another Argosy University campus School of Professional Psychology, exclusive of Professionalization Group, practicum, Clinical Research Project, and online courses.

Qualifying for the Master of Arts in Clinical Psychology Degree as a Doctor of Psychology in Clinical Psychology Degree Program Student

Students who are enrolled in the PsyD in Clinical Psychology degree program at the Arizona School of Professional Psychology at Argosy University who wish to be awarded the MA in Clinical Psychology degree during their program must meet the following requirements:

- Successful completion of the minimum required number of credit hours (50) for the MA in Clinical Psychology degree
- Successful completion of all courses that are required in the MA in Clinical Psychology degree program curriculum, even if they exceed the minimum required number of credit hours for the degree (see table below)
- Successful completion of the Clinical Evaluation Competency required in the first doctoral practicum
- A completed Petition to Graduate submitted to campus administration

Master of Arts in Clinical Psychology Degree Program Requirements — Students Must Have Completed the Following

- PP7010 - Lifespan Development (3)
- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7200 - Statistics and Research I (3)
- PP7330 - Child and Adolescent Psychopathology (3)
- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)
- PP7501 - Adult Psychopathology (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8036 - Basic Assessment and Intervention Skills (3)
- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)

Any Three of the Following Four

- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)
- PP8060 - Group Psychotherapy (3)

Master of Arts in Clinical Psychology Degree Program Requirements — 50 Credit Hours

Doctor of Psychology in Clinical Psychology Degree Program—Florida School of Professional Psychology at Argosy University

Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology degree program offered by the Florida School of Professional Psychology at Argosy University has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To help to ensure that students are prepared adequately, the curriculum is designed to provide for the meaningful integration of theory, training and practice. The clinical psychology program is designed to emphasize the development of attitudes, knowledge and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the preparation of practitioners of psychology who:

- Are capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment
- Understand the biological, psychological and social bases of human functioning
- Are able to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance the applications of psychology throughout their careers
- Are able to assume leadership positions, to work with other disciplines, and to provide training for mental health professionals in healthcare and other organizational systems

Students enrolled in the PsyD in Clinical Psychology degree program may choose from many elective courses or may focus on one of four optional concentrations:

- Child & Adolescent Psychology
- Geropsychology
- Marriage/Couples & Family Therapy
- Neuropsychology

Program Aims and Competencies

Program Aims

The Florida School of Professional Psychology at Argosy University, Tampa's (FSPP/TAMPA) clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model to enable them to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of the science of psychology, clinical practice, and professional development. The clinical psychology program at the

FSPP/TAMPA is designed to emphasize the development of knowledge, skills, and attitudes essential in the development of health service psychologists whose theoretical, empirical, and practical foundations enable them to meet the challenges of diverse settings, populations, and communities. Considerable focus is also given to the ethical and professional parameters of practice.

Program Competencies

The Florida School of Professional Psychology at Argosy University, Tampa clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate competency in (i) the application of research and statistical methods in psychology to generate knowledge and to evaluate the effectiveness of research methods, and (ii) in the understanding of psychometric science principles and the utilization of such knowledge in psychometric testing.
 - a. Students will demonstrate knowledge and application of research methods.
 - b. Students will demonstrate knowledge and application of quantitative/qualitative methods.
 - c. Students will demonstrate knowledge and application of psychometrics.
 - d. Students will demonstrate the ability to independently formulate, conduct, and disseminate scholarship.
2. Students will understand and apply ethical principles and professional standards that guide the practice of clinical psychology.
 - a. Students will demonstrate knowledge and application of the current APA Code of Ethics and the general ethical principles and standards that serve as the foundation for this code.
 - b. Students will demonstrate knowledge and application of a model of ethical decision-making to resolve ethical issues or dilemmas.
 - c. Students will demonstrate knowledge and application of the general professional parameters that govern professional practice.
3. Students will demonstrate competency in individual and cultural diversity by demonstrating knowledge of the major theoretical models and empirical findings, and will apply knowledge about human diversity to clinical practice.
 - a. Students will demonstrate knowledge of the major theoretical models and empirical findings, including an awareness of social, political, economic, and cultural factors that impact individuals, institutions, systems, and communities.
 - b. Students will demonstrate an awareness of their own personal values, biases, and cultural identities that inform perceptions of self, others, and engagement with others.
 - c. Students will utilize cross-cultural skills and appropriate APA multicultural guidelines to provide services to persons with diverse cultural values and lifestyles.
4. Students will demonstrate knowledge of the requisite values, attitudes, and behaviors that exemplify their identities as professional psychologists.

- a. Students will demonstrate self-reflection, self-awareness, and openness to supervision and feedback.
 - b. Students are encouraged to engage in life-long learning by attending educational and professional meetings, life-long learning events, subscribing to professional journals, or presenting scholarly work.
- 5. Students will demonstrate effective communication competencies and interpersonal skills.
 - a. Students will demonstrate clear, articulate, and integrative written communication skills.
 - b. Students will demonstrate clear, articulate, and integrative oral communication skills.
 - c. Students will demonstrate effective interpersonal skills in professional interactions.
- 6. Students will demonstrate competency in using assessment instruments and incorporating knowledge of psychopathology in the assessment process.
 - a. Students will demonstrate competency in selecting, administering, scoring, interpreting, and reporting psychological tests and measures.
 - b. Students will demonstrate competency in integrating interview data, psychological testing results, behavioral observations, and information from other sources to formulate an understanding of presenting concerns and to make recommendations.
 - c. Students will demonstrate competency in identifying relevant DSM criteria and utilizing other clinical information to generate diagnostic formulations.
 - d. Students will demonstrate competency in applying knowledge of psychopathology to case formulation and treatment planning.
- 7. Students will demonstrate competency in clinical interventions that are grounded in conceptual models of treatment and evidence-based practices.
 - a. Students will demonstrate knowledge of and skill in applying evidence-based clinical practices.
 - b. Students will demonstrate an ability to establish and maintain an effective working relationship and/or treatment alliance with clients served.
 - c. Students will demonstrate knowledge and competency in evaluating the effectiveness of interventions.
- 8. Students will demonstrate knowledge of the models and processes of supervision.
 - a. Students will evidence knowledge of supervision models and practices.
- 9. Students will demonstrate knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills.
 - a. Students will evidence knowledge of consultation models and the role of a consultant.
 - b. Students will demonstrate competency in applying consultation practices—assessment and intervention—to specific referral questions from other professionals.
- 10. Students will demonstrate foundational knowledge underlying the science of psychology in the following areas: biological, cognitive-affective, and social bases of human behavior; and lifespan development and history; and systems of psychology.
- 11. Students will demonstrate advanced skills in integrating knowledge derived from the foundations of scientific psychology.

The Florida School of Professional Psychology at Argosy University has a strong commitment to training practitioners who demonstrate high levels of professionalism and clinical skill. It is a fundamental requirement of the Florida School of Professional Psychology at Argosy University that all students meet the standards of the profession of psychology. One aspect of that expectation requires that all students adhere to the principles of the *American Psychological Association 2010 Ethical principles of Psychologists and Code of Conduct*. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Any activities that appear to violate the school's principles of professional standards in the course of the student's education or training will be referred to and reviewed carefully by the appropriate faculty committee.

Foundation Courses

The Florida School of Professional Psychology at Argosy University requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Florida School of Professional Psychology courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology or related mental health field.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward their degree by maintaining a GPA of 3.0 (on a scale of 4.0). A grade of "No Credit" ("NC") is considered a grade lower than "B-" for purposes of academic warning, dismissal, or academic standing matters other than calculation of GPA. This applies to all courses that are graded as "Credit/No Credit" ("CR/NC") [See "Retaking Courses"]. Students must complete the program within seven years after matriculation, with all coursework and practica (PP8208, PP8209, PP8210, PP8211, PP8212, PP8213) completed by the end of the fifth year and the Clinical Research Project (PP8500, PP8501) completed by no later than the end of the sixth year.

Students who have temporarily withdrawn from Argosy University will have the maximum time frame for completion of the program extended for the length of the withdrawn period, up to a period of one year. The withdrawn period will not be counted in the determination of the student's year in the

program. Students are required to complete 98 credit hours within the incremental maximum time frame.

Retaking Courses

Students who receive a grade below “B-” in a core course must retake this course no later than the end of the next calendar year. Core courses in the PsyD in Clinical Psychology degree program include all courses except electives, which need not be re-taken unless a grade of “F” is received. Students who receive an “F” in an elective course may either re-take the same course or substitute another elective in order to satisfy the credit hour requirement for the program. However, it is in the student’s best interest to re-take the same course, since the original grade of “F” is not used to calculate the cumulative grade point average.

Performance Evaluations

Students are encouraged to utilize the process of continuous feedback to enhance both their academic learning and professional development.

End-of-Course Evaluations

At the completion of each course, students are given an end-of-course evaluation in addition to their course grade. Feedback regarding mastery of information, clinical application, and classroom behavior is provided.

End-of-Year Evaluations

At the end of each academic year, faculty present students for an end-of-year evaluation. During the end-of-year evaluation, student progress is discussed by the core academic faculty with special attention to any area(s) of concern identified. Students presented for discussion receive written feedback during a meeting with their academic advisor in the fall semester.

The purpose of this feedback is to review general progress as well as to highlight areas for commendation or those in need of attention. Students may additionally be referred to the Student Professional Development Committee when necessary based on the magnitude or nature of the concerns raised.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- Successful completion of 98 credit hours, including practicum
- Successful completion of the Comprehensive Examination

- Successful completion of all sections of the Comprehensive Clinical Evaluation (CCE) – Diagnostic and Intervention
- Successful completion of a one-year, 2000 hour, full-time predoctoral internship
- Successful completion of the Clinical Research Project
- GPA of at least "B" (3.0 on a scale of 4.0) with no grades below "B-" in required coursework
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Award of the Master of Arts Degree

Students enrolled in the Doctor of Psychology (PsyD) in Clinical Psychology degree program who wish to earn the Master of Arts (MA) in Clinical Psychology degree while working toward the doctoral degree must petition for the degree, and complete program requirements consistent with the requirements of the MA in Clinical Psychology degree program. In addition, students must submit a petition to graduate form to the Student Services department. The master's degree earned as a student enrolled in the PsyD in Clinical Psychology degree program is not a license-eligible degree within the State of Florida.

Writing Program

There is a strong emphasis placed on the ability to write professionally throughout the curriculum. Students who recognize a need to strengthen their writing ability are encouraged to enroll in a writing skills course during their first year of enrollment. In addition, students who receive written referrals for more than one semester or by more than one faculty as needing assistance with writing will be required to take a course. Typically, these referrals will occur through notification on the student's mid- or end-of-course evaluation. The student must satisfy this requirement by the end of the semester after receiving notification or they will be prohibited from registering for additional coursework.

Program Requirements

Students enrolled in the PsyD in Clinical Psychology degree program at the Florida School of Professional Psychology at Argosy University are required to satisfactorily complete 98 credit hours distributed as follows: assessment requirements, 18 credit hours; clinical interventions/psychotherapy requirements, 15 credit hours; diversity requirement, 3 credit hours; elective requirements, 9 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirement, 3 credit hours; psychological foundations requirements, 12 credit hours; psychopathology requirements, 6 credit hours; scientific inquiry requirements, 6 credit hours; supervision/ consultation requirements, 3 credit hours; practicum and practicum seminar requirements, 14 credit hours; and clinical research project requirements, 4 credit hours.

Matriculated students must complete all course requirements in an in-residence format. In addition, all required coursework must be completed with a final grade of "B-" or better.

Assessment Requirements — Students Are Required to Take the Following

- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (3)
- PP7373 - Integrative Assessment (3)
- PP8701 - Geriatric Assessment/Introduction to Neuropsychological Screening (3)
– or –
- PP8705 - Child Assessment (3)
– or –
- PP8103 - Family and Couples Assessment (3)

Assessment Requirements — 18 Credit Hours

Clinical Interventions/Psychotherapy Requirements — Students Are Required to Take the Following

- PP7360 - Clinical Psychopharmacology (3)
- PP8038 - Interventions I (3)
- PP8039 - Interventions II (3)
- PP8041 - Integrative Approaches to Therapy (3)
- PP8060 - Group Psychotherapy (3)

Clinical Interventions/Psychotherapy Requirements — 15 Credit Hours

Diversity Requirements — Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (1.5)
- PP7344 - Issues in the Assessment and Treatment of Diverse Populations II (1.5)

Diversity Requirements — 3 Credit Hours

Ethics and Professional Conduct Requirements — Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)*
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)

Ethics and Professional Conduct Requirements — 5 Credit Hours

** This 3 credit hour course is divided into two 1.5 credit hour segments which must be taken consecutively in the fall and spring semesters.*

Human Development Requirements — Students Are Required to Take the Following

- PP7010 - Lifespan Development (3)

Human Development Requirements — 3 Credit Hours

Psychological Foundations Requirements — Students Are Required to Take the Following

- PP7000 - History and Systems (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7050 - Physiological Psychology (3)
- PP7060 - Social Psychology (3)

Psychological Foundations Requirements — 12 Credit Hours

Psychopathology Requirements — Students Are Required to Take the Following

- PP7300 - Psychopathology I (3)
- PP7301 - Psychopathology II (3)

Psychopathology Requirements — 6 Credit Hours

Scientific Inquiry Requirements — Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)
- PP7206 - Statistics, Research, and Psychometrics (3)

Scientific Inquiry Requirements — 6 Credit Hours

Supervision/Consultation Requirements — Students Are Required to Take the Following

- PP7350 - Consultation and Supervision (3)

Supervision/Consultation Requirements — 3 Credit Hours

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following

- PP8208 - Diagnostic Practicum and Seminar I (3)
- PP8209 - Diagnostic Practicum and Seminar II (3)
- PP8210 - Diagnostic Practicum and Seminar II — Extended (1)
- PP8211 - Intervention Practicum and Seminar I (3)
- PP8212 - Intervention Practicum and Seminar II (3)
- PP8213 - Intervention Practicum and Seminar — Extended (1)

Practicum and Practicum Seminar Requirements — 14 Credit Hours

Clinical Research Project Requirements — Students Are Required to Take the Following

- PP8500 - Clinical Research Project Seminar (1)
- PP8501 - Clinical Research Project I (1)*

*Note: this course is repeated 3 times

Clinical Research Project Requirements — 4 Credit Hours

Elective Requirements

Students are required to complete 9 credit hours of elective coursework. Additionally, 3 credit hours of PP8300 - Advanced Practicum may be counted toward the elective requirements.

Professionalization Group Requirements

The Professionalization Group courses (PP7110 Professionalization Group I and PP7111 Professionalization Group II), which meet on a weekly basis during each of the two regular semesters, provide first-year students with important direction and assistance as they begin their education and training. These groups are designed to provide students with an orientation to the field of professional psychology as well as an introduction to key issues in the training and professional development of a clinical psychologist. Additionally, Professionalization Group II offers preparation in the area of scholarly and scientific writing. All students are recommended to complete both Professionalization Group I and Professionalization Group II during their first year of training.

Practicum and Practicum Seminars

Clinical Training Manual

Specific policies and procedures for all components of clinical training can be found in the Clinical Training Manual. This manual is provided to students during their first semester. Students are responsible for maintaining this manual and integrating revisions and updates as they occur. Please see the Director of Clinical Training for more information.

General Information

Students enrolled in the PsyD in Clinical Psychology degree program at the Florida School of Professional Psychology at Argosy University have the opportunity to gain practical experience through clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through the contact, students can apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Florida School of Professional Psychology at Argosy University students will have been provided the opportunity to obtain the competencies

necessary to become competent clinicians, possessing effective assessment and intervention skills, and practicing in an ethical manner.

During their clinical training, students advance through progressively more challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks.

All students enrolled in the PsyD in Clinical Psychology degree program must complete a Diagnostic Practicum (PP8208, PP8209, PP8210) and a Therapy Practicum (PP8211, PP8212, PP8213) (minimum 800 hours each, usually 20 hours per week for 40 weeks). Pre-practicum (PP8140 is offered as an elective) and Advanced Practicum (PP8300) experiences are also available. All practicum students are also enrolled in a weekly practicum seminar led by a faculty member which meets throughout the training experience. The Florida School of Professional Psychology at Argosy University places students in a wide variety of clinical field sites, according to the interests and needs of the students and availability of practicum sites. Training sites are selected which teach students clinical skills, expose students to relevant treatment populations, and provide supervision by experienced clinicians. The emphasis in training is on the development of the student as a well-rounded and balanced professional.

Each practicum takes place in a single agency. A practicum may not be done in a student's place of employment, nor with a past supervisor. Practicum requirements are not waived for any student. All PsyD in Clinical Psychology degree program students are encouraged to seek an Intervention Practicum site which provides a different type of experience than their Diagnostic Practicum site, in order to enhance the diversity of their training. Students are evaluated in writing once each semester by both the practicum supervisor and the faculty seminar leader. Progress is assessed in four basic areas of clinical functioning:

- Theoretical knowledge base
- Clinical skills
- Ethical and professional attitudes
- Personal and interpersonal skills.

Supervisors are encouraged to review their written evaluations with the student and provide feedback regarding the student's clinical strengths and areas needing strengthening.

Diagnostic Practicum

The Diagnostic Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. The use of psychological testing instruments continues to distinguish psychologists from other mental health professionals. Competence in the use of these tests remains central to the identity of the clinical psychologist. Prior to practicum placement, students complete courses dealing with the principles of testing and can learn to administer, score and interpret measures of personality, and major intelligence tests. During practicum, students have the

opportunity to put to use what they have learned in the classroom. Students can learn to integrate data gleaned from several testing instruments, generate hypotheses based on patterns of psychological processes observed throughout the assessment process, develop case formulations, and prepare well written and integrated psychological reports. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and psychological assessment.

Required prerequisites for Diagnostic Practicum placement and additional policies and procedures related to practicum training are described in the Clinical Training Manual.

Intervention Practicum

The Therapy Practicum teaches intervention skills. The Florida School of Professional Psychology at Argosy University does not favor a particular theoretical orientation. The faculty and curriculum represent many major clinical orientations. Students are encouraged to keep an open mind about their theoretical orientation in order to get the full benefit of this exposure. With time and experience, students will settle into a theoretical orientation and have the opportunity to develop the personal style that best suits them as individuals. The Therapy Practicum presents an opportunity for this kind of learning. Students are cautioned that it is unrealistic to expect that they can participate in the entire spectrum of clinical experiences and therapy modalities in their Therapy Practicum. The Therapy Practicum is designed to provide an opportunity for the student to work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. The learning that takes place in such an environment will transfer to other clinical situations and become an integral part of the foundation for sound clinical practice.

Required prerequisites for Therapy Practicum placement and additional policies and procedures related to practicum training are described in the *Clinical Training Manual*.

Elective practicum

Doctoral students accumulate a minimum of 1,600 hours of supervised clinical experience before starting the internship. However to be competitive for internship sites, students are strongly encouraged to accumulate as many hours as possible. Students are encouraged to pursue additional training through pre-practicum or specialty/advanced practicum experiences in order meet the student's specific interests in specialized settings. However, only 3 credit hours of additional practicum can be counted towards graduation requirements.

Pre-Practicum Experience

The pre-practicum experience is designed to offer direct clinical training experiences to students with limited mental health exposure prior to applying for regular practicum training. Additionally, direct

observational experience is possible. The out-of-class training is with a clinical population in an approved mental health setting. The goal of the training experience is to allow students who have completed a portion of their assessment classes an opportunity to interview clients, administer formal assessment instruments, score and interpret data, and complete written reports. After completion of appropriate coursework, therapy pre-practicum experience may also be arranged. The work will be supervised by a licensed clinical psychologist. More experienced students may serve as coaches to the pre-practicum student during the training.

The pre-practicum experience will usually be completed during a single semester. Pre-practicum experiences are requested by the student, or may be recommended or required by the Clinical Training Committee. The student will be evaluated by the supervisor using the same form that is listed in the *Clinical Training Manual* for practicum students and will attend a concurrent seminar during the training. Required prerequisites for pre-practicum placement and additional policies and procedures related to pre-practicum training are described in the *Clinical Training Manual*.

Advanced and Supplemental Practicum

Students may choose to do a practicum beyond the required Diagnostic Practicum and Therapy Practicum in order to gain additional experience with specialized populations. The practicum site is obtained through the Clinical Training Department and must attend a concurrent seminar during the training. Required prerequisites and additional policies and procedures related to specialty/advanced or supplemental practicum training are described in the *Clinical Training Manual*.

Clinical Evaluation Competency Requirements — Clinical Evaluation Sequence (CES)

The Clinical Evaluation Sequence (CES) is a series of competency based examinations designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. The examinations take place at designated times prior to the student becoming eligible for progression in the program and internship. The CES monitors the growth and development of the student's acquisition of appropriate skill levels for clinical practice. Demonstrating competency on each section of the CES is a prerequisite for advancing to the next level of training. Students prepare to demonstrate competency by integrating classroom theoretical work with clinical experience acquired during the practicum. The four sections of the CES and procedures for their passage are as follows:

- **Diagnostic Scoring Competency:** Students meet the requirement by passing three Florida School of Professional Psychology at Argosy University assessment courses with a grade of "B-" or better and demonstrating adequate competency on specific skills in each class Cognitive Assessment (PP7370), Objective Personality Assessment (PP7371), and Projective Personality Assessment (PP7372).

- **Diagnostic Interpretation Competency:** Students meet the requirement by passing Integrative Assessment (PP7373) with a grade of "B-" or better and demonstrating adequate competency on specific skills in the class.
- **Comprehensive Clinical Evaluation-Diagnostic (CCE-D):** The Diagnostic Practicum and Seminar (PP8208, PP8209, PP8210) are designed to help the student develop the necessary competency in diagnostic interviewing and psychological report writing. The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-D can be found in the Clinical Training Manual.
- **Comprehensive Clinical Evaluation-Intervention (CCE-I):** The Intervention Practicum and Seminar are designed to help the student develop the necessary skills in psychotherapy and case analysis. The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-I can be found in the Clinical Training Manual.

Comprehensive Examination Requirements

All Doctor of Psychology in Clinical Psychology degree program students are required to successfully complete the Comprehensive Examination. The examination will be offered twice a year, during the Summer semester of the third year in the program.

The Comprehensive Examination is a multiple-choice exam modeled in format and content after the EPPP national licensing exam for psychologists and will be graded on a "Pass/Fail" basis. The Comprehensive Examination may include the following content areas: Professional Ethics, Theories of Personality, Abnormal Psychology/Psychopathology, History and Systems, Physiological Psychology, Developmental, Social Psychology, Cognition and Affect, Statistics and Research Methods, Assessment, and Diversity. The following courses must be completed prior to sitting for the exam: PP7100 Professional Issues: Ethics, Conduct, and Law; PP7010 Lifespan Development; PP7200 Statistics and Research Methods I; PP7060 Social Psychology; PP7000 History and Systems; PP7040 Cognition and Affective Processes; PP7050 Physiological Psychology; PP7300 Psychopathology I ; PP7301 Psychopathology II; PP7340/PP7344 Issues in the Assessment and Treatment of Diverse Populations; PP7365 Clinical Interviewing; PP7370 Cognitive Assessment; PP7371 Objective Personality Assessment and PP7372 Projective Personality Assessment. Students are responsible for all content areas of the Comprehensive Examination. Students must submit a Comprehensive Examination Request Form to the program dean during the spring semester at a date designated by the program dean. Students must take their comprehensive examination at their earliest eligibility and must successfully complete the exam by their fifth year of matriculation.

Students will be given two opportunities to pass the examination. Students who fail the Comprehensive Examination will be permitted to sit for a second administration. Students who fail to achieve a "Pass" on their second attempt must petition the program dean for a third attempt. A score of 70% is required to pass the Comprehensive Examination. The successful passage of this examination marks the official

acceptance of the matriculated student as a doctoral degree candidate. The examination must be passed prior to applying for internship.

Clinical Research Project Requirements

General Information

All students in the PsyD in Clinical Psychology degree program are required to develop a Clinical Research Project as a requirement for graduation. The Clinical Research Project (PP8500 and PP8501) is a scholarly work that is designed to provide students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to critically analyze methodological issues, and to produce an original and potentially publishable piece of research and/or scholarly work in the field of clinical psychology. Students are expected to apply theoretical and scientific knowledge to the examination of a meaningful research questions related to the clinical practice of psychology. Specific policies and procedures for all components of the Clinical Research Project process can be found in the *Clinical Research Project Manual*. This manual is available to students through the student portal. Students are responsible for accessing the most recent CRP manual on the student portal and integrating revisions and updates as they occur.

Registration

Students begin the CRP process by taking a Clinical Research Project Seminar (PP8500). Students are then required to complete a minimum of 3 credit hours of CRP over a minimum of three semesters at 1 credit hour each. Students may not take more than 1 credit hour of CRP per semester.

Internship Requirements

Successful completion of a pre-doctoral internship, approved by the Florida School of Professional Psychology at Argosy University, is a requirement for graduation with the PsyD in Clinical Psychology. The internship is a year-long, organized training experience that is completed at a site within the United States or Canada. The Florida School of Professional Psychology at Argosy University requires all of its students to obtain internships affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) and, where possible, American Psychological Association (APA) approved internships.

Before applying for internship, the Clinical Training Department reviews the student's academic performance and training file. The review focuses on an intern applicant's strengths and training needs, as stated by practicum supervisors, practicum seminar leaders, and course instructors. The Clinical Training Department, in conjunction with the program faculty, assesses whether the student has acquired solid theoretical knowledge, effective clinical skills, and appropriate professional attitudes needed to proceed with the internship process.

The student initiates and follows through with all internship application procedures. The Clinical Training Department assists in the process in a number of ways, such as supplying internship information and

resource materials, providing documentation of eligibility, and ensuring adherence to APPIC internship selection procedures. Once a student is placed in an internship site, the Florida School of Professional Psychology at Argosy University monitors the student's progress through midyear and final evaluation forms completed by the internship supervisor.

In addition, interns evaluate their internship across a number of criteria in order to assess the quality of the training experience they received. Specific policies and procedures for internship training are described in the *Clinical Training Manual*.

Concentrations in the Doctor of Psychology in Clinical Psychology Degree Program

Students enrolled in the PsyD in Clinical Psychology degree program at the Florida School of Professional Psychology at Argosy University may choose to fulfill their elective credit hour requirements by completing an optional area of concentrated study in one of the following areas:

- Child & Adolescent Psychology
- Geropsychology
- Marriage/Couples & Family Therapy
- Neuropsychology

Students are encouraged to supplement this education by completing an additional specialty practicum in their area of interest as well as focusing their Clinical Research Project on a related topic. Students are not required to choose an area of concentration, and may choose to complete a generalized plan of study.

Course requirements for each concentration are described below.

Child & Adolescent Psychology Concentration Requirements—Students Are Required to Take the Following

- PP7330 - Child and Adolescent Psychopathology (3)
- PP8705 - Child Assessment (3)
- PP8710 - Child Therapy (3)

Child & Adolescent Psychology Concentration Requirements—9 Credit Hours

Geropsychology Concentration Requirements—Students Are Required to Take the Following

- PP8701 - Geriatric Assessment/Introduction to Neuropsychological Screening (3) (Restricted Elective)
- PP8715 - Geropsychology (3)

Students Choose One of the Following

- PP8103 - Family and Couples Assessment (3)
- PP8670 - Human Sexuality (3)

Geropsychology Concentration Requirements—9 Credit Hours

Marriage/Couples & Family Therapy Concentration Requirements—Students Are Required to Take the Following

- PP8050 - Family and Couples Therapy (3)
- PP8103 - Family and Couples Assessment (3)
- PP8731 - Couples and Marital Therapy (3)

Marriage/Couples & Family Therapy Concentration Requirements—9 Credit Hours

Neuropsychology Concentration Requirements—Students Are Required to Take the Following

- PP8701 - Geriatric Assessment/Introduction to Neuropsychological Screening (3) (Restricted Elective)
- PP8720 - Neuropsychological Assessment I (3)
- PP8721 - Neuropsychological Assessment II (3)

Neuropsychology Concentration Requirements—9 Credit Hours

Faculty Advisors

Faculty advisors are available for consultation regarding student professional development, academic and training progress and other school and professional development issues.

Students are required to meet with their faculty advisor at least once each semester, for purposes of registration. It is our belief that the process of becoming a psychologist requires more than just classroom hours and practicum experience. Therefore, students are strongly encouraged to meet more often with their advisor to review their progress through the program, to discuss their performance in classes, seminars and training sites as well as for more general discussions regarding their professional direction and aspirations. Certain advising meetings may be documented in the form of a memo to the student's file. In those cases, a copy will be sent to the student as well. Add/Drop requests must be discussed with the faculty advisor, or if unavailable, with the Program Dean, and then forwarded to the Program Dean for signature. Students must also discuss add/drop requests with course instructors whenever possible.

Changing Faculty Advisors

If a student wishes to change advisors, he/she should discuss this with the current advisor and the prospective advisor. If all parties agree to the change, the student must complete and return to Student

Services a Change of Advisor Form. This form requires the signatures of the student, the current advisor, and the new advisor.

Clinical Practice Policy

We recognize the responsibility in preparing clinical psychologists to ensure that this training protects the best interest of the public. It is entirely consistent with our training goals to require that students do not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on the quality of service provided, or are inconsistent with ethical and legal standards. Therefore, the participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the legal and ethical standards of the profession.

While enrolled in the PsyD in Clinical Psychology degree program, students are specifically prohibited from being involved in private practice or the delivery of professional services unless the following standards are met:

- Appropriate state registration, certification, credentialing or licensure relevant to the practice and delivery of mental health services
- Written notification of practice to, and approval by, program dean and the training director with the provision of evidence of appropriate credentialing
- Service delivery is within the scope of the highest degree or credential obtained and does not incorporate knowledge or skills learned through involvement with the doctoral program.

Failure to comply with these policies will result in referral to the Student Conduct Committee and may be grounds for dismissal from the program.

Policy Regarding Appropriate Subjects for Student Practice Assessment Informed Consent

All subjects used for psychological assessment must sign the appropriate consent form (available from the library) that must be submitted along with the report on a given subject. Students may not assess members of their immediate family, friends, Argosy University employees, or other persons who might be involved in dual roles with the student assessor. Classmates may be appropriate for role play assessments. Assessment of the family and friends of fellow students may be appropriate as long as two conditions are met:

- That such testing does not constitute a dual relationship as delineated in the APA Code of Ethics
- That no feedback regarding the assessment results are provided to any subjects or their parents

Students should consult their instructor if there are any questions about the suitability of a given subject.

Guidelines for the Disposal of Confidential Materials

Students should shred rather than discard the following types of documents when they are not being retained for future use:

- Documents containing the names of any client or volunteer
- Documents containing client or volunteer information, even if there is no identifying information (e.g., protocols)
- Copies of used test forms
- Copies of interview, interpretation, raw data or notes related to client or volunteer assessments

Course/Credit Transfer

Transfer of Courses/Credit to the PsyD in Clinical Psychology Degree Program from an Institution Other Than Argosy University

Students may seek transfer credit for graduate coursework taken at other institutions only after enrolling at the Florida School of Professional Psychology at Argosy University and only during the first year of enrollment. Students must complete a Transfer Request Form and supply the syllabus, transcript, and any other relevant material for faculty review. Courses that overlap 80 percent with the Florida School of Professional Psychology at Argosy University courses may be accepted for transfer credit.

A maximum of 30 credit hours may be transferred and applied to the PsyD in Clinical Psychology degree program. Students are advised, however, that only under unusual circumstances would more than one or two courses be transferred.

Transfer will be considered for graduate courses:

- Completed with a grade of "B" or higher
- Completed prior to admission to the Florida School of Professional Psychology at Argosy University
- Earned within the five years of matriculation in the clinical psychology programs

The program does not accept for transfer any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, or graduate credit hours from non-accredited institution.

Transfer of credit hours will not be considered for courses completed elsewhere after admission to the Florida School of Professional Psychology at Argosy University.

Petition for Course Transfer Forms are available from the Student Services Department and should be submitted to the chair of the Curriculum Committee. A student must complete one form for each course for which transfer consideration is requested. When completing a Petition for Course Transfer Form, a

student should attach documentation that will facilitate a determination as to whether the submitted course is consistent with a course required in the clinical program.

The following is a list of courses that are not considered eligible for transfer:

Non-Transferable Courses

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (3)
- PP7373 - Integrative Assessment (3)
- PP8038 - Interventions I (3)
- PP8039 - Interventions II (3)
- PP8041 - Integrative Approaches to Therapy (3)
- PP8208 - Diagnostic Practicum and Seminar I (3)
- PP8209 - Diagnostic Practicum and Seminar II (3)
- PP8211 - Intervention Practicum and Seminar I (3)
- PP8212 - Intervention Practicum and Seminar II (3)

Note:

Students who transfer from another Argosy University campus may have non-practicum courses transferred at the discretion of the Curriculum and Training Committee.

Doctor of Psychology in Clinical Psychology Degree Program—Georgia School of Professional Psychology at Argosy University

Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology degree program at the Georgia School of Professional Psychology at Argosy University has been accredited by the American Psychological Association since 1994. The PsyD in Clinical Psychology degree program follows the "practitioner-scholar" model of training and emphasizes the knowledge and skills necessary for individuals to practice clinical psychology. The core element of the doctoral program is a solid foundation in the discipline of psychology—training is grounded in the theoretical constructs and empirical findings of psychology, with emphasis upon meaningful integration of theory, clinical practice, and research. As such, the program is designed to prepare graduates to distinguish themselves as clinical psychologists among the expanding range of other mental health professionals. Alumni of the PsyD in Clinical Psychology degree program have pursued various career paths in clinical psychology, including work in a wide array of clinical settings, academic institutions, and private practice.

The PsyD in Clinical Psychology degree program of study is comprised of a 98 credit-hour curriculum that can be completed over a five-year period, including the internship year. The program is designed to provide students with well-rounded generalist training in clinical psychology. The faculty believes this generalist approach is critically important given the growing emphasis on accountability, evidence-based practice, working in multidisciplinary settings, and flexibility in adapting to newly emerging roles. Although the program's core curriculum requirements reflect a generalist approach that emphasizes a broad range of competencies expected of clinical psychologists, program concentrations allow students to focus their interests within the field of clinical psychology. Students choose elective courses and clinical training experiences to pursue concentrated study in one of four areas: General Adult Clinical, Child & Family Psychology, Neuropsychology/Geropsychology, and Health Psychology.

The PsyD in Clinical Psychology degree program's two-year practicum training sequence involves a diagnostic/assessment practicum and a therapy practicum. Practicum training sites are developed and coordinated by the program's training office and include a range of clinical settings throughout the Atlanta metropolitan area. The research component of the program is designed to prepare students to anchor their work as clinical psychologists firmly in the empirical methods and findings of psychology. As such, our students are taught to critically evaluate theoretical and clinical propositions in light of the current professional literature and through their own scholarly work. Faculty members' clinical and research interests expose students to diverse theoretical perspectives within the field of clinical psychology. A number of our faculty members are actively engaged in clinical practice, providing direct treatment services and/or consultation and supervision. The faculty's involvement in both professional

and scholarly activities informs the teaching, clinical supervision, and research guidance offered to students.

Program Aims and Competencies

Program Aims

The PsyD in Clinical Psychology program at the Georgia School of Professional Psychology prepares students to become competent and effective clinical psychologists. Following a practitioner-scholar model of training, the program's curriculum and training experiences promote the integration of psychological theory, science, and practice. Students learn that competencies in clinical practice and scholarly activities are acquired in the broader context of both cultural diversity and professional standards. The PsyD program is designed to provide students with well-rounded generalist training in clinical psychology. We believe this generalist approach is critically important within health service psychology, given the emphasis on accountability, evidence-based practice, working in multidisciplinary settings, and flexibility in adapting to newly emerging roles.

Program Competencies

Learning objectives for the PsyD in Clinical Psychology program represent specific competencies—knowledge, skills and attitudes—that students must attain to successfully complete the program. These competencies adhere to the parameters of Discipline-Specific Knowledge and Profession-Wide Competencies outlined in the APA Standards of Accreditation for Health Service Psychology:

- I. Scientific Bases of Psychology: Students will acquire a general knowledge base in the basic content areas of scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior, as well as history and systems of psychology. They will demonstrate advanced skills in integrating knowledge across domains of scientific psychology.
- II. Research: Students will evidence knowledge of research methods, quantitative/statistical methods, and psychometrics. Students will demonstrate ability to formulate, conduct, critically evaluate, and disseminate research or other scholarly activities that have the potential to contribute to the scientific, psychological, or professional knowledge base.
- III. Assessment: Students will utilize and interpret empirically-based assessment methods that reflect the science of measurement and psychometrics, using multiple sources and methods, considering relevant diversity issues, guarding against decision-making biases, and following current research and professional standards and guidelines. They will communicate the findings and implications of assessment activities, orally and in written documents, in an accurate and effective manner that is sensitive to a range of audiences. Students will identify relevant DSM criteria and utilize other clinical information to generate diagnostic formulations. They will apply knowledge of key concepts, theories and empirical research in the study of psychopathology to case formulation and treatment planning.

IV. Intervention: Students will establish and maintain effective relationships with the recipients of psychological services, and will develop and implement evidence-based interventions that are informed by the current scientific literature, assessment findings, diversity issues, and contextual variables. Students will demonstrate ability to apply relevant research literature to clinical decision-making and to conduct ongoing evaluation of intervention effectiveness, adapting intervention goals and methods as indicated.

V. Consultation and Interprofessional/Interdisciplinary Skills: Students will demonstrate knowledge and respect for the roles and perspectives of other professions, as well as knowledge of consultation models and practices.

VI. Supervision: Students will demonstrate knowledge of supervision models and practices.

VII. Communications and Interpersonal Skills: Students will develop and maintain effective relationships with colleagues, faculty, communities, organizations, supervisors, supervisees, and those receiving professional services, demonstrating effective interpersonal skills and the ability to manage difficult communication. They will demonstrate a thorough grasp of professional language and concepts, and will produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated.

VIII. Professional Values, Attitudes, and Behaviors: Students will behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others. They will engage in both self-reflection and activities to maintain and improve their performance, personal well-being, and professional effectiveness, showing a greater degree of independence in managing their professional roles as they progress across levels of training.

IX. Individual and Cultural Diversity: Students will understand how their own personal and cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves, and will acquire the theoretical and empirical knowledge base regarding diversity. Students will integrate and apply this awareness and knowledge of diversity in all of their professional roles and activities, utilizing a framework for working effectively with diverse individuals and groups.

X. Ethical and Legal Standards: Students will demonstrate knowledge of and will conduct themselves in accordance with the APA Ethical Principles of Psychologists and Code of Conduct; professional standards and guidelines; and relevant laws, regulations, rules, and policies governing health service psychology. Students will apply this knowledge and ethical decision-making processes in order to recognize and resolve ethical dilemmas.

Foundation Courses

The Georgia School of Professional Psychology at Argosy University requires applicants to successfully complete, with a “C” or better, five undergraduate courses that serve as a basic foundation for course work in clinical

psychology. Several of these courses serve as direct prerequisites to the Georgia School of Professional Psychology courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program.

*This course may be waived if the applicant completed a bachelors or masters degree in psychology.

Enrollment Requirements

The PsyD in Clinical Psychology degree program follows a structured curriculum that prescribes a sequence of coursework, clinical practicum, and research training. In order to complete program requirements in a timely manner, we expect students to maintain full-time enrollment. Also, students in the PsyD in Clinical Psychology degree program are required to maintain continuous enrollment each semester throughout their course of study, until all program requirements have been met.

Additional Requirements for Academic Progress

Students achieve satisfactory academic progress toward the PsyD degree by maintaining a cumulative GPA of 3.0 (on a scale of 4.0). A grade of "B-" is the minimum grade for successfully completing courses in the PsyD Clinical Psychology degree program. Students who receive a grade lower than "B-" in any course must retake the course within the next 12 months and receive a grade of "B-" or higher. If the course is an elective, the same elective or another elective of equal credit must be retaken and successfully completed.

If a student receives a grade of "Incomplete" or "Incomplete in Progress" in a course that is a prerequisite for a course in the curriculum, he or she must rectify the incomplete grade before taking the subsequent course.

Students whose cumulative GPA falls below 3.0 (on a 4.0 point scale) will be placed on academic probation. If a student's cumulative GPA falls below 3.0 (on a scale of 4.0) for two consecutive semesters, he or she will be academically dismissed from the program. Students should refer to "Academic Warning" and "Other Reasons for Dismissal" for the Doctor of Psychology (PsyD) in Clinical Psychology degree program.

Students are expected to successfully complete all requirements for the PsyD in Clinical Psychology degree program within seven years after matriculation. Any student who fails to do so may request an extension of the deadline for a maximum of one year, which must be approved by the Program Dean

and the Dean of the College of Clinical Psychology. Students who are approved for the one-year extension must meet with their faculty advisor and/or the Student Professional Development Committee (SPDC) to develop a formal plan for completing program requirements. For a student who has taken a temporary withdrawal (i.e., leave of absence) from Argosy University, the length of time withdrawn from the program is not counted in the calculation of his or her time to program completion. A student cannot be temporarily withdrawn from the University for an accumulated period of more than one year. Please note that temporary withdrawal from the program must be formally approved by the program faculty and administration.

Graduation Requirements

To be eligible for graduation with the PsyD in Clinical Psychology degree, students must meet the following requirements:

- Successful completion of a total of 98 credit hours, including:
 - o 71 credit hours of core course requirements
 - o 12 credit hours of elective course requirements
 - o 12 credit hours over two years of practicum and practicum seminar
 - o 3 credit hours of Clinical Research Project
- Successful completion of the Clinical Competence Examination
- Successful completion of a one-year, full-time predoctoral internship or its equivalent
- Successful completion of the Clinical Research Project
- A final cumulative GPA of at least "B" (3.0 on a scale of 4.0)
- Submission of a completed Petition to Graduate form to campus administration

Students are expected to complete coursework and practicum by the end of the fifth year of matriculation. All program requirements must be completed within seven years of matriculation into the program, unless an extension is approved by the Program Dean.

If eligibility requirements described above are met, students complete the PsyD degree when all of the following documents have been submitted to the program and/or campus administration and confirmed by audit: (1) the final written version of the student's Clinical Research Project, submitted as a PDF document and approved by the CRP Chair; (2) written verification from the internship site that the student successfully completed the predoctoral internship; and (3) the completed Petition to Graduate form.

Program Requirements

Students enrolled in the PsyD in Clinical Psychology degree program at the Georgia School of Professional Psychology at Argosy University are required to successfully complete 98 credit hours distributed as follows: science of psychology requirements, 18 credit hours; research methodology requirements, 9 credit hours; assessment requirements, 15 credit hours; intervention requirements, 21 credit hours; professional development requirements; 8 credit hours; general elective or concentration

requirements, 12 credit hours; practicum and practicum seminar requirements, 12 credit hours; clinical research project requirements, 3 credit hours. In addition to fulfilling these credit hour requirements, student must complete the Clinical Competence Examination (CCE) and one year of predoctoral internship training.

Core Course Requirements

Students enrolled in the PsyD in Clinical Psychology degree program are required to complete core course requirements in the following distribution areas: Science of Psychology, Research Methodology, Assessment, Intervention, and Professional Development.

Science of Psychology Requirements—Students Are Required to Take the Following

- PP7000 - History and Systems (3)
- PP7010 - Lifespan Development (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7050 - Physiological Psychology (3)
- PP7060 - Social Psychology (3)
- PP7230 - Psychometric Theory (3)

Sciences of Psychology Requirements—18 Credit Hours

Research Methodology Requirements—Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)
- PP7201 - Statistics and Research II (3)
- PP8499 - CRP Proposal Development (3)

Research Methodology Requirements—9 Credit Hours

Assessment Requirements—Students Are Required to Take the Following

- PP7311 - Diagnostic Psychopathology (3)
- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (3)
- PP7385 - Personality Assessment (3)

Students Choose One of the Following

- PP7331 - Child and Adolescent Assessment (3)*
- PP7373 - Integrative Assessment (3)

Assessment Requirements—15 Credit Hours

Note: *Students who decide to complete the Child & Adolescent Concentration are required to take PP7331 Child and Adolescent Assessment.

Intervention Requirements—Students Are Required to Take the Following

- PP7350 - Consultation and Supervision (3)
- PP7360 - Clinical Psychopharmacology (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)
- PP8060 - Group Psychotherapy (3)

Intervention Requirements—21 Credit Hours

Professional Development Requirements—Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)

Professional Development Requirements—8 Credit Hours

Elective Requirements

Students must successfully complete 12 credit hours of elective courses. Elective requirements may be fulfilled in part by the completing one of the following concentrations: Child and Family Psychology, General Adult Clinical, Health Psychology, or Neuropsychology/Geropsychology. See “Concentrations in the Doctor of Psychology in Clinical Psychology Degree Program” for details regarding course requirements.

Additionally, 3 credit hours of Advanced Practicum (PP8310 Advanced Practicum and Seminar I, PP8311 Advanced Practicum and Seminar II, and PP8312 Advanced Practicum and Seminar III) taken consecutively may be counted towards the electives requirements. Students who wish to take elective courses that do not comprise one of the aforementioned concentrations must do so in consultation with their advisor.

Practicum and Practicum Seminar Requirements—Students Are Required to Complete the Following

- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3) *

Practicum and Practicum Seminar Requirements—12 Credit Hours

*Note: * The Clinical Competence Examination may be taken concurrently with Practicum IV (PP8204).*

Clinical Research Project Requirements—Students Are Required to Complete the Following

- PP8501 - Clinical Research Project I (1)
- PP8502 - Clinical Research Project II (1)
- PP8503 - Clinical Research Project III (1)

Clinical Research Requirements—3 Credit Hours

Clinical Training Overview

Students' clinical training in the PsyD in Clinical Psychology degree program involves progressively challenging levels of supervised field experience through which students work directly with clients in a mental healthcare setting. There are three required levels of field training in the clinical psychology doctoral degree program: diagnostic practicum, therapy practicum, and internship (see above for course listing). Students may also choose to complete an advanced practicum, when available, prior to their internship training. During practicum training and the internship, students apply their theoretical and empirical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. Specific requirements for progressing through each level of clinical training are outlined in the *PsyD Program Training Manual for the Georgia School of Professional Psychology at Argosy University*.

The program faculty closely monitors academic performance and accomplishment in clinical training during all stages of progress throughout a student's graduate studies. This monitoring, by both academic faculty and site supervisors, addresses both the issue of students' suitability for clinical practice and their academic achievement in completing the program's curriculum. Aspects of students' personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress through the program. Our goal is to assure that, by the end of their clinical training, students will have developed effective assessment and intervention skills needed to practice in a competent and ethical manner.

Practicum and Practicum Seminar Requirements

The primary goal of our practicum training is the development of competent clinicians who are able to deliver basic and effective assessment and therapeutic interventions, by means of supervised direct client contact. The foundation of our students' training in clinical psychology is the accurate assessment and understanding of mental health problems. This assessment and understanding serves as the basis for recommending and/or implementing effective techniques for the alleviation or resolution of these problems, within a climate of respect for the client.

The Clinical Psychology program at the Georgia School of Professional Psychology at Argosy University places students in a wide variety of clinical field sites. Doctoral students in the clinical psychology program complete a diagnostic practicum in their second year of study and a therapy practicum in their third year of study. Practicum placements are generally for a minimum of nine months, and typically begin in August or September.

Students spend 16 to 20 hours per week in an agency, program, or professional practice that is formally affiliated with the clinical psychology program. Students provide 6 to 10 hours of "direct service" per week – i.e., face-to-face provision of psychological services to individuals designated as clients by the agency, program, or professional practice. The remaining time may involve receiving supervision, completing documentation and other paperwork, indirect service activities, and other training activities. Students accrue a minimum of 500 hours in each practicum over the course of their clinical training experience. Prior to entering the internship year, PsyD degree program students will have accumulated a minimum of 1,000 hours of supervised clinical experience.

Doctoral degree program students receive a minimum of two hours of supervision per week. One hour of supervision must be individual supervision from a licensed doctoral-level psychologist at the diagnostic and therapy practicum sites. The additional hour of supervision may be delivered by a licensed psychologist, another licensed professional, or a postdoctoral fellow, and may consist of group supervision, case conferences, clinical observation, or in-service training. All students must also enroll in a weekly practicum seminar led by a faculty member on-campus. The faculty member does not provide direct supervision, but offers didactic training emphasizing diagnostic and intervention skills applicable to a variety of clinical populations, as well as an opportunity for consultation. The specific content and emphasis of practicum seminar varies according to the practicum setting and expertise of the faculty member.

Student Qualifications for Practicum

Students must have been in attendance in the Clinical Psychology program at the Georgia School of Professional Psychology at Argosy University for a minimum of two semesters before beginning practicum. Any exception to this rule must be approved by the Training Director and the Program Dean.

In order for students to apply for practicum, they must be in good standing (GPA of 3.0) and able to successfully complete all the practicum prerequisite courses prior to the beginning of practicum training. Students are not eligible for practicum training if they are on probation at the time that practicum begins. Students must demonstrate a readiness to assume a professional role and to interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect upon a student's ability to interact with clients in a competent and ethical manner. The program's Training Director, in consultation with the faculty, has the authority to determine a student's readiness for practicum training.

On-Site Supervision

As noted above, trainees receive a minimum of one hour of primary supervision and one hour of secondary supervision or training per week on-site. For PsyD degree program students in Practicum I (PP8201), Practicum II (PP8202), Practicum III (PP8203), and Practicum IV (PP8204), at least one hour must be spent in primary individual supervision with a licensed doctoral-level psychologist. Primary supervision is offered at a regular, preset, uninterrupted time each week. Additional or secondary supervision may be provided by masters-level clinicians or postdoctoral fellows. Supervisors are expected to communicate clear expectations to students at the beginning of practicum and to provide clear feedback regarding clinical competence and progress throughout the year. Students are required to audio- and video-record some of their clinical work to be reviewed in individual supervision and in their practicum seminar on campus. The student's practicum seminar leader and/or the program's Director of Clinical Training should be informed immediately of any difficulties encountered at the practicum, or of any substantive changes in the practicum experience (e.g., change of supervision).

Practicum Seminar

The practicum seminar serves as an auxiliary training component in student's clinical training. The seminar leader works as a "partner in training" with the student's on-site supervisor to oversee his or her field training experience. Although the seminar leader may provide general feedback about a student's work with particular clients and progress toward treatment goals, supervision of individual cases remains the responsibility of the on-site supervisor, who has direct contact with the practicum setting and with the clients. In the seminar, students receive didactic training, present their clinical work, and consult with peers and the seminar leader regarding challenging assessment and treatment issues. The major objectives of practicum seminar include:

- Introducing, via didactic and experiential training, fundamental skills in conceptualization and clinical service.
- Providing exposure to a variety of clinical issues in different settings and with diverse populations.
- Enhancing students' capacity to generalize their clinical experiences across domains and groups.
- Fostering students' development in specific technical interventions and global clinical competencies.
- Evaluating students' progress in professional development and growth in the major areas of competence.

In practicum seminar, students also prepare formal case presentations, both through written documents and oral presentations in the seminar. These case presentations demonstrate not only the student's skills and competence in working with clients, but also provide a means to assess his or her ability to integrate knowledge and skills obtained by progressing through the program curriculum into one's practicum experience. As such, the practicum seminar provides an additional level of clinical training and evaluation of students' competencies beyond that provided by on-site supervision alone.

Practicum Restrictions

Students may not complete practicum training in settings in which they are employed and cannot receive compensation for services provided at the practicum site. The Georgia School of Professional Psychology at Argosy University cannot provide compensation to the agency for the supervision and/or training of students. Each practicum training placement takes place in a single agency. Students cannot complete diagnostic practicum and therapy practicum at the same site, nor can students who have completed a Master's Practicum complete diagnostic or therapy practicum at the same site. Also, students cannot receive a course transfer in diagnostic, therapy, or advanced practicum for clinical training completed at another institution.

Professional Liability Insurance

All students enrolled in practicum at the Georgia School of Professional Psychology at Argosy University must be covered by Professional Liability Insurance. Students purchase this insurance through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance is included in the practicum tuition fees. This liability insurance is designed for activities resulting from students' participation in the graduate curriculum, such as practicum and internship, but will not cover students who are providing clinical services as an employee of an agency or practice.

Diagnostic Practicum

In Diagnostic Practicum (PP8201 - Practicum I and PP8202 – Practicum II) students work with clients in a healthcare setting to learn clinical assessment techniques and diagnostic formulation skills that are utilized to make effective treatment recommendations. Accurate diagnostic assessment procedures are fundamental to the practice of professional psychology. Skills emphasized in the diagnostic practicum include the following: diagnostic interviewing of the identified client and collateral informants; appropriate selection and use of psychological tests; review of treatment and/or medical records; behavioral observation; integrating clinical data from multiple sources; formulating diagnostic impressions utilizing the most current version of the DSM; psychological report writing; and generating appropriate recommendations that address the referral question(s). Diagnostic practicum students must complete a minimum of nine (9) comprehensive assessments during the diagnostic practicum. These assessments may include information from a range of sources, including: the clinical interview; a variety of cognitive, intellectual, neuropsychological and/or personality measures; interviews with collateral informants; review of treatment or medical records; and/or observations of behavior in specified setting(s). The nature and content of these assessments are determined by the referral question—and should include a comprehensive clinical interview, along with administration of at least two assessment measures. All assessment reports are supervised by the on-site supervisor.

Students in the diagnostic practicum seminar submit a major project during both the Fall and Spring semesters, which includes: a recording and transcript of a clinical interview, a diagnostic report, and a self-critique of the diagnostic interview. Specific criteria for these projects are distributed by seminar

leaders during practicum seminar. In the Spring semester, students will complete the Diagnostic Practicum Competency Evaluation (DPCE). Performance on the DPCE, the final project for diagnostic practicum, is the culmination of the student's diagnostic practicum and is a major component in determining the student's final practicum grade. As such, the DPCE is utilized as a capstone assessment of the student's readiness to proceed in his/her program of study.

Diagnostic Practicum Prerequisites

Students must complete the following courses, with a grade of B- or higher (or a grade of "Credit"), before beginning the Diagnostic Practicum – i.e., PP8201 Practicum I and PP8202 Practicum II.

Prerequisites for Diagnostic Practicum (Practicum I and II)

- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7311 - Diagnostic Psychopathology (3)
- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (3)
- PP7385 - Personality Assessment (3)
- PP7373 - Integrative Assessment (3) – *For all students except those enrolled in the Child & Family Psychology concentration or students enrolled in other concentrations with focus on work with children.*
- PP7331 - Child and Adolescent Assessment (3) – *For students enrolled in the Child & Family Psychology concentration or students enrolled in other concentrations with focus on work with children.*

Note: Students in the PsyD program typically complete PP8201 Practicum I and PP8202 Practicum II as a diagnostic practicum and complete PP8203 Practicum III and PP8204 Practicum IV as a therapy practicum. Students who enter the PsyD program after completing the MA in Clinical Psychology program at Georgia School of Professional Psychology may complete PP8201 Practicum I and PP8202 Practicum II as a therapy practicum, depending upon the training needs of the individual student. Students who successfully complete PP8201 Practicum I and PP8202 Practicum II as a Therapy Practicum are eligible to sit for the Clinical Competence Examination (CCE).

Therapy Practicum

The PsyD program's Therapy Practicum (PP8203 Practicum III and PP8204 Practicum IV) emphasizes the development of students' clinical intervention skills. Therapy Practicum students are expected to develop and exhibit professional skills and conduct needed to work successfully in a clinical, direct-service setting. Various practicum training sites differ in the client populations served, specific treatment options available to clients, and the theoretical orientations utilized by clinicians at the site. Primary treatment experiences offered in therapy practicum sites affiliated with PsyD program include individual adult psychotherapy, individual adolescent and/or child therapy, couples or marital therapy, family therapy, and group therapy. Students are encouraged to explore a variety of treatment approaches in an effort to develop their own personal therapeutic style. Faculty members in the PsyD Clinical

Psychology program represent a number of different theoretical orientations and, as such, the program curriculum does not favor a particular approach to clinical work. It is hoped that students will, with time and experience, recognize the strengths and limitations of a variety of approaches and will develop proficiency in formulating and working within an approach best suited to their own personal style and clinical interests.

Therapy Practicum Prerequisites

In addition to all prerequisites for Diagnostic Practicum, students must successfully complete the following courses, with a grade of B- or higher (or a grade of "Credit"), prior to beginning therapy practicum – i.e., PP8203 Practicum III and PP8204 Practicum IV.

Prerequisites for Therapy Practicum (Practicum III and IV)

All students must also take PP7340 Issues in the Assessment and Treatment of Diverse Populations and PP8030 Psychodynamic Theory and Therapy concurrently with PP8203 Practicum III during the Fall semester.

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)

Practicum Student Evaluation and Final Grades

Site supervisors and practicum seminar leaders formally evaluate students each semester, and a grade is assigned by the practicum seminar leader. Depending on a student's progress in practicum, a grade of Progress, Credit, No Credit, or Incomplete may be issued for each term that the student is enrolled. A student receiving a grade of "No Credit" for any semester of practicum training (i.e., Practicum I, Practicum II, Practicum III, and Practicum IV) must repeat that entire practicum experience for a minimum of nine months. The student must also meet with the program's Student Professional Development Committee to develop a plan for addressing his or her training needs. A final grade of "No Credit" in a practicum constitutes a failing grade for purposes of determining whether a student is demonstrating satisfactory academic progress.

Any student who (1) is dismissed from a practicum training site, either at the sole discretion of the site supervisor or in agreement with the program's Director of Clinical Training, or (2) voluntarily discontinues a practicum training experience prior to successful completion thereof will receive a grade of "No Credit" for that semester and will not be eligible to continue in practicum for the remainder of that academic year. Exceptions will be considered only in the course of due process afforded by the University's grade appeal and/or student complaint policies and procedures. If an exception is made, the student can continue in practicum training during that academic year only if the program's Director

of Clinical Training determines that the student's continuation at an alternate site will sufficiently fulfill practicum training requirements.

The current *PsyD Program Training Manual for the Doctoral Degree Program in Clinical Psychology at the Georgia School of Professional Psychology at Argosy University* provides a more detailed description of practicum requirements and guidelines. This manual is updated on a regular basis. All students are responsible for familiarizing themselves with the information contained in the student training manual.

Clinical Competence Examination Requirements

Students are required to take and successfully pass a Clinical Competence Examination (CCE) during the Summer I semester of the year in which they complete Therapy Practicum (Practicum III and IV), typically in the third year of the program. The CCE involves a thorough, structured case presentation of a client for whom the student provided treatment services during Therapy Practicum. The written case presentation addresses the student's knowledge and understanding of assessment and diagnosis, conceptualization and treatment planning, ethical and legal considerations, and diversity issues. Students must also provide a synopsis of their treatment with the client, a self-assessment of their work with the client, a recorded session and transcript, and a self-critique of that session. Students are also required to successfully complete an oral defense of their case presentation with a faculty committee, covering the areas noted above and responding to specific questions about the case itself and pertinent areas of knowledge within clinical psychology. The content and structure of the CCE is designed to assess students' knowledge base, their clinical reasoning within a conceptual model, their technical assessment and intervention skills, their relationship skills, and their ability to communicate as a practitioner in both written and oral formats.

Students who fail the CCE are allowed to retake the examination one time, following an additional Therapy Practicum training experience. Students who fail the CCE a second time are dismissed from the program. A student is not eligible to apply for predoctoral internship until he or she has successfully completed the CCE.

Clinical Competence Examination Prerequisites

Students are eligible to take the CCE if they (1) are in good academic standing in the PsyD in Clinical Psychology degree program with a GPA of 3.00, (2) have completed all required prerequisite courses noted below, (3) have completed 115 direct service hours in Practicum IV by the last day of the Spring semester, and (4) demonstrated satisfactory progress throughout Practicum III and IV.

In addition to the prerequisite courses required for both Diagnostic Practicum and Therapy Practicum (PP8201/ PP8202 and PP8203/PP8204), students are also required to successfully complete the following courses before attempting the Clinical Competence Examination (CCE):

- PP7050 - Physiological Psychology (3)
- PP7200 - Statistics and Research I (3)

- PP7201 - Statistics and Research II (3)
- PP7360 - Clinical Psychopharmacology (3)
- PP8060 - Group Psychotherapy (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3) *

*Note: * The Clinical Competence Examination may be taken concurrently with PP8204 Practicum IV. Students who entered the PsyD program after completing the MA in Clinical Psychology program at Georgia School of Professional Psychology may be eligible to take the CCE after completing PP8201 Practicum I and PP8202 Practicum II.*

Specific information about the content, administration and scoring of the Clinical Competence Examination is outlined in the *PsyD Program Training Manual for the Doctoral Program in Clinical Psychology at the Georgia School of Professional Psychology at Argosy University*. All students are responsible for familiarizing themselves with the information contained in the student training manual.

Predoctoral Internship Requirements

All PsyD in Clinical Psychology degree program students must complete a predoctoral internship, which is an integral component of the doctoral degree program and the final experience in the clinical training sequence. Most internships are full-time positions for 12 months, but half-time internships may be completed in 24 months. The internship must be successfully completed in order for students to obtain the PsyD degree. During internship training, students are expected to assume significant responsibilities and to perform major professional functions under the supervision of licensed psychologists. The internship experience should provide students with a variety of intensive and diverse opportunities that allow them to function in various roles expected of a clinical psychologist. Typically, full-time students begin the internship during their fifth year of enrollment.

Prerequisites for Internship

Students' readiness for internship will be formally reviewed by their faculty advisor and the program's Training Director. In order to be eligible to begin the internship, the student must have completed the following requirements:

- Successful completion of the Clinical Competence Examination (CCE)
- Successful completion of all coursework with no outstanding grades of Incomplete
- A cumulative GPA of at least 3.0
- Submission of the completed and signed Internship Readiness Form to the Training Office
- Successful completion of the Clinical Research Project (CRP) proposal defense

Because predoctoral interns assume a great deal of professional responsibility, the clinical psychology program faculty and administration ultimately determine students' readiness for internship training. In addition to the prerequisites noted above, students applying for internship must demonstrate an appropriate level of professional competence and maturity in order to begin the internship year.

Students with ongoing issues regarding their professional conduct may be prohibited from applying for internship until these concerns are sufficiently resolved. Final approval to apply for the predoctoral internship must be granted by the program's Director of Clinical Training.

The Internship Application Process

The application process for internship begins approximately one year prior to the start date of the internship. This process is structured and involves specific requirements, administrative tasks, and deadlines. Most internship placements in professional psychology begin in September, but a few begin as early as July 1st or as late as October 1st. The Director of Clinical Training will hold meetings beginning during the Spring semester prior to the internship application process. Students who are planning to apply for internship during the Fall semester must attend all of these scheduled meetings. Further, they must demonstrate that they are, or will be, ready and eligible to attend internship the next year.

Students are expected to abide by all policies and procedures outlined by the Georgia School of Professional Psychology at Argosy University, Atlanta and Association of Psychology Postdoctoral and Internship Centers (APPIC) regarding the internship application and selection process. The Director of Clinical Training and program faculty will work diligently to assist students with the internship application process. The Training Office will send email messages and hold meetings periodically, in order to keep students as informed as possible throughout this process. However, each student applying for internship should bear in mind that he or she is responsible for completing and submitting application materials. As such, it is important to stay abreast of all information that is distributed regarding the internship application process and to adhere closely to application processes and deadlines.

Basic Requirements for Internship Sites

There is a minimum requirement of 2,000 hours for the internship. This requirement should be completed through full-time experience for one calendar year, or through two consecutive years of half-time experience. Students are strongly encouraged to seek internships that are accredited by the Commission on Accreditation of the American Psychological Association (APA). Students may not seek internships that are not active members of the Association of Psychology Postdoctoral and Internship Centers (APPIC) without prior approval from the program's Director of Clinical Training. The list of all APA accredited internships can be found in the most recent December issue of the *American Psychologist* or at www.apa.org. Copies of the current APPIC Directory are available online at www.appic.org. The internship must be a paid position.

Students should bear in mind that some states may have internship requirements that must be met for licensure and/or certification. Students should be familiar with the specific regulations of the state or states in which they wish to practice, so that their internship experience conforms to the guidelines of those states.

Evaluation of Interns

Students' performance on internship is formally evaluated two times per year. The Student Evaluation Form, or the internship site's equivalent thereof, is completed by internship supervisors and assesses the student's progress, competence, and performance on internship. The Director of Clinical Training reviews the evaluation forms in order to monitor each student's progress during internship training and to identify any areas of difficulty. At the completion of the internship year, the Director of Clinical Training makes the final determination whether the student has successfully met the internship requirements of the PsyD degree program. In addition, the student is expected to complete a formal evaluation of his or her internship experience.

Please refer to the *PsyD Program Training Manual for the Georgia School of Professional Psychology at Argosy University* for more detailed information regarding the predoctoral internship process, requirements, and guidelines. All students are responsible for being familiar with the information contained in the student training manual.

Clinical Research Project Requirements

The Clinical Research Project (CRP) (PP8501, PP8502, PP8503) represents the capstone of the Practitioner-Scholar model of clinical training as the student demonstrates competence in integrating and applying findings from empirical research to address a specific issue in professional psychology. The student must display competence in applying knowledge of research and statistical methods to inform his or her understanding and critical evaluation of the empirical literature relevant to a chosen clinical issue. The CRP entails a comprehensive literature review to address a specific research question of clinical relevance. Students also may elect to complete an empirical study in addition to the full literature review.

Scope of the Clinical Research Project

Students are expected to focus upon a psychological issue that is grounded in theory and that is addressed by current research. The appropriateness of the project is determined by the CRP chair and committee member(s), and should represent a potentially publishable review or a synthesis of findings that could be presented to professional psychologists in a conference or workshop setting. Students are not limited to research on clinical populations. All students, however, are required to provide a clinical rationale for proposed reviews.

The final Clinical Research Project document and oral defense should demonstrate competency in the following areas:

- Ability to identify a clear and relevant clinical focus or research question and to track a major thesis throughout the document.
- Comprehensive review and mastery of empirical, theoretical, and clinical literature relevant to the topic studied.

- Ability to use methodological and statistical knowledge to critique the literature, including quality of the evidence and methodological strengths and weaknesses.
- Ability to make evidence-based interpretation of major findings.
- Ability to coherently integrate specific research findings across studies by identifying prominent themes.
- Ability to use theory, psychological concepts, or empirical findings to conceptualize (i.e., make sense of) and support conclusions based on the literature reviewed.
- Ability to identify relevant clinical implications using empirical findings and theoretical literature, clearly establishing links between empirical data and clinical recommendations.
- Ability to develop a coherent argument in a well-organized, integrated, and clear manner.
- Ability to write clearly and concisely following the conventions set by the most current version of the *APA Publication Manual*.
- Ability to orally present the content of the CRP document clearly and coherently, evidencing sufficient familiarity with the literature relevant to the selected topic to address any questions about the findings, clinical implications, or theoretical basis.

In summary, the Clinical Research Project should be a sophisticated piece of written scholarship that demonstrates the ability to frame and address a psychological issue through an exacting review of published literature.

The Clinical Research Project Proposal

The Clinical Research Project (CRP) Proposal is a brief, but important document. The proposal is typically 10-15 pages in length and provides a summary of the student's topic and a preliminary outline for the literature review. The proposal for an empirical study also includes a detailed description of the methods and statistical analyses in addition to the introduction and outline of the literature review. Typically, students begin working on their CRP Proposal while enrolled in the *PP8499 CRP Proposal Development* course. Students then work with their CRP chair on a number of drafts before other committee members review the proposal.

The CRP proposal is regarded as a contract that is binding both to the student and the program. For example, if the student discovers that an area of published research to be reviewed is quite limited, he or she must discuss with all CRP committee members how the CRP topic can be modified to accommodate this finding. If the CRP review is conducted as outlined in the proposal, the student is protected from demands for major additions or changes later in the process. Given that it is not possible to know in advance everything about a given area of empirical literature, the student should expect some changes in the structure or focus of the CRP review even after the CRP proposal defense. However, these changes should be minor and consistent with the scope of the review outlined in the proposal. The specific content and structure of the CRP document are developed jointly with the CRP chair.

Clinical Research Project (CRP) Proposal Defense

A formal oral defense of the CRP proposal is required to ensure that the student's plan for the literature review or empirical study is workable and meets the standards of scholarship and scientific sophistication appropriate to earning a doctoral degree. The CRP committee will evaluate whether the proposed literature review or research study will contribute to the existing literature base or inform clinical practice meaningfully. For an empirical study, the committee will evaluate the research methodology and proposed statistical analyses, as well. The formal defense also allows the CRP committee to reach clear agreement about the structure and scope of the proposed review or empirical study.

Final Clinical Research Project Document

The Clinical Research Project document should present a critical review and synthesis of the literature on a specific, clinically relevant topic that ends with clear conclusions and discussion of implications for professional practice. The CRP document must be a comprehensive review of the literature demonstrating mastery of a chosen topic. There is no pre-established number of articles or page length required. It should represent the culmination of extensive research, thinking, and writing. As a significant piece of scholarship, the final CRP should be a highly polished, well-organized, coherent document in correct APA format with no spelling or grammatical errors.

Final CRP Defense

A final CRP oral defense is required in order to examine the scholarship and the quality of both the research and the written document. The student must be prepared to discuss all aspects of his or her project with the CRP committee, including specific studies and their findings, theoretical and clinical implications of their evaluation of the research, and methodological strengths and weaknesses of the studies reviewed. Even though the student may have successfully defended the CRP, committee members may ask him or her to make specific revisions to the CRP document. These revisions must be completed, with the CRP chair's approval, in order to fulfill the program's CRP requirement.

Please refer to the *CRP Manual for the Doctoral Program in Clinical Psychology at the Georgia School of Professional Psychology at Argosy University* for a more detailed description of CRP requirements, procedures, and guidelines. All students are responsible for familiarizing themselves with the information contained in the student training manual.

Concentrations in the Doctor of Psychology in Clinical Psychology Degree Program

The PsyD in Clinical Psychology degree program at the Georgia School of Professional Psychology at Argosy University offers concentrations in the areas of:

- Child & Family Psychology
- General Adult Clinical

- Health Psychology
- Neuropsychology/Geropsychology

All entering students in the PsyD program are assigned to the General Adult Clinical concentration. Students who desire to pursue study in Child & Family Psychology, Health Psychology, or Neuropsychology/Geropsychology may declare one of these specific concentrations in consultation with their academic advisor. Specific requirements for each of these concentration areas are outlined below.

Child & Family Psychology Concentration Requirements

The Child & Family Concentration requires the completion of the following courses:

Child & Family Psychology Concentration Requirements— Students Are Required to Take the Following

- PP7330 - Child and Adolescent Psychopathology (3)
- PP8401 - Child and Adolescent Psychotherapy (3)
- Other Elective (3)

Students Choose One of the Following

- PP8400 - Child and Family Behavior Therapy (3)
- PP8604 - Assessment and Treatment of Young Children (3)
- PP8605 - Issues In Pediatric Psychology (3)
- PP8711 - Child Maltreatment (3)

Child & Family Psychology Concentration Requirements—12 Credit Hours

Note: Students who choose to complete the Child & Adolescent Psychology Concentration are required to take PP7331 Child and Adolescent Assessment to fulfill the program's Assessment Core Course Requirements.

Health Psychology Concentration Requirements

The Health Psychology concentration requires the completion of the following courses:

Health Psychology Requirements--Students Are Required to Take the Following

- PP8601 - Clinical Health Psychology I (3)
- PP8602 - Clinical Health Psychology II (3)
- Other Elective (3)

Students Choose One of the Following

- PP8605 - Issues In Pediatric Psychology (3)
- PP8650 - Assessment and Treatment of Substance Use Disorders (3)

- PP8665 - Medical Psychology (3)
- PP8715 - Geropsychology (3)

Health Psychology Requirements--12 Credit Hours

General Adult Clinical Concentration Requirements

The General Adult Clinical concentration requires the completion of the following courses:

General Adult Clinical Concentration Requirements— Students Are Required to Take the Following

- PP7500 - Trauma Throughout the Lifespan (3)
- PP8690 - Brief Therapy (3)
- Other Elective (3)

Students Choose One of the Following

- PP7372 - Projective Personality Assessment (3)
- PP8601 - Clinical Health Psychology I (3)
- PP8620 - Introduction to Forensic Psychology (3)
- PP8650 - Assessment and Treatment of Substance Use Disorders (3)
- PP8691 - Personality Disorders (3)

General Adult Clinical Concentration Requirements— 12 Credit Hours

Neuropsychology/Geropsychology Concentration Requirements

The Neuropsychology/Geropsychology concentration requires the completion of the following courses. In addition to the courses listed below, students must complete an Empirical Research Project, which may be part of the Clinical Research Project or an independent research elective.

Neuropsychology/Geropsychology Requirements--Students Are Required to Take the Following

- PP8720 - Neuropsychological Assessment I (3)
- PP8721 - Neuropsychological Assessment II (3)
- Other Elective (3)

Students Choose One of the Following

- PP8601 - Clinical Health Psychology I (3)
- PP8620 - Introduction to Forensic Psychology (3)
- PP8650 - Assessment and Treatment of Substance Use Disorders (3)
- PP8665 - Medical Psychology (3)
- PP8715 - Geropsychology (3)

Neuropsychology/Geropsychology Concentration Requirements—12 Credit Hours

Course/Credit Transfer

A maximum of 10 graduate level courses (30 credit hours) from other academic institutions may be transferred into the PsyD Clinical Psychology degree program at the Georgia School of Professional Psychology at Argosy University.

For any course that a student wishes to transfer, a Course Transfer Form with a corresponding transcript, syllabus, and other supporting material must be submitted for review. Decisions on course transfers are made following faculty review of all materials submitted with the transfer request. Transfer credit is granted if there is an 80 percent overlap in course content and objectives between the course submitted for transfer credit and the course offered at the Georgia School of Professional Psychology at Argosy University. Students may obtain the procedures to be observed in submitting transfer requests from the program's administrative coordinator. All requests to transfer courses into the PsyD degree program at the Georgia School of Professional Psychology at Argosy University must be submitted during the first academic year of the student's enrollment.

Requests for transfer of credit are not granted until an applicant has been accepted into the program. A grade of "B" or better must have been obtained for any course submitted for transfer credit from another graduate institution. Of the allowed 30 credit hours, only 3 credit hours of general elective courses from a doctoral program in psychology may be transferred. The elective course submitted for transfer must correspond to an elective course that is offered in the PsyD degree program at the Georgia School of Professional Psychology at Argosy University.

The following courses may not be transferred to the PsyD in Clinical Psychology degree program at the Georgia School of Professional Psychology at Argosy University unless they are transferred from another Argosy University campus.

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7365 - Clinical Interviewing (3)
- PP8201 - Practicum I (3)
- PP8202 - Practicum II (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3)

Transfer credit for diagnostic practicum and therapy practicum (PP8201, PP8202, PP8203, PP8204) will not be approved if the student's practicum training requirements at another Argosy University campus differed substantially from practicum requirements for the PsyD degree program at the Georgia School of Professional Psychology at Argosy University.

Qualifying for the Master of Arts in Clinical Psychology Degree as a Doctor of Psychology in Clinical Psychology Program Student

Many students decide to pursue the MA in Clinical Psychology degree while earning the PsyD in Psychology in Clinical Psychology degree. Students can apply for the MA in Clinical Psychology degree after they have successfully completed the MA in Clinical Psychology degree program curriculum, including all requirements for Practicum (PP8202).

The Diagnostic Practicum Competency Evaluation (DPCE; formerly the *Final Project*) in Practicum II is designed to integrate didactic knowledge and clinical skills that students have the opportunity to gain in the first two years of the program, and requires a work sample, written case report, and self-critique of evaluation skills. This project serves as a written, comprehensive evaluation of students' knowledge of clinical assessment and theory at the master's level.

Once students have successfully completed all required coursework and Practicum II (PP8202), they may petition to the Student Services Department to receive the MA in Clinical Psychology degree. The Director of Student Services publishes deadlines for petitioning for the MA in Clinical Psychology degree each year. The MA in Clinical Psychology degree program is not license-eligible in the state of Georgia.

Doctor of Psychology in Clinical Psychology Degree Program—Hawai'i School of Professional Psychology at Argosy University

Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology degree program at the Hawai'i School of Professional Psychology at Argosy University is designed to prepare students for both contemporary and emerging roles in the practice of professional psychology. Training is provided so that students have the opportunity to be practitioner-scholars who are skilled in local and contextual investigation and problem solving. The school offers a generalist program that supports the development of core competencies in psychological assessment, intervention, consultation/education, and management/ supervision. The curriculum is designed to provide for the meaningful integration of theory, research, and practice. The doctoral degree program emphasizes the acquisition of attitudes, knowledge bases, and skills essential for professional psychologists who are committed to the provision of ethical quality services.

Both by virtue of the location of Hawai'i and by the specific design of the faculty, a central focus of education at the Hawai'i School of Professional Psychology at Argosy University is relevance to social issues, to social justice, and to all manner of human diversity and difference. Attention to issues of human diversity occurs throughout the curriculum and within a number of additional learning opportunities outside of the classroom. Work with diverse and marginalized populations is a major focus of the teaching, scholarship, and clinical practice of all of the core faculty members at the Hawai'i School of Professional Psychology at Argosy University. The faculty is committed to mentoring students who may go on to provide effective and relevant services to underserved populations.

Program requirements include coursework, a minimum of two years of practicum, and practicum seminar groups, a Clinical Research Project, and a one-year, full-time pre-doctoral internship (or its equivalent). The Hawai'i School of Professional Psychology at Argosy University maintains an internship consortium for its doctoral degree program students, which is listed with the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Program Aims and Competencies

Program Aims

The Hawai'i School of Professional Psychology at Argosy University's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the

training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

Program Competencies:

The Hawai'i School of Professional Psychology at Argosy University's clinical psychology doctoral program subscribes to the APA Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate knowledge of ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Students will develop both communication and interpersonal skills, to include utilization of clear, informative, well-integrated communication, critical thinking, and effective interpersonal skills in professional interactions.
3. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
4. Students will demonstrate competency in individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Students will have knowledge of the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Students will demonstrate competency in the science of psychology, including knowledge and application of psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Students will demonstrate competency in psychological assessment, including the ability to administer, interpret, and integrate psychological test results and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in clinical intervention, including case formulation, theoretical conceptualization, developing and applying evidence based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional and interdisciplinary skills in consultative services.
10. Students will evidence knowledge of supervision models and practices.

Clinical Training Overview

Clinical training involves the supervised out-of-class contact of students with a clinical population. Through this contact, students have the opportunity to apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Hawai'i School of Professional Psychology at Argosy University students should possess effective assessment and intervention skills, and practice in an ethical and culturally sensitive manner.

During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. Students generally complete their two years of required practica by the end of the third year in the program, take an optional Advanced Practicum (see advanced practicum section below) in the fourth year, and commit to a mandatory internship in the fifth year.

Professional Standards and Principles

The Hawai'i School of Professional Psychology at Argosy University has a strong commitment to developing clinical practitioners who demonstrate high levels of professionalism and clinical skill. The Hawai'i School of Professional Psychology at Argosy University clinical psychology degree program is designed to be rigorous and demanding; it requires that students continually apply themselves to all aspects of their preparation over an extended period of time.

It is a fundamental requirement of the Hawai'i School of Professional Psychology at Argosy University that all students meet the standards of the psychology profession. As an expression of these standards, the Hawai'i School of Professional Psychology at Argosy University requires adherence to the principles of the current American Psychological Association (APA) Code of Ethics. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Demanding, threatening, or rude behavior is inconsistent with the identity of a professional psychologist.

Any activity that appears to violate the school's principles of professional standards in the course of the student's education or training will be reviewed carefully by the appropriate faculty committee.

Foundation Courses

The Hawaii School of Professional Psychology at Argosy University requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Hawaii School of Professional Psychology courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Once matriculated into the program, students must enroll for the equivalent of 9 credit hours per semester except during and after internship. Doctoral degree program students wishing to be enrolled less than 9 credit hours must petition the Program Dean for part-time status.

No pre-internship doctoral degree program students will be permitted to take less than the equivalent of 6 credit hours per semester except those students who have fewer than 6 credit hours of required course work to take prior to internship. Students registered for Clinical Research Project (CRP) are considered full-time.

Additional Requirement for Academic Progress

Students must maintain academic progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within seven years after matriculation. All coursework and practica must be completed by the end of the fifth year after matriculation. The Comprehensive Examination must be completed successfully no later than the beginning of the fifth year after matriculation. Students who have temporarily withdrawn from Argosy University will have seven years, plus the length of time that they were not enrolled not to exceed 3 semesters (one year), to complete the program.

Students who receive a grade lower than "B-" in a course must repeat the course within twelve months and receive a grade of "B-" or higher.

Suggested Incremental Time Frame Completion Rates

Following matriculation, full-time students must complete a minimum amount of academic work in the program by the end of each year to demonstrate satisfactory progress. The suggested incremental time frame completion rates are listed below. Students should familiarize themselves with this time frame to ensure that they are meeting the incremental and cumulative maximum time frames for the program. Students are required to complete 98 credit hours listed below:

Suggested Incremental Time Frame Completion Rates

End of Year One 32 credit hours
End of Year Two 54 credit hours
End of Year Three 76 credit hours
End of Year Four 98 credit hours
End of Year Five 98 credit hours (including internship)

Graduation Requirements

Students who are admitted into the PsyD in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The school

retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the Hawai'i School of Professional Psychology at Argosy University.

To be eligible for graduation, students must meet the following requirements:

- Completion of 98 credit hours of which 60 must be completed by the end of the fourth year of matriculation. The total credit hours must include:
 - o 72 credit hours of required courses completed with an earned grade of "B-" or better
 - o 12 credit hours of practicum and practicum seminar groups
 - o 12 credit hours of electives
 - o 2 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year
- Successful completion of the 3 Clinical Competency Evaluations (CCE): Clinical Interviewing CCE, Diagnostic CCE, and Intervention CCE
- Successful completion of a 2,000-hour pre-doctoral one-year, full-time internship (or a two-year, half-time internship)
- Successful completion of the Clinical Research Project (CRP)
- Attainment of a Grade Point Average (GPA) of at least "B" (3.0 on a 4.0 scale)
- Completion of these requirements within seven years of matriculation into the program

Petition to Graduate

Argosy University, Hawai'i holds a commencement ceremony semiannually. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the appropriate graduation forms and fees to the Student Services Department by the designated deadline (approximately 8-10 weeks prior to the date of commencement). In addition, PsyD in Clinical Psychology degree program students must complete all graduation requirements with the exception of the internship eight weeks prior to commencement, including submission of the Clinical Research Project Seminar (PP8500) to the Student Services Department.

Although commencement is held semiannually, students who complete graduation requirements at other times during the year will be recognized as a graduated student and receive a letter of completion. Graduates may begin counting postdoctoral supervision hours for licensing after the degree has been conferred by the Student Services Department.

Writing Program

Argosy University, Hawai'i may offer Graduate Academic Writing (W5099) or ESL Writing Skills (W5098) as a non-credit course for students who demonstrate a need to develop their writing skills. Students may enroll in this course on a voluntary basis. Students, who receive written referrals for more than one semester by one or more faculty members as needing assistance with writing, will be required to take

this course. The standard method for faculty members to indicate this need is by written notification on the student's grade sheet and/or Writing Referral Form at the end of each semester.

Program Requirements

Students enrolled in the Doctor of Psychology (PsyD) in Clinical Psychology degree program at the Hawai'i School of Professional Psychology at Argosy University are required to satisfactorily complete 98 credit hours distributed as follows: clinical knowledge requirements, 9 credit hours; elective requirements, 12 credit hours; professional issues and roles requirements, 11 credit hours; psychological assessment requirements, 18 credit hours; psychological intervention requirements, 12 credit hours; psychology foundation requirements, 15 credit hours; science and scholarship requirements, 9 credit hours; and clinical practicum requirements, 12 credit hours.

Clinical Knowledge Requirements — Students Are Required to Take the Following

- PP7045 - Psychopathology (3)
- PP7342 - Evaluation and Treatment of Diverse and Marginalized Populations (3)
- PP7360 - Clinical Psychopharmacology (3)

Clinical Knowledge Requirements — 9 Credit Hours

Professional Issues and Roles Requirements — Students Are Required to Take the Following

- PP7044 - Consultation and Community Mental Health (3)
- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7352 - Clinical Supervision (3)

Professional Issues and Roles Requirements — 11 Credit Hours

Psychology Foundation Requirements — Students Are Required to Take the Following

- PP7000 - History and Systems (3)
- PP7010 - Lifespan Development (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7051 - Biological Bases of Behavior (3)
- PP7060 - Social Psychology (3)

Psychology Foundation Requirements — 15 Credit Hours

Psychological Assessment Requirements — Students Are Required to Take the Following

- PP7365 - Clinical Interviewing (3)
- PP7370 - Cognitive Assessment (3)

- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (3)
- PP7373 - Integrative Assessment (3)
- PP8646 - Introduction to Neuropsychological Assessment (3)

Psychological Assessment Requirements — 18 Credit Hours

Psychological Intervention Requirements — Students Are Required to Take the Following

- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8030 - Psychodynamic Theory and Therapy (3)
- PP8060 - Group Psychotherapy (3)

Psychological Intervention Requirements — 12 Credit Hours

Science and Scholarship Requirements — Students Are Required to Take the Following

- PP7041 - Quantitative Inquiry (3)
- PP7042 - Statistics Laboratory (1)
- PP7043 - Qualitative Inquiry (3)
- PP8500* - Clinical Research Project Seminar (2)

*Note: this course is repeated two times for a total of 2 credits.

Science and Scholarship Requirements— 9 Credit Hours

Clinical Practicum Requirements — Students Are Required to Take the Following

- PP8208 - Diagnostic Practicum and Seminar I (3)
- PP8209 - Diagnostic Practicum and Seminar II (3)
- PP8210 - Diagnostic Practicum and Seminar II — Extended (0)
- PP8211 - Intervention Practicum and Seminar I (3)
- PP8212 - Intervention Practicum and Seminar II (3)
- PP8213 - Intervention Practicum and Seminar — Extended (0)

Clinical Practicum Requirements — 12 Credit Hours

Elective Requirements (12 Credit Hours)

The PsyD in Clinical Psychology degree program at the Hawai'i School of Professional Psychology at Argosy University requires 12 credit hours of elective courses. Students may choose from a variety of elective courses offered to fulfill this requirement.

Practicum Requirements

Full-time students will normally be placed in a Diagnostic Practicum and Seminar (PP8208, PP8209, PP8210) during their second year of study and will be placed in an Intervention Practicum and Seminar (PP8211, PP8212, PP8213) during their third year of study. For registration purposes, the practicum and seminar are treated as one course. The practicum/seminar carries a total of 3 credit hours per semester and therefore 6 credit hours per academic year. Practicum usually begins in September and concludes in June. Throughout the year, the student will be required to spend 20 – 24 hours per week or a minimum of 720 hours in the practicum training experience. All students enrolled in practicum must be concurrently enrolled in a practicum seminar class that meets weekly throughout the academic year (Fall, Spring, and Summer I).

Further information regarding the practicum is found in the *Hawai'i School of Professional Psychology at Argosy University Program Clinical Training Manual*.

Diagnostic and Intervention Practicum

The Diagnostic Practicum is designed to emphasize the observation and diagnostic interviewing of clients and provides exposure to psychological evaluation and other assessment procedures. The Intervention Practicum emphasizes some aspect of therapeutic intervention. Time is typically divided into direct client contact, seminars and meetings, and supervision.

The practicum seminar meets weekly throughout the academic year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar is geared to the nature of the practicum setting, the needs of the enrolled students, and the professional expertise of the faculty member. The seminar also assists students to prepare for the Diagnostic (second year) and Intervention (third year) Clinical Competency Evaluations.

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a 4.0 scale, and have completed the academic planning that will allow for all practicum prerequisite courses to be completed prior to the beginning of practicum.

If a student who has accepted a practicum is placed on probation prior to the beginning of practicum, the student may not attend practicum. If the student is placed on academic probation during practicum, the student may be removed from practicum.

In cases of non-academic training difficulties, the student may be referred to the Clinical Training Committee for development of a remediation plan. The student may also be removed from practicum.

The goal of practicum is to foster the training of competent clinicians capable of providing basic and effective assessment and therapeutic intervention. Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge bases, clinical skills, and professional attitudes

and behaviors. A thorough review of site and seminar evaluations is conducted by the Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record. All students should be familiar with the *Hawai'i School of Professional Psychology at Argosy University Clinical Training Manual*. The manual provides a comprehensive overview of the practicum and its requirements.

Comprehensive Examination Requirements

All PsyD in Clinical Psychology degree program students are required to successfully complete a Comprehensive Examination. The successful passage of this examination marks the official acceptance of the matriculated student as a doctoral degree candidate. The material covered in the Comprehensive Examination includes required courses outlined in the Study Plan, excluding electives and Professionalization Group (PP7110 Professionalization Group I and PP7111 Professionalization Group II). The examination requires students to integrate the material demonstrating both mastery of the material and the ability to organize and apply what they have learned in a coherent and logical manner.

Students should demonstrate the ability to think critically, integrate ideas thoughtfully, and be self-reflective. They should further demonstrate an understanding and competency with issues of diversity.

Students who are unable to pass the Comprehensive Examination will receive information concerning their performance on the examination and assistance in constructing additional experiences and instruction aimed at enabling them to pass this program requirement. Students may take this exam up to three times. Three failures of this exam will result in dismissal from the program.

To be able to sit for the Comprehensive Examination, students must have successfully completed all required courses outlined in the Study Plan through the third year excluding electives. Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must be in good standing and have a minimum GPA of 3.0 on a 4.0 scale.

Students are required to take the Comprehensive Examination no later than the beginning of the fifth year after matriculation in order to meet the seven-year maximum time frame for completion of degree requirements. This examination is offered once each year in late August or early September. Students interested in taking the Comprehensive Examination should fill out the request form during the preceding spring semester. Further information about the Comprehensive Examination is found in the *Hawai'i School of Professional Psychology at Argosy University Comprehensive Examination Manual*.

Clinical Competency Evaluation (CCE)

The Clinical Competency Evaluation (CCE) is a competency-based examination that is designed to evaluate PsyD in Clinical Psychology degree program students' mastery of major clinical assessment and therapeutic skills.

Students are expected to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (i.e., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Successful completion of the CCE is a requirement for passing the Clinical Interviewing course (PP7365) and the Diagnostic Practicum and Seminar (PP8208, PP8209, PP8210) and Intervention Practicum and Seminar.

There are three sections to the CCE:

- The Clinical Interviewing CCE: This CCE takes place at the end of the Clinical Interviewing course during the Fall semester of the first year.
- The Diagnostic CCE: This CCE typically takes place in conjunction with the Diagnostic Practicum and Seminar during the Summer I session of the year in which the student is enrolled in the Diagnostic Practicum.
- The Intervention CCE: This CCE typically takes place in conjunction with the Intervention Practicum and Seminar during the Summer I session of the year in which the student is enrolled in the Intervention Practicum and Seminar.

The CCE is graded "Pass", "Conditional Pass", or "Fail." Students have three opportunities to receive a passing grade on each CCE. After the first failure, students will receive an informal remediation plan developed by the faculty involved in the CCE. After two failures, students will be referred to the Student Professional Development Committee (SPDC) for a formal remediation plan. After the third failure students will be dismissed from the program.

Further information about the CCE is found in the *Hawai'i School of Professional Psychology at Argosy University Clinical Training Manual*.

Clinical Research Project (CRP) Requirements

The Hawai'i School of Professional Psychology at Argosy University requires each doctoral degree program student to develop a Clinical Research Project (CRP) (PP8500) as a requirement for graduation. The CRP is a scholarly work that provides students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to critically analyze methodological issues, and to produce an original and potentially publishable piece of research and/or scholarly work in the field of clinical psychology. Please refer to the CRP Manual for detailed information.

Students must register for the Clinical Research Project during each semester in which they either consult with or use their CRP advisor or committee. This registration guideline applies to Pre-Interns as well as to interns. Students must register for a minimum of two semesters of CRP in order to graduate. Students are required to successfully defend their CRP proposal by the end of the Summer I session of their third year. Students who are unable to do so will be required to register for CRP credit until the proposal defense is completed. Students must have defended their CRP proposal to be eligible for the Comprehensive Examination. Students who have successfully defended their CRP proposal are not

required to be continuously enrolled for the CRP unless they are in contact with their committee. Students must register for CRP during the semester that they conduct their CRP final defense.

Advanced Practicum Requirements

A number of students opt to complete a practicum beyond the required two years of practicum for further training and to accrue additional training hours. Advanced Practicum (PP8205) students train in an agency or program, which is formally approved by the Director of Practicum Training. Students are expected to provide services consistent with those provided by professional psychologists in clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services.

To be eligible for Advanced Practicum, students must be in good academic standing, have completed two years of required practicum, and have successfully completed the corresponding CCE.

Clinical Practice Policy

The Hawai'i School of Professional Psychology at Argosy University recognizes the responsibility of institutions in preparing clinical psychologists to provide training experiences for their students and to help ensure that this training protects the best interest of the public. It is entirely consistent with training goals for the institution to require that students not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on quality of mental health services, and are not inconsistent with ethical and legal standards. The participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession.

While matriculating at the Hawai'i School of Professional Psychology at Argosy University students are specifically prohibited from being involved in private practice unless the following standards are met:

- Any student who has appropriate state registration, certification, credentialing, or licensure relevant to the practice and delivery of mental health services is entitled to practice independently in that particular area of registration or certification.
- It is the responsibility of any student engaged in private practice to notify the Program Dean and to provide evidence of appropriate registration, certification or licensure by the state in which the practice occurs.

Failure to comply with these policies may result in dismissal from the program.

Internship Requirements

All PsyD in Clinical Psychology degree program students are required to complete a one-year, 2,000 hour, full-time 12 month APA or APPIC pre-doctoral internship; or a two-year, half-time APA or APPIC pre-doctoral internship as a condition for graduation. This intensive and supervised contact with clients

is essential for providing breadth and depth to the student's overall training experience. Typically, full-time students will begin the internship during the fifth year of enrollment.

In order to be eligible to begin the internship application process, students must complete the following requirements:

- Make an initial application for approval by the Director of Training who will evaluate students for internship eligibility and readiness. If all requirements are met, the student will receive written approval from the Director of Training for application to internship sites.
- Successfully complete the Comprehensive Examination prior to the fall internship application process.
- Reviews the approved and active internship sites and discusses these possible sites with the Director of Training and the student's academic advisor. It is the student's responsibility to obtain further information and application materials from the internship sites.
- Hawai'i School of Professional Psychology at Argosy University students are to submit a list of internship preferences to the Director of Training. Students submit application forms directly to the internship site via the APPIC student portal and request that the School provide sealed copies of transcripts. Requests for transcripts and reference letters must be made in advance and in writing by the student.
- It is the student's responsibility to request letters of recommendation. The Director of Training will assist the student by providing letters of eligibility for internship when appropriate.

Students may petition the program Director of Training for local-only application in cases where there are extenuating circumstances. Petitions must be made in writing.

In order to be eligible to begin an internship, students must complete the following requirements:

- All sections of the CCEs.
- All course work (with no "Incompletes"), all practicum, and be in good academic standing.
- Maintain a GPA of at least 3.0 on a scale of 4.0.
- Passed their CRP Final Defense.
- Passed the Comprehensive Examination.

Course/Credit Transfer

Transfer of Courses/Credit from Other Institutions

The Hawai'i School of Professional Psychology at Argosy University does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward transfer credit for courses in the curriculum. Course transfers are not reviewed or granted until the student has been accepted and has paid the initial deposit following admission to the program.

For a course to be considered eligible for transfer credit, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into the Hawai'i School of Professional Psychology at Argosy University.
- The course must have been a graduate-level course, taken for graduate-level credit from a regionally accredited college or university. In the case of institutions outside the U.S., the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3 credit hour course must carry three or more graduate credit hours.
- A student must have earned a grade of "B" or higher in any course submitted for transfer credit.
- A maximum of 5 courses (15 credit hours) may be transferred towards the master's program in psychology.
- A maximum of 10 courses (30 credit hours) may be transferred towards the PsyD in Clinical Psychology degree program.

Argosy University does not accept any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, or graduate credit hours from non-accredited schools. A student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate Transfer Request Form. This form should be completed and returned to the Student Services Department. Only requests made in writing are reviewed.

Students who wish to transfer PP7370 Cognitive Assessment, PP7371 Objective Personality Assessment, and PP7372 Projective Personality Assessment will complete the above-mentioned review process, and, if they are determined to be eligible, may be required to pass a practical competency exam in order to be granted a course transfer. The Student Services Department can answer general questions about the transfer examination procedure, and will direct specific questions to the faculty members who administer the examination.

Non-Transferrable Courses

The following is a list of courses that may not be transferred into the PsyD in Clinical Psychology degree program at the Hawai'i School of Professional Psychology at Argosy University:

- PP6011 Integrative Paper (1)
- PP6204 Master's Intervention Practicum and Seminar I (3)
- PP6205 Master's Intervention Practicum and Seminar II (3)
- PP7100 Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 Professionalization Group I (1)
- PP7111 Professionalization Group II (1)
- PP7342 Evaluation and Treatment of Diverse and Marginalized Populations (3)
- PP7365 Clinical Interviewing (3)
- PP7373 Integrative Assessment (3)
- PP8208 Diagnostic Practicum and Seminar I (3)
- PP8209 Diagnostic Practicum and Seminar II (3)
- PP8210 Diagnostic Practicum and Seminar II — Extended (0)
- PP8211 Intervention Practicum and Seminar I (3)

- PP8212 Intervention Practicum and Seminar II (3)
- PP8213 Intervention Practicum and Seminar — Extended (0)
- All Electives

Transfer of Courses/Credit from another Argosy University Campus

If students internally transfer within the Argosy University system, approved transfers are granted if the course is identical to the one offered at the campus to which the student is transferring. If the course is similar but not identical, the Hawai'i School of Professional Psychology at Argosy University will review for approval or denial. Credit transfers are only accepted if the course being transferred is a requirement of the degree program at the Hawai'i School of Professional Psychology at Argosy University.

All transfer requests must be submitted during the first academic year of the student's enrollment and at least 3 weeks prior to the session in which the course is offered. Students petitioning for transfers may be required to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups.

Course/Credit Transfer Procedures

All credit transfer requests must be submitted during the first academic year of the student's enrollment, and at least 3 weeks prior to the session in which the course is offered. Students petitioning for transfers may be required to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfers are granted if there is an 80 percent overlap in course content and objectives between the course submitted for transfer credit and the course that is offered at the Hawai'i School of Professional Psychology at Argosy University.

Students who wish to submit a course for transfer credit:

- Must complete a separate form for each transfer request
- Must provide a transcript and other supporting documentation, such as course descriptions, syllabi, exams, diagnostic test protocols and write-ups
- Must submit the appropriate forms to the Student Services Department

Doctor of Psychology in Clinical Psychology Degree Program—Illinois School of Professional Psychology at Argosy University | Chicago

Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology degree program has been designed to educate and train students so that they may be able to function effectively as clinical psychologists. To help ensure that students are prepared adequately, the curriculum is designed to provide for the meaningful integration of theory, training and practice. The PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Chicago is designed to emphasize the development of attitudes, knowledge and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services.

Program Aims and Competencies

Program Aims

The Illinois School of Professional Psychology, Chicago's Doctor of Psychology (PsyD) in Clinical Psychology degree program aims to prepare graduates to engage the world as health service psychologists. The program employs a practitioner-scholar model and offers a curriculum designed to prepare clinicians who provide scientifically grounded, theoretically informed, and culturally responsive psychological services. Combining a strong foundation in the science of psychology, close guidance in clinical practice, and encouragement of growth through experiential learning, ISPP/Chicago aims to prepare ethical, competent clinical psychologists who respect the multidimensionality of human diversity.

Program Competencies

1. Students will demonstrate competency in research, including knowledge of research and quantitative methods as well as psychometrics.
2. Students will demonstrate knowledge of ethical and legal standards, and conduct themselves in an ethical manner.
3. Students will demonstrate competency in individual and cultural diversity, including knowledge of the theoretical and empirical knowledge base and the ability to apply it.
4. Students will demonstrate knowledge of professional values and attitudes, as well as self-reflective practice and an openness to supervision and feedback.
5. Students will demonstrate professional skills to communicate clearly and effectively in oral and written domains.
6. Students will demonstrate effective interpersonal skills in professional interactions and relationships.

7. Students will demonstrate competency in assessment, including the ability to administer and interpret psychological tests and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in intervention, including developing and applying evidence-based treatment plans, and evaluating treatment effectiveness.
9. Students will evidence knowledge of supervision models and practices.
10. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills.
11. Students will have knowledge of basic areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; and the history and systems of psychology; and be able to integrate the knowledge at an advanced level.

This program can be completed in as little as four years, however most students complete the program in five or six years. Graduates of this program will be qualified for positions as licensed clinical psychologists (provided they pass the appropriate licensure examination) in five or six to seven years. The PsyD in Clinical Psychology degree program is offered in a traditional, though flexible, format with classes meeting in the mornings, afternoons and evenings. This program must be completed in seven years.

Students enrolled in the PsyD in Clinical Psychology degree program may also choose to complete one of six optional concentrations:

- Child & Adolescent Psychology
- Client-Centered and Experiential Psychotherapies
- Diversity & Multicultural Psychology
- Forensic Psychology
- Neuropsychology
- Psychoanalytic Psychology

Clinical Training Overview

Clinical training refers to the supervised practical experience in which students work directly with a clinical population in a healthcare delivery system. It is designed to provide students the opportunity to apply what they have learned and to foster the skills and character necessary to become a competent psychologist. Clinical training, therefore, strives to advance and integrate theoretical knowledge, clinical technique, and professional attitudes.

Successful clinical training results in the ability to accurately assess and understand a wide range of clinical phenomena. These skills subsequently serve as the basis for implementing effective intervention techniques to help and heal those in the clinician's care.

These activities must occur within a climate of absolute respect for the client, in accordance with the ethical standards of care, and in a manner sensitive to issues of diversity and individual differences.

Through direct, supervised client contact, the Illinois School of Professional Psychology at Argosy University | Chicago strives to train ethical, qualified, and competent clinicians who deliver effective assessment and therapeutic services. To this end, the Illinois School of Professional Psychology at Argosy University | Chicago and clinical field training faculty closely monitor students' academic progress and clinical development to help ensure academic achievement as well as clinical suitability. Thus, students' personal adjustment, interpersonal relatedness, and professional behavior also pertain to their development as clinicians.

There are three levels of clinical training and evaluation at the Illinois School of Professional Psychology at Argosy University | Chicago:

- Clinical Capstone Sequence
- Clinical Practicum
- Pre-doctoral Internship

Each of these curriculum components serves to systematically refine and integrate the major training areas of theoretical knowledge, clinical skills, and professional attitudes.

Foundation Courses

The Illinois School of Professional Psychology at Argosy University | Chicago requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Illinois School of Professional Psychology | Chicago courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Students must be enrolled at full-time status each semester except during and after internship. Doctor of Psychology in Clinical Psychology degree program students wishing to be enrolled for less than full-time status (9 credit hours per fall/spring terms and 6 credits for all of summer) must petition the Program Dean for part-time status.

No pre-internship PsyD in Clinical Psychology degree program students will be permitted to take less than the equivalent of 6 credit hours per semester, except those students who have fewer than 6 credit hours of required coursework to take prior to internship. For the summer semester, full-time status is defined as 6 credit hours or more and half-time status is defined as 3 credit hours or more. Students registered for the Clinical Research Project (see course list below) are considered half-time.

Retaking Courses

Students who earn a grade below a "B-" in a non-elective course are required to retake the course.

Additional Requirements for Academic Progress

Students must make satisfactory academic progress toward a degree by maintaining a GPA of 3.0 (on a scale of 4.0) and completing the program within seven years after matriculation. All coursework and practicum must be completed by the end of the fifth year after matriculation. The Scientific Capstone must be completed successfully no later than the end of the fifth year after matriculation.

Students who have temporarily withdrawn from Argosy University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program. Students who receive a grade lower than "B-" in a core course must retake the course within the next twelve months and receive a grade of "B-" or better. Students who receive a grade lower than "B-" in a core course required for the PsyD in Clinical Psychology degree program, while enrolled in the MA in Clinical Psychology degree program, must retake the course no later than the end of the first twelve months after matriculation into the PsyD in Clinical Psychology degree program and achieve a grade of "B-" or better. Core course requirements in the PsyD in Clinical Psychology degree program are listed under "Program Requirements."

Graduation Requirements

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. The Illinois School of Professional Psychology at Argosy University | Chicago retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by the Illinois School of Professional Psychology at Argosy University | Chicago. To be eligible for graduation, students must meet the following requirements:

- A minimum of 98 semester credit hours that includes
 - o 68.5 semester credit hours of core course requirements
 - o 13.5 semester credit hours of elective course requirements (Advanced Intervention and Supervision, Diversity, Integrated Assessment, Professional Practice, and General Elective)
 - o 12 semester credit hours of practicum requirements (two years)
 - o 4 semester credit hours of clinical research project requirements

- Successful completion of Professionalization Group
- Successful completion of the Scientific Capstone no later than the end of the fifth year
- Successful completion of the Clinical Research Project
- Successful completion of the Clinical Evaluation Scientific Capstone
- Successful completion of a one-year, full-time internship or its equivalent
- GPA of at least a "B" (3.0 on a scale of 4.0), with no more than two grades lower than "B-," and a grade of "B-" or better in all non-elective courses
- A completed Petition to Graduate submitted to campus administration

Students may not refer to themselves as "Doctor" or use the title of "PsyD" until internship and all program requirements have been completed. The date of formal program completion will be entered on the student's transcript upon receipt of the bound copy of the Clinical Research Project, or upon official notification of internship completion — whichever is the student's final degree requirement.

Program Requirements

Students enrolled in the PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Chicago are required to successfully complete 98 semester credit hours distributed as follows: core course requirements, 68.5 credit hours; advanced intervention and supervision elective requirements, 3 credit hours; diversity elective requirements, 3 credit hours; general elective requirement, 3 credit hours; integrated assessment elective requirements, 3 credit hours; professional practice elective requirement, 1.5 credit hours; practicum and seminar requirements, 12 credit hours; and clinical research project requirement, 4 credit hours. In addition, students are required to successfully complete Professionalization Group and internship.

Core Course Requirements — Students Are Required to Take the Following

- PP7000 - History and Systems (3)
- PP7020 - Child and Adolescent Development (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7051 - Biological Bases of Behavior (3)
- PP7060 - Social Psychology (3)
- PP7080 - Personal and Professional Development Group (2)
- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7202 - Statistics (3)
- PP7203 - Research Methods (3)
- PP7320 - Health and Dysfunction I (3)
- PP7321 - Health and Dysfunction II (3)
- PP7339 - Survey of Diversity and Multicultural Psychology (3)
- PP7341 - Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3)
- PP7352 - Clinical Supervision (1.5)
- PP7359 - Introduction to Clinical Psychopharmacology and Substance Abuse (3)
- PP7370 - Cognitive Assessment (4)
- PP7520 - Personality Assessment (4)
- PP7550 - Consultation in Diverse Settings (1.5)

- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8040 - Psychoanalytic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)
- PP8470 - Adult Development and Aging (3)

Students Choose One of the Following Research Electives

- PP7210 - Advanced Qualitative Methods (1.5)
- PP7211 - Advanced Quantitative Methods (1.5)
- PP7212 - Test Theory and Construction (1.5)
- PP7213 - Structural Equation Modeling (1.5)

Core Course Requirements — 68.5 Credit Hours

Advanced Intervention and Supervision Elective Requirements— Students Choose One or More of the Following

- PP7400 - Advanced Group Leadership and Supervision (1.5)
- PP7401 – Advanced Group Leadership and Supervision II (1.5)
- PP7530 – Neuroanatomy and Pathology (3)
- PP7600 - The Countertransference Experience (1.5)
- PP7615 - Health Psychology: Prevention, Stress and Serious Illness (3)
- PP8011 - Advanced Cognitive Behavioral Psychotherapy (3)
- PP8032 - Advanced Psychoanalytic Psychotherapy and Supervision (3)
- PP8066 - Advanced Diversity Group Leadership (3)
- PP8102 - Advanced Family and Couples Therapy (3)
- PP8118 - Advanced Interventions with Diverse Populations (3)
- PP8333 - Treatment and Diagnosis of ADHD (1.5)
- PP8401 - Child and Adolescent Psychotherapy (3)
- PP8625 - Child and Family Forensics (3)
- PP8626 - Civil Psychology and Law (3)
- PP8671 - Clinical Use of Dreams (1.5)
- PP8677 - Mourning and Loss (3)
- PP8683 - Existential Psychotherapy (3)
- PP8731 - Couples and Marital Therapy (3)

Advanced Intervention and Supervision Elective Requirements — 3 Credit Hours

Diversity Elective Requirement — Students Choose Up to Three Credit hours from the Following

- PP7330 - Child and Adolescent Psychopathology (3)
- PP7611 - Health Psychology: Pain, Neurological Conditions and Rehabilitation (3)
- PP7615 - Health Psychology: Prevention, Stress and Serious Illness (3)
- PP8022 - Exploring Diversity I (1.5)
- PP8024 - Exploring Diversity II (1.5)

- PP8025 - Diversity Psychology: Past, Present & Future (3)
- PP8043 - Psychoanalysis and Diversity (3)
- PP8116 - Psychology of Gay, Lesbian, and Bisexual Development (3)
- PP8117 - Indigenous Healing Models and Modern Psychotherapy (1.5)
- PP8170 - Juvenile/Child Forensic Psychology (3)
- PP8450 - Advanced Child Neuropsychology (PP8624 - Criminal Psychology (3)
- PP8616 - Psychology of Women (3)
- PP8701 - Geriatric Assessment/Introduction to Neuropsychological Screening (3)

Diversity Elective Requirement — 3 Credit Hours

Integrated Assessment Elective Requirements—Students Choose One of the Following

- PP7391 - Integrated Forensic Assessment (3)
- PP7392 - Integrated Neuropsychological Assessment (3)
- PP7393 - Integrated Projective Assessment (3)

Integrated Assessment Elective Requirements— 3 Credit Hours

Professional Practice Elective Requirements — Students Choose One of the Following

- PP7322 - Community Mental Health (1.5)
- PP7320 – Health and Dysfunction I (1.5)
- PP7620 - Integrated Primary Care Psychology (1.5)
- PP8155 - Practice Development and Marketing for Psychologists (1.5)
- PP8155 – Practice Development and Marketing for Psychologists (1.5)

Professional Practice Elective Requirements—1.5 Credit Hours

General Elective Requirement

Students in the PsyD in Clinical Psychology degree program are required to complete 3 credit hours of general elective coursework.

Students may choose three credits of any elective course(s) in the program to fulfill this requirement.

Professionalization Group Requirements — Students Are Required to Take the Following

- PP7110 - Professionalization Group I (0)
- PP7111 - Professionalization Group II (0)

Professionalization Group Requirement — 0 Credit Hours

Practicum Requirements — Students Are Required to Take the Following

- PP8201 - Practicum I (3)

- PP8202 - Practicum II (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3)

Practicum Requirements — 12 Credit Hours

Clinical Research Project Requirement — Students Are Required to Take the Following

- PP8499 - CRP Proposal Development (2)
- PP8501 - Clinical Research Project I (2)

Clinical Research Project Requirement — 4 Credit Hours

Professionalization Group Requirements

All students are required to enroll in a Professionalization Group (PP7110 and PP7111), which meets for one hour per week for two semesters. Students must register for two consecutive semesters of Professionalization Group beginning with their first semester of matriculation.

The Professionalization Group leader is the student's advisor for his or her first semester of matriculation.

Practicum and Practicum Seminar Requirements

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0) and have completed the academic planning, which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. The Illinois School of Professional Psychology at Argosy University | Chicago faculty review all practicum applicants to determine their academic and clinical suitability. Student readiness is determined by the director of Clinical Training, in consultation with the Illinois School of Professional Psychology at Argosy University | Chicago faculty. No student may begin a practicum without being in attendance at the Illinois School of Professional Psychology at Argosy University | Chicago for a minimum of two semesters.

The director of Clinical Training has the discretion to make decisions on any probationary student. This would include both looking for practicum and participating in practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a GPA of 3.0 or above when the spring grades are available, the student may, at the discretion of the director of Clinical Training, look for a practicum at that time.

If a first-year student who has accepted a practicum is placed on probation after spring grades are received, he/she may not attend the practicum if the GPA is below 3.0. The Clinical Training Committee

may make exceptions only after a thorough review of the student's academic and clinical suitability. If the GPA is at or above 3.0 after the summer grades are received, the student may, at the discretion of the director of Clinical Training, begin the practicum.

Please refer to the *Illinois School of Professional Psychology at Argosy University | Chicago Clinical Training Manual* for a more detailed description of practicum training requirements and guidelines. All students are responsible for being familiar with the information contained in the clinical training manual.

Clinical and Scientific Capstone Requirements

The Clinical and Scientific Capstone sequence is a series of competency-based examinations, which are designed to evaluate students' mastery of major clinical assessment, therapeutic skills, as well as mastery of the scientific foundations of psychology and demonstration of competence in scholarship.

Students should be prepared to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (e.g., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the capstones. Therefore, successful completion of coursework and practicum do not guarantee passing the capstones. The capstone sequence has five components:

- Diagnostic Capstone I
- Diagnostic Capstone II
- Therapy Capstone I
- Therapy Capstone II
- Scientific Capstone Examination

Students are required to demonstrate sound application of the ethical principles and standards, as well as thoughtful integration of diversity factors across all the Diagnostic and Therapy Capstone tasks. Failure to pass any component of the capstones after two attempts will result in dismissal from the program.

Clinical Research Project Requirements

The Illinois School of Professional Psychology at Argosy University | Chicago requires each PsyD in Clinical Psychology degree program student to develop a Clinical Research Project as a requirement for graduation. The Clinical Research Project (PP8499 and PP8501) requires students to articulate a particular clinical question or set of questions that they then attempt to address in their paper.

The Clinical Research Project is intended to be a demonstration of scholarship and critical thinking in approaching a relevant and meaningful clinical question or issue.

The Clinical Research Project usually requires at least 12 months to complete with a steady commitment of time. During this period, the student works closely with their Clinical Research Project chairperson, to develop an acceptable proposal. In the proposal, the student addresses a particular clinical question or set of questions within an established format. The format requires the student to review the theoretical, clinical and research literature relevant to the problem addressed, to present appropriate data, and to analyze the data in the context of the questions and concepts found in the literature.

All students must register for PP8499 CRP Proposal Development no later than the Fall semester of the academic year prior to the application for internship. Starting in the following Spring semester, students will register for PP8501 Clinical Research Project I and remain registered until they complete the project.

For further information and details concerning the Clinical Research Project, please refer to the Handbook for the Clinical Research Project, which can be obtained from the Student Services Department.

Internship Requirements

All students are required to complete a one-year (12 month) internship as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience. Typically, full-time students will begin the internship during their fifth year of enrollment.

Please refer to the *Illinois School of Professional Psychology at Argosy University | Chicago Clinical Training Manual* for a more detailed description of training requirements and guidelines. All students are responsible for being familiar with the information contained in the clinical training manual.

Concentrations in the Doctor of Psychology in Clinical Psychology Degree Program

The Illinois School of Professional Psychology at Argosy University | Chicago does not require the selection of a particular concentration within PsyD in Clinical Psychology degree program. The basic curriculum contains a thorough grounding in the knowledge and skills required by a fully-functioning clinical psychologist. However, for those students who desire to follow a particular interest, the Illinois School of Professional Psychology at Argosy University | Chicago offers six optional concentrations in the following areas:

- Child & Adolescent Psychology
- Client-Centered and Experiential Psychotherapies
- Diversity & Multicultural Psychology
- Forensic Psychology
- Neuropsychology
- Psychoanalytic Psychology

Students graduating from these concentrations will be eligible for licensure as clinical psychologists. Therefore, the Illinois School of Professional Psychology at Argosy University | Chicago has retained the elements of the curriculum that are essential to educating and training future psychologists.

Students use the electives requirements portion of the PsyD in Clinical Psychology general degree program to satisfy the concentration course requirements. The internship, Clinical Research Project, practicum and practicum seminar time and semester credit hour requirements of the general program remain in effect, the student simply focuses his or her direction of placement and research on his or her concentration area.

Child & Adolescent Psychology Concentration

The Child & Adolescent Psychology concentration is designed to prepare doctoral degree program students to seek employment working with a broad spectrum of emotional, developmental and cognitive functioning presented in pediatric through adolescent populations. The concentration is designed to develop clinical competency in the areas of diagnostic assessment, therapeutic intervention, program development, and prevention strategies.

Considerations

- The concentration emphasizes the value of integrating cultural, racial, gender and sexual orientation factors into understanding optimal adaptation and dysfunction.
- Students are encouraged to develop expertise in their particular areas of interest, and will be involved with coursework in prevention, pediatric, and early childhood development as well as intervention with adolescents. Additional coursework includes maltreatment, family systems, forensics, and treatment of diverse populations.

Concentration Requirements

The Child & Adolescent Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hours, Professionalization Group (PP7110 and PP7111), Capstone requirements (see scientific capstone requirement above), and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the electives requirements portion of the program with the following courses. With permission from the Program Dean, students may make appropriate substitutions to the elective requirements listed below.

Advanced Intervention and Supervision Elective Requirement — Students Are Required to Take the Following

- PP8401 - Child and Adolescent Psychotherapy (3)

Advanced Intervention and Supervision Elective Requirement — 3 Credit Hours

Diversity Elective Requirement — Students Are Required to Take the Following

- PP7330 - Child and Adolescent Psychopathology (3)

Diversity Elective Requirement — 3 Credit Hours

General Elective Requirement — Students Are Required to Take the Following

- PP8612 - Attachment, Neuroscience, and Psychotherapy across the Lifecycle (3)

General Elective Requirement — 3 Credit Hours

Integrated Assessment Elective Requirement — Students Choose One of the Following

- PP7391 - Integrated Forensic Assessment (3)
- PP7392 - Integrated Neuropsychological Assessment (3)
- PP7393 - Integrated Projective Assessment (3)

Integrated Assessment Elective Requirement — 3 Credit Hours

Professional Practice Elective Requirement — Students Choose one of the Following

- PP7900 - Intervention and Prevention Program Development (1.5)
- PP7322 - Community Mental Health (1.5)
- PP7620 - Integrated Primary Care Psychology (1.5)
- PP8155 - Practice Development and Marketing for Psychologists (1.5)
- PP8761 - Teaching of Psychology (1.5)

Professional Practice Elective Requirement — 1.5 Credit Hours

Practicum and Practicum Seminar Requirements

Students are encouraged to complete a Diagnostic Practicum in a setting that provides services to child and adolescent populations. Students are encouraged to enroll in Diagnostic and Therapy Seminar groups, which provide a focus on the assessment and treatment of children and adolescents.

Clinical Research Project Requirements

Students in this concentration are encouraged to investigate a topic that addresses some aspect of assessment, prevention, and/or clinical intervention with this population.

Internship Requirements

If possible, students are expected to intern at a site that involves experience working with a child and adolescent population.

Client-Centered and Experiential Psychotherapies Concentration

The Client-Centered and Experiential Psychotherapies concentration focuses on coursework and training, as well as a community of support for students who want to develop themselves as client-centered or experiential psychotherapists.

Considerations

- Graduates will be prepared to work effectively in client-centered and/or experiential frameworks. Graduates will be encouraged to clarify and develop their own more specific orientation within the range of person-centered psychotherapies.
- Graduates will have training and experiences that encourage development of the relational qualities central to person-centered work: empathic understanding, personal authenticity and non-judgmental prizing.

Training in the concentration will emphasize development of the ability to maintain client-centered relationship conditions with persons coming from a broad range of life experiences — including diversity of culture, race, gender, religion, sexual orientation and levels of psychological functioning.

Coursework and practicum experience in the Client-Centered and Experiential Psychotherapies concentration can be used toward gaining certificates in Client-Centered and/or Experiential Psychotherapy.

Concentration Requirements

The Client-Centered and Experiential Psychotherapies concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hour, Professionalization Group, Capstone tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the elective requirements portion of the program with the following courses. With permission from the Program Dean, students may make appropriate substitutions to the elective requirements as listed below.

Advanced Intervention and Supervision Elective Requirement — Students Are Required to Take the Following

- PP8033 - Advanced Person-Centered Therapy and Supervision (3)

Advanced Intervention and Supervision Elective Requirement — 3 Credit Hours

Diversity Elective Requirement — Students Are Encouraged to Take the Following

- PP8022 - Exploring Diversity I (1.5)
- PP8024 - Exploring Diversity II (1.5)

Diversity Elective Requirement — 3 Credit Hours

General Elective Requirement — Students Are Encouraged to Take 3 Credits from the Following

- PP7400 - Advanced Group Leadership and Supervision (1.5)
- PP7401 - Advanced Group Leadership and Supervision II (1.5)
- PP7610 - Extended Empathic Responding I (1.5)
- PP7612 - Extended Empathic Responding II (1.5)
- PP8066 - Advanced Diversity Group Leadership (1.5)
- PP8172 - Transgender Health (1.5)

General Elective Requirement — 3 Credit Hours

Integrated Assessment Elective Requirements—Students Choose One of the Following

- PP7391 - Integrated Forensic Assessment (3)
- PP7392 - Integrated Neuropsychological Assessment (3)
- PP7393 - Integrated Projective Assessment (3)

Integrated Assessment Elective Requirements—3 Credit Hours

Professional Practice Elective Requirement — Students Choose One of the Following

- PP7322 - Community Mental Health (1.5)
- PP7620 - Integrated Primary Care Psychology (1.5)
- PP8155 - Practice Development and Marketing for Psychologists (1.5)
- PP8761 - Teaching of Psychology (1.5)

Professional Practice Elective Requirement — 1.5 Credit Hours

Practicum and Practicum Seminar Requirements

Students in the PsyD in Clinical Psychology degree program of the Illinois School of Professional Psychology at Argosy University | Chicago engage in two part-time, year-long practicum and one full-time, year-long internship at community agencies and institutions during the PsyD in Clinical Psychology degree program. Students in the Client-Centered and Experiential Psychotherapies concentration are encouraged to seek out sites that welcome client-centered or experiential styles of working and/or which have client-centered or experiential supervision available. Students in the concentration are encouraged to take their Therapy Practicum Seminar with a client-centered or experiential faculty member.

Internship Requirements

Students in the concentration are encouraged to complete internships at sites that welcome client-centered or experiential styles of working and/or which have client-centered or experiential supervision available.

Diversity & Multicultural Psychology Concentration

The Diversity & Multicultural Psychology concentration is designed to meet the educational and training needs of students interested in racial/ethnic issues, culture, gender, sexuality, international psychology, and disabilities. Defining diversity in the broad sense is designed to prepare students for service provision to diverse populations in multiple settings. The concentration will facilitate students' understanding of relevant aspects of human services and healthcare delivery to people of color, immigrants, persons with varying sexual orientation, gender, and disabilities, and other under-served populations. Many of the courses for the Diversity & Multicultural Psychology concentration will not only help meet the job demands of the current psychology market, but also foster leadership development in relevant diversity issues within clinical psychology.

Considerations

- Graduates must have sufficient knowledge about current theories and practice that relate to various diverse populations.
- Graduates must undergo a process of continued awareness of their own cultural context while respecting differences.
- Graduates must become knowledgeable about social and political systems (e.g., discrimination and oppression) and the impact this has on various diverse populations.
- Graduates must recognize that each person has multifaceted identities, and appreciate how these identities interact in dynamic and often complex ways with personality, experience, and context.
- Graduates must demonstrate an adequate floor of cultural competence in their roles as clinicians, as well as an understanding of the role of cultural competence outreach, training, supervision, and teaching.

Concentration Requirements

The Diversity & Multicultural Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hours, Professionalization Group, Capstone tasks, and internship requirements listed under "Program Requirements" earlier in this section. Students in this concentration are required to fill the following academic requirements. With permission from the Program Dean, students may make appropriate substitutions to the elective requirements as listed below.

Advanced Intervention and Supervision Elective Requirement—Students Are Required to Take the Following

- PP8118 - Advanced Interventions with Diverse Populations (3)

Advanced Intervention Elective Requirements—3 Credit Hours

Diversity Elective Requirement — Students Choose One of the Following

- PP8116 - Psychology of Gay, Lesbian, and Bisexual Development (3)
- PP8616 - Psychology of Women (3)

Diversity Elective Requirement — 3 Credit Hours

General Elective Requirement — Students Are Required to Take the Following:

- PP8025 - Diversity Psychology: Past, Present & Future (3)

General Elective Requirement — 3 Credit Hours

Integrated Assessment Elective Requirements—Students Choose One of the Following

- PP7391 - Integrated Forensic Assessment (3)
- PP7392 - Integrated Neuropsychological Assessment (3)
- PP7393 - Integrated Projective Assessment (3)

Integrated Assessment Elective Requirements—3 Credit Hours

Professional Practice Elective Requirements—Students Choose One of the Following

- PP7322 - Community Mental Health (1.5)
- PP7620 - Integrated Primary Care Psychology (1.5)
- PP8155 - Practice Development and Marketing for Psychologists (1.5)

Professional Practice Elective Requirements—1.5 Credit Hours

Practicum and Practicum Seminar Requirements

An essential aspect of professional education and development is supervised practice in clinical skills. Students are required to engage in two year-long experiences known as practicum. Training sites may be in a variety of settings and may include clinics, counseling centers or mental health facilities. Regardless of practicum site, students are encouraged to seek out placement sites where there are sufficient opportunities to treat people of diverse backgrounds and receive culturally responsive supervision. Diversity concentration students are strongly encouraged to enroll in a Psychotherapy Seminar led by a core faculty member teaching within the concentration.

Internship Requirements

Diversity concentration students are strongly encouraged to complete their internship at sites which offer supervised experiences in working with culturally and racially diverse populations.

Requirements for the Clinical Research Project

- Clinical Research Project topic must be relevant to the Concentration, and must be approved by the CRP chair in collaboration with Concentration Coordinator
- CRP chair should be a faculty member from Concentration whenever possible; if not feasible, at least one of the readers should be of these faculty members

Forensic Psychology Concentration

The Forensic Psychology concentration focuses on areas where clinical psychology and law interact. The goal of the concentration is to familiarize students with the application of child and adult assessment techniques to both criminal and civil cases, as well as to the emerging area of testing for the hiring of police and governmental law enforcement personnel.

Considerations

- Graduates will understand selected fundamental principles in assessment of individuals involved in both criminal justice and civil legal proceedings.
- Graduates will become familiar with topics of emerging significance in the areas of suitability assessments of police and governmental personnel.
- Graduates will be conversant with the role of diverse background factors in the assessment of forensic related populations.

Concentration Requirements

The Forensic Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hour, Professionalization Group, Capstone tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the elective requirements portion of the program with the following courses. With permission from the Program Dean, students may make appropriate substitutions to the elective requirements as listed below.

Advanced Intervention and Supervision Elective Requirements — Students Are Required to Take the Following

- PP8626 - Civil Psychology and Law (3)

Advanced Intervention Elective Requirement — 3 Credit Hours

Diversity Elective Requirement — Students Are Required to Take the Following

- PP8624 - Criminal Psychology (3)

Diversity Elective Requirement — 3 Credit Hours

General Elective Requirement — Students Are Required to Take the Following

- PP8625 - Child and Family Forensics (3)

General Elective Requirement — 3 Credit Hours

Integrated Assessment Elective Requirements—Students Are Required to Take the Following

- PP7391 - Integrated Forensic Assessment (3)

Integrated Assessment Elective Requirements—3 Credit Hours

Professional Practice Elective Requirement — Students Choose One of the Following

- PP7120 - Psychology and Management (1.5)
- PP7610 - Extended Empathic Responding I (1.5)
- PP7611 - Health Psychology: Pain, Neurological Conditions and Rehabilitation (1.5)
- PP7612 - Extended Empathic Responding II (1.5)
- PP7322 - Community Mental Health (1.5)
- PP7620 - Integrated Primary Care Psychology (1.5)
- PP8155 - Practice Development and Marketing for Psychologists (1.5)
- PP8651 - Skills Laboratory in Health Psychology: Meditation (1.5)
- PP8761 - Teaching of Psychology (1.5)

Professional Practice Elective Requirement — 1.5 Credit Hours

Practicum and Practicum Seminar Requirements

In the Forensic Psychology concentration students will be encouraged to enroll in practicum that are in forensic settings such as jails, juvenile detention centers, and selected practice groups which are primarily engaged in forensic work. Students will be encouraged to enroll in seminars with faculty members familiar with forensic assessment and intervention.

Internship Requirements

Students enrolled in the Forensic Psychology concentration are encouraged to intern at a site with a primary forensic focus in terms of population and assessment techniques.

Clinical Research Project Requirements

Students in this concentration are encouraged to investigate a topic related to Forensic Psychology.

Neuropsychology Concentration

The Neuropsychology concentration is structured to meet the Division 40 guidelines for doctoral training in Clinical Neuropsychology. This concentration is designed to prepare the student for internship and postdoctoral training in clinical neuropsychology in accordance with the Houston Conference Guidelines.

Considerations

- Graduates will have an understanding of Brain-Behavior relationships that will allow them to practice effectively in neuropsychological settings.
- Students will receive coursework and training in Clinical Neuropsychology that is structured to meet the Division 40 guidelines for doctoral training in Clinical Neuropsychology.
- This concentration is designed to prepare the student for internship and postdoctoral training in clinical neuropsychology in accordance with the Houston Conference Guidelines.
- Graduates will have both scholarly and clinical experience with populations that may utilize or benefit from Neuropsychological interventions. Further, they will develop skills to incorporate neuropsychological concepts with traditional psychology.
- Students will have the opportunity to gain familiarity with cutting edge, empirically supported research in the etiology and practice of the treatment of cognitive and mental health disorders.

The Neuropsychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hours, Professionalization Group, Capstone tasks, and internship requirements listed under "Program Requirements."

Students in this concentration are required to fulfill the electives requirements portion of the program as follows:

Brain-Behavior Relationship

- PP7530 - Neuroanatomy and Pathology (3)
- PP8702 - Neuropsychological Assessment I (3)
- PP8704 - Neuropsychological Assessment II (1.5)

Foundations for the Practice of Neuropsychology

- PP7392 - Integrated Neuropsychological Assessment (3)
- PP8220 - Adult Neuropsychological Assessment (1.5)
- PP8333 - Treatment and Diagnosis of ADHD (1.5)
- PP8450 - Advanced Child Neuropsychology (3)
- PP8645 - Introduction to Neuropsychology (3)
- PP8701 - Geriatric Assessment/Introduction to Neuropsychological Screening (3)

Students who wish to obtain a specialization in Neuropsychology will need to

- Satisfy enrollment requirements and be in good standing
- Officially declare neuropsychology as an area of concentration in writing to the Neuropsychology Concentration Chairperson
- Receive official approval from the Neuropsychology Concentration Chairperson
- Complete the concentration curriculum requirements established at the Illinois School of Professional Psychology at Argosy University | Chicago

Concentration Requirements

Students in this concentration are required to fulfill the electives requirements portion of the program as follows:

Advanced Intervention and Supervision Elective Requirements—Students Are Required to Take the Following

- PP7530 - Neuroanatomy and Pathology (3)

Advanced Intervention and Supervision Elective Requirements—3 credit hours

Diversity Elective Requirements — Students Are Required to Choose from the Following

- PP8220 - Adult Neuropsychological Assessment (1.5)
- PP8333 - Treatment and Diagnosis of ADHD (1.5)
- PP8450 - Advanced Child Neuropsychology (3)
- PP8701 - Geriatric Assessment/Introduction to Neuropsychological Screening (3)

Diversity Elective Requirements—3 credit hours

General Elective Requirements— Students Are Required to Take the Following

- PP8702 - Neuropsychological Assessment I (1.5)
- PP8704 - Neuropsychological Assessment II (1.5)

General Elective Requirements — 3 Credit Hours

Integrated Assessment Elective Requirements—Students Are Required to Take the Following

- PP7392 - Integrated Neuropsychological Assessment (3)

Integrated Assessment Elective Requirements—3 Credit Hours

Professional Practice Elective Requirements—Students Choose One of the Following

- PP7322 - Community Mental Health (1.5)
- PP7620 - Integrated Primary Care Psychology (1.5)
- PP8155 - Practice Development and Marketing for Psychologists (1.5)
- PP8761 - Teaching of Psychology (1.5)

Professional Practice Elective Requirements—1.5 Credit Hours

Practicum and Practicum Seminar Requirements

Students in the Illinois School of Professional Psychology at Argosy University | Chicago PsyD in Clinical Psychology degree program engage in two part-time, year-long practicum and one full-time, year-long internship at community agencies and institutions during the PsyD in Clinical Psychology degree program.

Students in the Neuropsychology concentration are encouraged to seek out sites that offer training in neuropsychology for at least one of the practicum experiences. Students in the concentration are strongly encouraged to take the Diagnostic and Therapy Practicum Seminar with a faculty member associated with the Neuropsychology concentration.

Internship Requirements

Students in the concentration are encouraged to complete internships at sites that practice neuropsychology and/or which have neuropsychology supervision available.

Clinical Research Project Requirements

It is a requirement that the focus of the CRP be in the area of neuropsychology. The topic must be approved by the concentration coordinator.

Psychoanalytic Psychology Concentration

The Psychoanalytic Psychology concentration is designed to meet the need for education and training in assessment, intervention, and supervision within a broad psychoanalytic model. The curriculum is designed to provide a firm grounding in major theoretical paradigms with special attention to those which are current and emerging.

Considerations

Graduates of the Psychoanalytic Psychology concentration will be prepared to work effectively within a psychoanalytic framework and begin postdoctoral training in psychoanalytic psychotherapy or psychoanalysis. Issues of difference and diversity (e.g., race/ethnicity, sexual orientation, gender, social class) will be addressed throughout the concentration's curriculum.

Concentration Requirements

The Psychoanalytic Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology degree program credit hours, Professionalization Group, Capstone tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the electives requirements portion of the program with the following courses. With permission from the Program Dean, students may make appropriate substitutions to the elective requirements as listed below.

Advanced Intervention and Supervision Elective Requirements — Students Are Required to Take the Following

- PP8032 - Advanced Psychoanalytic Psychotherapy and Supervision (3)

Advanced Intervention and Supervision Elective Requirements—3 Credit Hours

Diversity Elective Requirements — Students Choose One of the Following

- PP7330 - Child and Adolescent Psychopathology (3)
- PP8043 - Psychoanalysis and Diversity (3)
- PP8616 - Psychology of Women (3)

Diversity Elective Requirements— 3 Credit Hours

General Elective Requirements—Students Choose Three Credits from the Following*

- PP7330 - Child and Adolescent Psychopathology (3)
- PP7600 - The Countertransference Experience (1.5)
- PP8043 - Psychoanalysis and Diversity (3)
- PP8616 - Psychology of Women (3)
- PP8671 - Clinical Use of Dreams (1.5)
- PP8677 - Mourning and Loss (3)

General Elective Requirements—3 Credit Hours

Note *Course taken to meet Diversity Elective Requirement cannot also count for General Elective Requirement

Integrated Assessment Elective Requirements — Students Choose One of the Following

- PP7391 - Integrated Forensic Assessment (3)
- PP7392 - Integrated Neuropsychological Assessment (3)
- PP7393 - Integrated Projective Assessment (3)

Integrated Assessment Elective Requirements—3 Credit Hours

Professional Practice Elective Requirements—Students Choose One of the Following

- PP7322 - Community Mental Health (1.5)
- PP7620 - Integrated Primary Care Psychology (1.5)
- PP8155 - Practice Development and Marketing for Psychologists (1.5)
- PP8761 - Teaching of Psychology (1.5)

Professional Practice Elective Requirements—1.5 Credit Hours

Practicum and Practicum Seminar Requirements

An essential aspect of professional education and development is supervised practice in clinical intervention. Students are required to engage in two, year-long practicum experiences. Students should choose training sites at a variety of mental health facilities where licensed clinical psychologists who are psychoanalytically-oriented conduct supervision. Students must take the Diagnostic and Psychotherapy Seminars concurrent with practicum, and are strongly encouraged to take these with a psychoanalytically-oriented faculty member. The primary focus of these seminars is clinical study using taped material from the students' practicum. The seminar faculty serve as role models for integration of practice and theory in psychoanalytic psychology.

Internship Requirements

Students in the Psychoanalytic Psychology concentration are encouraged to choose an internship that will provide supervision in psychoanalytic psychotherapy.

Clinical Research Project Requirements

Students in this concentration investigate a topic related to psychoanalytic psychology.

Personal Psychotherapy and Extracurricular Programs

The Psychoanalytic Psychology concentration faculty strongly encourage students to participate in their own individual psychoanalytic psychotherapy or psychoanalysis as an important aspect of students' personal and professional development. Faculty will make appropriate referrals at the student's request.

Students are also urged to join local psychoanalytic professional organizations (e.g., Chicago Association of Psychoanalytic Psychology [CAPP]) and/or participate in their programming. Further, students in the concentration should consider submitting applications for the various psychoanalytic mentorship/fellowship programs in the Chicago area (e.g., Chicago Center for Psychoanalysis [CCP] or the Chicago Institute for Psychoanalysis).

Course/Credit Transfer

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Degree Program from Other Institutions

Students may seek transfer credit for graduate coursework taken at other institutions only after enrolling at the Illinois School of Professional Psychology at Argosy University | Chicago and only during the first year of enrollment. Students must complete a Transfer Request Form and supply the syllabus, transcript, and any other relevant material for faculty review. Courses that overlap 80 percent with the Illinois School of Professional Psychology at Argosy University | Chicago courses will be accepted for transfer credit. Please refer to the Course Transfer Guidelines for additional information about transfer coursework and courses that are non-transferable.

Qualifying for the Master of Arts in Clinical Psychology Degree as a Doctor of Psychology in Clinical Psychology Degree Program Student

Students enrolled in the Doctor of Psychology (PsyD) in Clinical Psychology degree program who wish to earn the Master of Arts (MA) in Clinical Psychology degree while working toward the doctoral degree must petition for the degree, and complete program requirements consistent with the requirements of the MA in Clinical Psychology degree program. In order to qualify for the degree, doctoral students must complete a Therapy Practicum, pass the doctoral Clinical Capstone tasks and successfully complete all other doctoral degree program coursework up to that point. In addition, students must submit a petition to graduate form to the Student Services department. The master's degree earned as a student enrolled in the PsyD in Clinical Psychology degree program is not necessarily a license-eligible degree. Students who wish to be license-eligible at the master's level should consult with their advisor and career services; students may elect to take additional coursework to meet the requirements.

Doctor of Psychology in Clinical Psychology Degree Program—Illinois School of Professional Psychology at Argosy University | Schaumburg

Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology degree program has been designed to educate and train students to function effectively as clinical psychologists. To help ensure that students are prepared adequately, the curriculum is designed to provide for the meaningful integration of theory, training, and practice. The PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Schaumburg is designed to emphasize the development of attitudes, knowledge and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services.

Students enrolled in the PsyD in Clinical Psychology program at the Illinois School of Professional Psychology at Argosy University | Schaumburg may choose to focus on one of four optional concentrations:

- Child & Family Psychology
- Clinical Health Psychology
- Forensic Psychology
- Neuropsychology

Program Aims and Competencies

Program Aims

The Illinois School of Professional Psychology at Argosy University, Schaumburg (ISPP, Schaumburg) aim in the clinical psychology doctoral program is to educate and train students through a practitioner-scholar model in order to function effectively as licensed clinical psychologists. To ensure that students are adequately prepared, the curriculum integrates psychological science, theory, and clinical practice. The clinical psychology program at the ISPP, Schaumburg is designed to emphasize the development of knowledge, skills and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and able to apply multiple theoretical perspectives to clinical issues. In addition to generalist training, ISPP, Schaumburg allows students to pursue concentrations in child & family, clinical health, forensic psychology, or clinical neuropsychology.

Program Competencies

The Doctoral Program in Clinical Psychology at ISPP, Schaumburg subscribes to the APA Standards of Accreditation. As such, students are expected to establish a professional identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies as follows:

1. Students will demonstrate competency in research, including knowledge of research and quantitative methods as well as psychometrics.
2. Students will demonstrate knowledge of ethical and legal standards and conduct themselves in an ethical manner.
3. Students will demonstrate competency in individual and cultural diversity, including the knowledge of the theoretical and empirical knowledge base and the ability to apply it.
4. Students will demonstrate knowledge of professional values and attitudes as well as self-reflective practice and openness to supervision and feedback.
5. Students will evidence both communication and interpersonal skills, including producing clear, informative, well-integrated communication and effective interpersonal skills in professional interactions.
6. Students will demonstrate competency in assessment, including the ability to administer and interpret psychological tests and apply knowledge of strengths and psychopathology to the assessment process.
7. Students will demonstrate competency in intervention, including developing and applying evidence based treatment plans, and evaluating treatment effectiveness.
8. Students will evidence knowledge of supervision models and practices.
9. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills.
10. Students will have knowledge of basic areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; and the history and systems of psychology.
11. Students will demonstrate advanced skills in integrating knowledge in scientific psychology.

Clinical Training Overview

Clinical training is the supervised out-of-class contact of students with a clinical population. Through this contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Illinois School of Professional Psychology at Argosy University | Schaumburg students possess effective assessment and intervention skills, and practice in an ethical manner.

During their clinical training, students advance through progressively more challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must complete practicum and internship, and demonstrate competency in specific clinical tasks.

Foundation Courses

The Illinois School of Professional Psychology at Argosy University | Schaumburg requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Illinois School of Professional Psychology | Schaumburg courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Students must enroll for a minimum of 6 credit hours each semester except during and after internship. PsyD in Clinical Psychology degree program students wishing to be enrolled less than 6 credit hours per semester should meet with Financial Aid and the Program Dean of the Clinical Psychology degree program.

No pre-internship PsyD in Clinical Psychology degree program students will be permitted to take less than the equivalent of 3 credit hours per semester except those students who have fewer than 3 credit hours of required coursework to take prior to internship. Students registered for Clinical Research Project (PP8501, PP8502, PP8503) are considered full-time.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within seven years after matriculation. All coursework and practicum must be completed by the end of the fifth year after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students who receive a grade lower than "B-" in a core course must retake the course within the next twelve months and receive a grade of "B-" or better. Students who take a core course required for the PsyD in Clinical Psychology degree program while enrolled in the Master of Arts (MA) in Clinical Psychology degree program must retake the course no later than the end of the first twelve months after matriculation into the doctoral degree program and achieve a grade of "B-" or better. Core courses in the PsyD in Clinical Psychology degree program in clinical psychology are designated in "Program Requirements."

Students are permitted to request an "Incomplete" in courses where all of the requirements for that course have not/will not be met by the end of the semester. Approval of the "Incomplete" is at the discretion of the instructor. However, no student is permitted to request more than four "Incompletes" during their degree. Any student who desires more than four "Incompletes," regardless of whether all other "Incompletes" have been successfully remediated, will need the written approval of the Program Dean.

Students must complete a minimum amount of academic work by the end of each year in the program following matriculation to demonstrate satisfactory progress. The suggested incremental maximum time frame schedule for students in the PsyD in Clinical Psychology degree program is described below. Students should familiarize themselves with this time frame to ensure that they are meeting the incremental and cumulative maximum time frames for the program.

Students are required to complete 98 credit hours. The program is designed to be completed within five years, including a year of internship, with a maximum timeframe of seven years allowed.

Graduation Requirements

To be eligible for graduation, students matriculating Fall 2005 or later must meet the following requirements (other students should consult the program handbook for their year of matriculation):

- 98 credit hours which must be completed by the end of the fifth year of matriculation. The total hours must include:
 - o 72.5 credit hours of required classes (includes Professionalization Group I and Professionalization Group II)
 - o 10.5 credit hours of electives
 - o 12 credit hours (two years) of practicum and practicum seminar
 - o 3 credit hours of Clinical Research Project
- Successful completion of the two Clinical Competency Examinations (CCE – Diagnostic and CCE – Intervention (Psychotherapy))
- Successful completion of the Clinical Research Project (completion required prior to beginning the internship)
- Successful completion of a one-year, full-time internship or its equivalent
- A completed Petition to Graduate submitted to campus administration

Writing Program and Remediation

Students will be evaluated on their writing competency during the first-year Professionalization Group (PP7110). For students who demonstrate writing deficits a plan will be developed that may include specific tutoring or attendance in a specified writing course or directed study. Students may also be referred for writing remediation by the Student Professional Development Committee.

Program Requirements

Students enrolled in the PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Schaumburg are required to satisfactorily complete 98 credit hours distributed as follows: assessment requirements, 12 credit hours; clinical intervention and Intervention (Psychotherapy) requirements, 22.5 credit hours; consultation and supervision requirements, 3 credit hours; elective requirements, 10.5 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 6 credit hours; psychology foundations: basic science/psychology requirements, 12 credit hours; psychopathology requirements, 6 credit hours;

statistics and research methods requirements, 6 credit hours; clinical research project requirements, 3 credit hours; and practicum and practicum seminar requirements, 12 credit hours.

Assessment Requirements — Students Are Required to Take the Following

- PP7230 - Psychometric Theory (1.5)
- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (3)
- PP7373 - Integrative Assessment (1.5)

Assessment Requirements — 12 Credit Hours

Clinical Interventions and Psychotherapy Requirements — Students Are Required to Take the Following

- PP7340 - Issues in the Assessment and Treatment of Diverse Populations (3)
- PP7360 - Clinical Psychopharmacology (1.5)
- PP7368 - Initial Interviewing Skills (1.5)
- PP7369 - Basic Intervention Skills and Models (1.5)
- PP8010 - Cognitive Behavioral Theory and Therapy (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8040 - Psychoanalytic Theory and Therapy (3)
- PP8050 - Family and Couples Therapy (3)
- PP8060 - Group Psychotherapy (3)

Clinical Interventions and Psychotherapy Requirements — 22.5 Credit Hours

Consultation and Supervision Requirements — Students Are Required to Take the Following

- PP7350 - Consultation and Supervision (3)

Consultation and Supervision Requirements — 3 Credit Hours

Ethics and Professional Conduct Requirements — Students Are Required to Take the Following

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)

Ethics and Professional Conduct Requirements — 5 Credit Hours

Human Development Requirements — Students Are Required to Take the Following

- PP7020 - Child and Adolescent Development (3)
- PP8470 - Adult Development and Aging (3)

Human Development Requirements — 6 Credit Hours

Psychology Foundations: Basic Science/Psychology Requirements — Students Are Required to Take the Following

- PP7000 - History and Systems (3)
- PP7040 - Cognition and Affective Processes (3)
- PP7051 - Biological Bases of Behavior (3)
- PP7060 - Social Psychology (3)

Psychology Foundations: Basic Science/Psychology Requirements — 12 Credit Hours

Psychopathology Requirements — Students Are Required to Take the Following

- PP7310 - Theories of Psychopathology (3)
- PP7311 - Diagnostic Psychopathology (3)

Psychopathology Requirements — 6 Credit Hours

Statistics and Research Methods Requirements — Students Are Required to Take the Following

- PP7200 - Statistics and Research I (3)
- PP7201 - Statistics and Research II (3)

Statistics and Research Methods Requirements — 6 Credit Hours

Clinical Research Project Requirements — Students Are Required to Take the Following

- PP8501 - Clinical Research Project I (1)
- PP8502 - Clinical Research Project II (1)
- PP8503 - Clinical Research Project III (1)

Clinical Research Project Requirements — 3 Credit Hours

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following

- PP8208 - Diagnostic Practicum and Seminar I (2)
- PP8209 - Diagnostic Practicum and Seminar II (2)
- PP8210 - Diagnostic Practicum and Seminar II Extended (2)

- PP8211 - Intervention Practicum and Seminar I (2)
- PP8212 - Intervention Practicum and Seminar II (2)
- PP8213 - Intervention Practicum and Seminar Extended (2)

Practicum and Practicum Seminar Requirements — 12 Credit Hours

Elective Requirements

10.5 credit hours of electives are available for advanced general studies, advanced interventions, special populations or concentration specialization areas.

Retaking Courses

Any required course in which a grade below “B-” is received must be retaken. An elective in which a grade below “B-” is received need not be retaken; however credit will not be received. A student who receives a grade “F” or “No Credit” in any course must retake the course during the current or next academic year.

Postdoctoral Supervision Hours

Depending on the licensure requirements of the state in which a student is making application, graduates may begin counting postdoctoral supervision hours toward licensure upon successful completion of their Clinical Research Project (CRP) and final approval by the CRP chair and committee members, provided that internship and other degree requirements have been met. Requirements for when a student may begin to count postdoctoral hours vary from state to state. Students may not refer to themselves as “Doctor” or use the title of PsyD until internship and all program requirements have been completed and a bound copy of the student’s CRP has been submitted to the Student Services Department.

Practicum and Practicum Seminar Requirements

The practicum (PP8201, PP8202, PP8203, PP8204) is the first opportunity provided to Illinois School of Professional Psychology at Argosy University | Schaumburg students for clinical field training. Within the series of practicum courses, Illinois School of Professional Psychology at Argosy University | Schaumburg provides students with the opportunity of working under supervision with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is charged at the time of registration for practicum.

Full-time students will normally be placed in a Psychodiagnostic Practicum and Seminar during their second year of study and in an Intervention (Psychotherapy) Practicum and Seminar during the following year. For registration purposes, the practicum and seminar are treated like a course. The practicum/seminar carries 2 credit hours per semester and 6 credit hours per academic year. Practicum

registration is continuous from Fall through Summer. Students must minimally accumulate a total of 2,000 hours of supervised practicum training between their Psychodiagnostic and Intervention (Psychotherapy), with no less than 800 hours of practicum experience for each. If deficient (i.e., less than 2,000 hours), additional hours may be gained through an Advanced Practicum.

A practicum may not be done in a student's place of employment, nor is any student waived from the practicum requirements. Students who come to the Illinois School of Professional Psychology at Argosy University | Schaumburg with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

Practicum Requirements

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a 4.0 scale and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at the Illinois School of Professional Psychology at Argosy University | Schaumburg for a minimum of two semesters.

Requirements for the Intervention (Psychotherapy) Practicum include:

- Successful completion of the Psychodiagnostic Practicum and Psychodiagnostic CCE
- Good academic standing

The director of Clinical Training has the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include both searching for practicum and participating in practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a GPA of 3.0 when the spring grades are available, the student may, at the discretion of the director of Clinical Training, search for a practicum.

To be eligible for a Psychodiagnostic Practicum, a student must have successfully completed or transferred the following prerequisite courses:

Psychodiagnostic Practicum Prerequisites

- PP7020 - Child and Adolescent Development (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7230 - Psychometric Theory (1.5)
- PP7310 - Theories of Psychopathology (3)
- PP7311 - Diagnostic Psychopathology (3)
- PP7368 - Initial Interviewing Skills (1.5)

- PP7369 - Basic Intervention Skills and Models (1.5)
- PP7370 - Cognitive Assessment (3)
- PP7371 - Objective Personality Assessment (3)
- PP7372 - Projective Personality Assessment (3)
- PP8470 - Adult Development and Aging (3)

Types of Practicum

Psychodiagnostic Practicum emphasizes the clinical observation and diagnostic interviewing and psychological testing of clients. Time is allocated to direct diagnostic contact, seminars, and supervision.

Intervention (Psychotherapy) Practicum emphasizes some aspect of therapeutic intervention. Time is allocated to direct therapeutic contact, seminars, and supervision.

Advanced/Supplemental Practicum is an optional training opportunity for students to gain further experience in psychological assessment, intervention (psychotherapy) or other interventions, such as bio-feedback, Eye Movement Desensitization Response (EMDR), neuropsychological assessment, etc. Further information is available in the *Clinical Training Manual*.

Practicum Seminar

All students enrolled in a practicum will be concurrently enrolled in a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Practicum Evaluation

The goal of the practicum is to foster the training of competent clinicians capable of providing basic and effective assessment and therapeutic intervention. Evaluation of student progress in clinical field training is designed to focus on three areas: theoretical knowledge base, clinical skills and professional attitudes. A thorough review of all practicum students' site and seminar evaluations is conducted by the Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

Clinical Competency Examination Requirements

Students in both the Psychodiagnostic Practicum and the Intervention (Psychotherapy) Practicum must successfully complete a written and oral clinical proficiency examination in the spring semester. The Clinical Competency Examination (CCE) is composed of a written case conceptualization and self-critique with accompanying audio or video recording, transcript of an intervention (psychotherapy) or diagnostic session, and an oral portion consisting of a discussion of the above issues and other relevant clinical data in the presence of the seminar leader and the other faculty member.

Students demonstrate their conceptual abilities, theoretical knowledge, and applied clinical skills obtained through the integration of classroom theoretical work, clinical field training and supervision at their practicum, and in the practicum seminars. In the event that a student passes either the written, oral, or both portions of the CCE with revision, the practicum seminar leader will develop a remediation plan with the student. All revisions must be completed within one semester of the original CCE submission date.

In the event that a student fails the examination, she or he must seek remediation, and will be permitted to retake the examination the spring semester of the following year. The Clinical Training Committee, in consultation with the initial examining faculty member, will recommend a program of remediation to address concerns noted in the first CCE. The student's progress in remediation will be taken into account. A student may retake the CCE one time. A second failure will result in dismissal from the school. Further details regarding specific requirements of the CCE are available in the clinical training manual.

Descriptions and Procedures for Successful Completion

Procedures for the Intervention (Psychotherapy) and Psychodiagnostic CCE require the student to submit a recording, a transcript, a client assessment and progress report, and a self-critique of a therapy session or clinical interview that the student has conducted with a client. The student will have received supervision on this session from the practicum site supervisor, but this session must not have been submitted for review, supervision or critique at the Illinois School of Professional Psychology at Argosy University | Schaumburg or elsewhere prior to submission for satisfying the requirements of the CCE.

The Intervention (Psychotherapy) or Psychodiagnostic CCE is graded "High Pass," "Pass," "Pass with Revision," and "Fail." In the event that a student passes the CCE with revision, the practicum seminar leader will develop a remediation plan with the student. All revisions must be completed within one semester of the original CCE.

Detailed explanations of these procedures are contained in the *CCE Diagnostic and Therapy Advisories* which are distributed to practicum seminar faculty and students at the beginning of the fall semester.

Clinical Research Project Requirements

Each PsyD in Clinical Psychology degree program student is required to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to analyze methodological issues, and to produce an original piece of scholarly work in the field of clinical psychology.

The philosophy of the PsyD in Clinical Psychology degree program faculty with respect to research, research skills, and the CRP is consistent throughout the program.

In our practitioner-scholar model, we expect our students to understand research and use research findings as a primary resource for their clinical work. We expect our students to read current research articles and understand the methods and statistics, draw appropriate conclusions from research, and critique research in terms of internal and external validity. All of these skills are important and necessary when integrating information in our field and, more generally, in being a qualified clinical psychologist. We do not expect that most students will be involved in publishing large-scale scientific studies. They may, however, be involved in case studies, evaluation research, and qualitative research.

Further information regarding the CRP may be found in the Department's CRP Manual.

Types of Clinical Research Projects

There are several types of Clinical Research Projects that students may elect to accomplish. Following are some examples:

Comprehensive Case Study

The goal is to develop a clinical question linked to the case presented in the Clinical Comprehensive Exam (CCE). This should be a theoretical discussion of a novel or innovative approach in treatment and/or conceptualization of an individual case. It should integrate materials which both assist in understanding the case dynamics and may support treatment approaches and case conceptualizations.

Theoretical CRP

The theoretical CRP is a work "in which the author draws on existing research literature to advance theory in any area of psychology." This project should include a new integration of theory based on a review of significant literature in the area addressed by the CRP. By organizing, integrating, and evaluating previously published material, the author of a theoretical CRP considers the progress of current research toward clarifying a problem. Thus, one first conducts a literature review that defines and clarifies the problem, summarizes previous investigations in order to inform the reader of the state of current research, identifies relations, contradictions, gaps and inconsistencies in the literature and suggests the next steps in solving the problem.

The author traces the development of theory in order to expand and refine theoretical constructs. The author may present a new theory, or may analyze existing theory, pointing out flaws or demonstrating the superiority of one theory over another. In this type of theoretical analysis, the author customarily examines a theory's internal and external consistency, that is, whether a theory is self-contradictory and whether the theory and empirical observation contradict each other (paraphrased from Publication Manual of the American Psychological Association, 5th ed.).

Empirical Studies

CRP studies that employ qualitative and/or quantitative approaches are an option to Illinois School of Professional Psychology at Argosy University | Schaumburg students, recognizing the limitations of time and resources in order to affect an acceptable study. Reports of empirical studies are reports of original research. They typically consist of distinct sections that reflect the stages in the research process and that appear in the sequence of these stages:

1. **Introduction:** Development of the problem under investigation and statement of the purpose of the investigation.
2. **Review of literature:** Description of previous research pertaining to the topic.
3. **Method:** Description of the method used to conduct the investigation.
4. **Results:** Report of the results that were found.
5. **Discussion:** Interpretation and discussion of the implications of the results.

Clinical Research Project Committee

The Clinical Research Project (PP8501, PP8502, PP8503) is expected to take no more than 12 months to complete with a steady commitment of time. During this period the student works closely with the chairperson in order to develop a proposal and then to complete an acceptable draft that is reviewed by the other member of the committee. The chair works on a regular basis with the student in order to develop an organized and individualized experience. The chair may require the student to come to campus for consultation even if the student is residing out of state. The chair of the committee functions as a guide and facilitator to the CRP process and should be expected to refine and suggest enhancement, rather than to develop or initiate hypotheses. The reader, as well, works with the chair in assisting the student-scholar to add dimension and clarity to the process.

The goals of this activity are to help the student develop a procedure for the production of scholarly work, to deepen their knowledge and thought about a particular clinical area, to learn both methodological issues and critical thought processes and to produce an original scholarly work.

The committee will consist of two faculty members, a chairperson and a reader. The chairperson must be a faculty member while the reader may be faculty or associate faculty. A second outside reader may be added with the permission of the chair.

Timeline for Completion of the Clinical Research Project

Students must register continuously for 1 credit hour of CRP per semester beginning no later than the fall semester of their fourth year. A maximum of 3 credit hours of CRP may count toward the degree. The time frame for completion of CRP tasks will be connected to the internship application time frame:

- **Year 2**
 - o CRP committee finalized by end of Summer I
- **Year 3**

- o Oral Defense of Proposal by June 1
- **Year 4**
 - o Once the CRP is defended and revisions are approved, the CRP Chair signs off on final CRP product by end of Summer I

Failure to comply with any of these three deadlines without written permission from the CRP chair and approval from the director of Clinical Training will result in the student's removal from the internship process.

Internship Requirements

All doctoral students are required to complete either a full-time, 1-year internship, or a half-time (24 months) internship, as a requirement for graduation. This intensive and supervised contact with clients is essential for providing greater breadth and depth to the student's overall academic experience. Typically, full-time students will begin internship during their fifth year of enrollment.

The internship must be an APA-accredited internship, an APPIC- or CAPIC-member internship or equivalent. Students are discouraged from pursuing non-APA, non-APPIC internships. Exceptions will be considered only by petition and only in cases of extraordinary circumstances that clearly prevent a student from applying to APA-accredited or APPIC-member internships. . The goal of the Clinical Training department is to encourage students to seek a path that will increase the likelihood that the internship experience is of high quality and will provide training that meets the standards necessary to obtain licensure. In the case that a petition for exception is approved, Clinical Training department cannot assure that these standards will be met by the internship site. In order to be eligible to apply for internships, the student must have completed the following requirements:

- The student must be in good academic standing (a GPA of at least 3.0 on a scale of 4.0 with no more than two grades below "B-" and not on probation)
- The student must have successfully completed the Diagnostic Clinical Competence Examination
- The student must have successfully completed all coursework with no incompletes, excluding the Clinical Research Project sequence, by October 1st of the year in which s/he is applying for internship.
- The student must have successfully completed oral defense of the CRP proposal by June 1st of the year in which s/he plans to apply for internship.

Any student who does not meet one or more of these requirements, must petition the Clinical Training Committee in order to obtain permission to apply for internships.

Internship Application Procedure

The Clinical Training Department actively provides guidance and support for students throughout the internship search process — in both group and individual format. The following are the general steps in the process:

1. The student formally declares intent to apply for internship.
2. The student arranges to have Illinois School of Professional Psychology at Argosy University | Schaumburg faculty members and practicum supervisors serve as references on his or her behalf.
3. The student meets with the Director or Associate Director of Clinical Training to review the student's eligibility, learning goals, training needs, and to discuss procedures related to the internship application process.
4. The student attends mandatory monthly group meetings and completes monthly tasks related to completion of the APPIC Application For Psychology Internship (AAPI)
5. The student researches a range of internship sites both locally and nationally. Various resources are available to conduct this research, such as the directory of the Association of Psychology Postdoctoral and Internship Centers (APPIC), the websites of APPIC and internship sites, and files available in the Clinical Training Department.
6. The student submits a list of internship sites to which he or she is considering submitting applications. The Clinical Training Department carefully reviews applicants' lists and advises applicants with regard to site choice based on compatibility, learning goals, training offered, and site application requirements.
7. The Clinical Training Department will coordinate the processing of transcripts and verification of the applicant's eligibility and readiness.
8. The application process for internship is completed through participation in the national application and match process, which is coordinated through APPIC. All students are required to participate in the APPIC match process in securing an internship position. Students submit applications through APPIC's online application portal.
9. The student arranges to meet with internship training staff at those sites at which they are offered interviews.
10. The Clinical Training Department assists the student in preparing for Match Day in February when students will receive their match results online through the National Matching Service website.
11. In the event a student is not matched with an internship site on Phase I Match Day, the Clinical Training Department provides guidance and assistance to him or her in continuing the search process, through Phase II and, if necessary, through APPIC's Post Match Vacancy Service.
12. Students will be permitted to begin their internship if they are in good academic standing, have completed all doctoral academic requirements (including any course incompletes), and have successfully passed all CCE tasks.

Learning Contracts

Interns are responsible for discussing their training goals and interests with their internship training director or primary supervisor in order to develop a formal learning contract soon after internship begins. This contract is a written document which is to be submitted to the Clinical Training Department by the student within a month after the start of internship.

Evaluation and Remediation of the Internship

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives

as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Clinical Training Department to insure that the student is making satisfactory progress.

The Clinical Training Department actively works to address areas of significant difficulties, and, as necessary, coordinates with the internship site supervisor in implementing a remediation plan. If, at any point during the internship process, a student is in need of remediation, the Illinois School of Professional Psychology at Argosy University | Schaumburg procedures for practicum and internship remediation will be implemented. At the completion of the internship year, the Clinical Training Department makes the final determination as to whether internship requirements have been met. If post-internship remedial work is required, the student, the Clinical Training Department, and the internship site director will develop a written contract specifying clinical areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. The process of consultation and approval by the Clinical Training Department and final approval and/or hearing of student appeal by the Clinical Training Committee applies to internship remediation.

Please refer to the Illinois School of Professional Psychology at Argosy University | Schaumburg training manual for a more detailed description of training requirements and guidelines. All students are responsible for being familiar with the information contained in the training manual.

Concentrations in the Doctor of Psychology in Clinical Psychology Degree Program

Students enrolled in the PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Schaumburg have the opportunity to select program concentrations focused on select populations or problem areas. These concentrations will include the selection of particular elective courses, encouraging relevant practicum and training experiences and focusing their Clinical Research Project (CRP) topic on their chosen concentration. The election of a concentration is designed to allow students to focus their interests in a structured manner and build on the strong skill and competency-based education and training they are receiving in Clinical Psychology. The selection of a concentration is not required and many students will choose to focus electives, training and scholarship in a more generalist or eclectic fashion or emphasize other areas of interest not formally designated as concentrations.

The student should consult with the concentration coordinator for details on specific concentration requirements.

Child & Family Psychology Concentration — Examples* of Courses Offered in this Concentration

- PP8333 - Treatment and Diagnosis of ADHD (1.5)
- PP7386 - Assessment of Learning Disabilities (1.5)
- PP8950 - Special Topics (1.5)

Child & Family Psychology Concentration Requirements – 9 Credit Hours

*Not all concentration courses are offered each year. This list is representative and other electives may be offered.

Clinical Health Psychology Concentration — Examples* of Courses Offered in this Concentration

- PP6675 - Introduction to Clinical Hypnosis (1.5)
- PP8331 - Pain Assessment and Treatment (1.5)
- PP8950 - Special Topics (1.5)

Clinical Health Psychology Concentration Requirements – 9 Credit Hours

*Not all concentration courses are offered each year. This list is representative and students must choose from other offered concentration related electives.

Forensic Psychology Concentration — Examples* of Courses Offered in this Concentration

- PP8158 - Sex Offender Treatment (1.5)
- PP8193 - Correctional Psychology (1.5)
- PP8441 - Introduction to Forensic Psychology—Civil (1.5)
- PP8442 - Introduction to Forensic Psychology—Criminal (1.5)
- PP8650 - Assessment and Treatment of Substance Use Disorders (3)
- PP8669 - Domestic Violence (1.5)
- PP8770 - Assessment of Malingering and Deception (1.5)
- PP8650 Assessment and Treatment of Substance Use Disorders (3)
- PP8950 - Special Topics (1.5)

Forensic Psychology Concentration Requirements – 9 Credit Hours

*Not all concentration courses are offered each year. This list is representative and students must choose from other offered electives.

Neuropsychology Concentration

The Illinois School of Professional Psychology at Argosy University | Schaumburg offers a concentration in Neuropsychology. This concentration is organized to meet the INS/APA Division 40 guidelines for doctoral training in clinical neuropsychology. It is intended to provide foundation level training in clinical neuropsychology and prepare graduate students for internship in clinical neuropsychology, post-doctoral fellowship and eventual licensure. The Illinois School of Professional Psychology at Argosy University | Schaumburg is a member of the APA Division 40 listing of doctoral degree programs in clinical neuropsychology.

The Neuropsychology concentration is a specialty area within the PsyD in Clinical Psychology degree program. Students must first be admitted to the PsyD in Clinical Psychology degree program and follow all procedures and requirements necessary for admission and graduation from the PsyD in Clinical

Psychology degree program. The Neuropsychology concentration is designed to provide an opportunity for students to develop a more intensive academic focus and clinical experience in neuropsychology without sacrificing the integrity of a general training in clinical psychology.

Goals and Competencies

Neuropsychology is an applied psychological specialty that involves the study, diagnosis, and treatment of disorders of brain functioning in adults and children. The activities of the neuropsychologist build upon the competencies of the clinical psychologist developed in the PsyD in Clinical Psychology degree program. These additional goals and competencies include:

Goal One: Developing an understanding of brain-behavior relationships

Students develop competence in understanding brain-behavior relationships through mastery of material related to:

- Neuroanatomy & Neuropathology
- Psychopharmacology
- Non-neurological conditions affecting the CNS
- Neuroimaging and Other neurodiagnostic techniques

Goal Two: Acquiring the foundations for the practice of clinical neuropsychology

Students develop competence in the foundations for practice of clinical neuropsychology through mastery of material related to:

- Neuropsychological Assessment
- Neuropsychological Interventions
- Research Design and Analysis in Neuropsychology
- Professional Issues & Ethics in Neuropsychology
- Practical Implications of Neuropsychological Conditions

Specifically, students develop the ability to

1. Assess/examine patients with known or suspected brain injury/disease
2. Develop and implement interventions that target the cognitive, behavioral, and emotional deficits of these patients
3. Consult with service agencies regarding evidence based practices and needed accommodations for their patients
4. Conduct research that addresses applied neuropsychological topics
5. Develop skills in the area of teaching and supervision, and
6. Apply clinical experience in the area of clinical neuropsychology

In keeping with guidelines developed by professional organizations in the field of neuropsychology and because of required mastery of knowledge from a variety of disciplines (e.g. pharmacology, neurology,

psychology, and cognitive neuroscience), training is a relatively lengthy and challenging process that involves not only completion of a four- to five-year doctoral curriculum but also a one-year pre-doctoral neuropsychology internship (or major rotation in neuropsychology) and a two-year postdoctoral neuropsychology residency.

Students who are accepted into the PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Schaumburg may pursue a concentration in Neuropsychology. The structure and content of this concentration have been shaped by the "Houston Conference Guidelines," a set of goals that are designed to identify essential skills that clinicians should have acquired by the end of their training.

It is expected that students who complete the Neuropsychology concentration will be able to successfully compete for neuropsychology internships and fellowships. After obtaining such training, students should be well qualified to function as a clinical neuropsychologist. It is anticipated that many graduates will eventually seek board certification in this area and the Neuropsychology concentration represents the first stage of this process.

Curriculum

Specific course offerings and required credit hours are listed below. All courses are not offered each term. For specific course sequence recommendations and available practicum training sites, students should consult the concentration coordinator.

Brain-Behavior Relationship Requirements--Students Are Required to Take the Following

- PP8112 - Neuroanatomy and Neuropathology (3)

Brain-Behavior Relationship Requirements—3 Credit Hours

Foundations for the Practice of Neuropsychology Requirements--Students Choose From the Following

- PP8111 Pediatric Neuropsychology (1.5)
- PP8220 Adult Neuropsychological Assessment (1.5)
- PP8722 – Neuropsychological Interventions (3)
- PP8950 – Special Topics (3)

Foundations for the Practice of Neuropsychology Requirements--6 Credit Hours

Research Design and Analysis in Neuropsychology (Minimum 3 Credit Hours)

A Clinical Research Project (CRP) is required for completion of the Clinical Neuropsychology concentration. An empirical study is required to maintain the convention of the field and to help ensure the student can demonstrate a scholarly contribution. The CRP will be related, in whole or in part, to a topic in clinical neuropsychology and chaired by a core faculty member of the Clinical Neuropsychology

concentration or a faculty member approved by the coordinator. Students are strongly encouraged to present and publish their work.

Practicum Experience (Minimum 6 Credit Hours)

Given the emphasis on applied skills at the Illinois School of Professional Psychology at Argosy University | Schaumburg, students in the Neuropsychology concentration are required to obtain applied experience beyond the basic coursework. The PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Schaumburg is designed to emphasize the integration of theoretical and applied science and thus, practicum courses in assessment, therapy and clinical neuropsychology are embedded in, and integrated with, didactic curricular sequences designed to accentuate the interdependence of theory, practice and research. Students must complete 2 practicum seminars and a minimum 500 hours of direct service in the area of clinical neuropsychology assessment and/or treatment. Seminars should be completed with approved neuropsychology faculty leaders and at approved neuropsychology sites. Some students may chose to complete these requirements in the diagnostic or intervention (therapy) practicum or they may complete more general training in these required practica and complete their neuropsychology training in a more focused Advanced Practicum. All of these practica are directed by core clinical neuropsychology faculty who themselves model the role of the clinical neuropsychologist.

Internship Experience (0 credit hours)

A minimum of 2000 hours of internship experience is required. Ordinarily, this requirement is accomplished by a full-year internship placement (i.e., 50 successive weeks at 40 hours per week). However, 2-year, part time positions are also acceptable pending approval from the Director of Training. The internship is taken in a setting that is primarily or largely devoted to the delivery of clinical neuropsychological services (it is recommended that at least 50% of the intern's time is devoted to clinical neuropsychology). The internship includes supervised experience in both assessment and intervention. Consistent with Houston Conference Guidelines with respect to internship training in clinical neuropsychology, students are strongly encouraged to complete APA/CPA accredited internships.

Notes:

Course/Credit Transfer

Transfer of Courses/Credit into the Doctor of Psychology in Clinical Psychology Degree Program from other Institutions

Like other institutions which offer a doctoral degree, the Argosy University does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward a transfer of courses in the curriculum. Transfers are not reviewed or granted until the student has been accepted and paid the initial deposit.

For a course to be considered eligible for a transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into Argosy University.
- The course must have been a graduate level course, taken for graduate-level credit regionally accredited college or university. In the case of institutions outside the U.S., the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better in any course submitted for a transfer.
- A maximum of twelve courses (36 credit hours) may be transferred towards the PsyD in Clinical Psychology degree program.
- The school does not accept any credit hours earned as military credit, credit hours by examination, credit hours by correspondence, credit hours for life experience, or graduate credit hours from non-accredited schools.

A student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate transfer request form. This form should be completed and returned to the Student Services Department. Only requests made in writing are reviewed.

All transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfers are requested to provide course descriptions and syllabi. Transfers are granted by a faculty member if there is an 80 percent overlap in course content and objectives between the course submitted for transfer and the course as it is offered at the Illinois School of Professional Psychology at Argosy University | Schaumburg. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Non-Transferable Courses

In each program at Argosy University, the requirements to successfully complete certain courses may not be met by transfer of credit based on coursework from other institutions. The following are non-transferable courses in the PsyD in Clinical Psychology degree program at the Illinois School of Professional Psychology at Argosy University | Schaumburg:

Non-Transferable Courses

- PP7100 - Professional Issues: Ethics, Conduct, and Law (3)
- PP7110 - Professionalization Group I (1)
- PP7111 - Professionalization Group II (1)
- PP7311 - Diagnostic Psychopathology (3)
- PP8208 - Diagnostic Practicum and Seminar I (2)
- PP8209 - Diagnostic Practicum and Seminar II (2)
- PP8210 - Diagnostic Practicum and Seminar II – Extended (2)
- PP8211 - Intervention Practicum and Seminar I (2)
- PP8212 - Intervention Practicum and Seminar II (2)

- PP8213 - Intervention Practicum and Seminar – Extended (2)
- PP8900 - Internship (0)
- PP8901 - Half- Time Internship (0)

Qualifying for the Master of Arts in Clinical Psychology Degree as a Doctor of Psychology in Clinical Psychology Degree Program Student

Conferral of the Master of Arts in Clinical Psychology degree is not automatic. PsyD in Clinical Psychology degree program students may petition for the master's degree upon successful completion of the master's degree program 50 credit hours and requirements, substituting the Diagnostic Practicum for the master's practicum and taking the master's Clinical Comprehensive Examination.

Doctor of Psychology in Clinical Psychology Degree Program—Minnesota School of Professional Psychology at Argosy University

Program Overview

Aims and Competencies

Program Aims

The Clinical Psychology program at the Minnesota School of Professional Psychology (MSPP) at Argosy University aims to educate and train students following the practitioner-scholar model, so that they will be able to function effectively as health service psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for meaningful integration of psychological research, theory, and clinical practice with diverse individuals within a broad spectrum of contexts. The program emphasizes the development of knowledge, skills, and attitudes essential for psychologists who are committed to the ethical provision of quality, evidence based psychological services, including therapy, assessment, consultation, and supervision. Interpersonal and multicultural competency are foundational elements of our program.

Program Competencies

1. Students will demonstrate competency in research, including knowledge of research and quantitative methods as well as psychometrics.
2. Students will demonstrate knowledge of ethical and legal standards, and conduct themselves in an ethical manner.
3. Students will demonstrate competency in individual and cultural diversity, including knowledge of the theoretical and empirical knowledge base and the ability to apply it.
4. Students will demonstrate knowledge of professional values and attitudes, as well as self-reflective practice and an openness to supervision and feedback.
5. Students will demonstrate professional skills to communicate clearly and effectively in oral and written domains.
6. Students will demonstrate effective interpersonal skills in professional interactions and relationships.
7. Students will demonstrate competency in assessment, including the ability to administer and interpret psychological tests and apply knowledge of strengths and psychopathology to the assessment process.
8. Students will demonstrate competency in intervention, including developing and applying evidence-based treatment plans, and evaluating treatment effectiveness.
9. Students will evidence knowledge of supervision models and practices.

10. Students will evidence knowledge of consultation models and practices, and demonstrate interprofessional/interdisciplinary skills
11. Students will have knowledge of basic areas in scientific psychology, including affective, biological, cognitive, developmental, and social aspects of behavior; and the history and systems of psychology

Clinical Training Overview

Clinical training is supervised, out-of-class experiences in clinical settings. Through this contact, students have the opportunity to apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Minnesota School of Professional Psychology at Argosy University students are expected to possess effective assessment and intervention skills, demonstrate cultural competence, relational competence, and practice in an ethical manner.

During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum, and demonstrate competency in specific clinical tasks.

Foundation Courses

The Minnesota School of Professional Psychology at Argosy University requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for course work in clinical psychology. Several of these courses serve as direct prerequisites to the Minnesota School of Professional Psychology courses. The following three courses are required:

- *Introduction to psychology or general psychology
- Abnormal, psychopathology, or maladaptive behavior
- Statistics or research methods

Two additional courses in field of psychology must also be completed.

Students must complete foundation courses before they matriculate in the PsyD in Clinical Psychology degree program

* This course may be waived if the applicant has completed a Bachelors or Masters degree in Psychology.

Enrollment Requirements

Additional Requirements for Academic Progress

Students are expected to complete the PsyD in Clinical Psychology degree program in five years. Students must complete the program within seven years after matriculation, with the practica completed by the end of the fourth year. Students are required to be in full-time residence in the

program for a minimum of one academic year of pre-internship enrollment. Three full-time academic years (or the equivalent thereof) are dedicated to graduate coursework, including two years of practicum training that typically occurs during the second and the third academic years. Students are expected to maintain full time enrollment in the program until all course requirements have been completed. The continuous registration policy will be enforced for all students who have completed all coursework except for the Clinical Research Project. Such students must be continuously enrolled for 1 credit hour of Clinical Research Project until the paper has been successfully completed and a grade has been submitted.

Extensions allowing enrollment beyond the seven year limit may only be granted by the Program Dean. Such extensions will only be granted under extenuating circumstances to allow completion of all degree requirements within a short period of time.

Additional Academic Standards and Student Evaluation

Students in the PsyD in Clinical Psychology degree program are in training to fill the professional role of a licensed, health service psychologist. As such, their performance and competence will be evaluated across a number of dimensions. In addition to performance on traditional academic tasks and requirements, the student's cognitive, emotional, psychological and interpersonal functioning and development will be reviewed and evaluated. Students are also required to conform to ethical standards which govern the behavior of professional psychologists.

Graduation Requirements

Students who are admitted into the Doctor of Psychology (PsyD) in Clinical Psychology degree program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. To be eligible for graduation, students must meet the following requirements.

- The satisfactory completion of 98 semester credit hours. The total credit hours must include:
 - o 69 credit hours of core courses
 - o 2 credit hours of Professionalization Group
 - o 12 credit hours (two years) of practicum and practicum seminar groups
 - o A minimum of 12 credit hours of general electives
 - o 3 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year
- Successful completion of all sections of the Clinical Competency Evaluation (CCE)
- Successful completion of a 2,000-hour internship, in not less than 12 and not more than 24 months
- Successful completion of the Clinical Research Project
- GPA of at least "B" (3.0 on a scale of 4.0)
- Completion of these requirements within seven years of matriculation into the program

- A completed Petition to Graduate submitted to campus administration
- The Clinical Research Project is completed once a bound copy is accepted by the library. This is the date of graduation listed on the transcript (assuming the internship final evaluation has been received earlier)

Writing Program

The ability to communicate clearly, effectively and professionally in writing is essential for the competent practice of clinical psychology. Writing skills are assessed across the clinical psychology curriculum. Based on written work submitted for classes and other program requirements, students who experience difficulty in written communication may be identified by the faculty. In these cases, remediation may be required which may include taking one or more writing courses, workshops, and/or working with a writing mentor or professor. Required writing courses will not count toward graduation requirements.

Program Requirements

Students enrolled in the PsyD in Clinical Psychology degree program at the Minnesota School of Professional Psychology at Argosy University are required to satisfactorily completion of 98 semester credit hours, distributed as follows: core course requirements, 69 credit hours; elective requirements, 12 credit hours; professionalization group requirements, 2 credit hours; practicum and practicum seminar requirements, 12 credit hours; and clinical research project requirements, 3 credit hours. All courses other than electives are considered core courses. Students are required to retake a core course if they receive a grade below "B-." The course must be retaken no later than the end of the next calendar year with an earned grade of "B-" or better.

Core Course Requirements — Students Are Required to Take the Following

- PP6150 - Introduction to Diverse Populations †§ (3)
- PP7000 - History and Systems †§ (3)
- PP7010 - Lifespan Development †§ (3)
- PP7040 - Cognition and Affective Processes § (3)
- PP7050 - Physiological Psychology § (3)
- PP7060 - Social Psychology (3)
- PP7100 - Professional Issues: Ethics, Conduct, and Law †§ (3)
- PP7164 - Capstone Integrative Seminar (3)
- PP7200 - Statistics and Research I § (3)
- PP7201 - Statistics and Research II § (3)
- PP7300 - Psychopathology I †§ (3)
- PP7301 - Psychopathology II †§ (3)
- PP7340 - Issues in the Assessment and Treatment of Diverse Populations †§ ** (3)
- PP7350 - Consultation and Supervision (3)
- PP7370 - Cognitive Assessment †§ (3)
- PP7371 - Objective Personality Assessment †§ (3)
- PP7372 - Projective Personality Assessment †§* (3)

- PP8010 - Cognitive Behavioral Theory and Therapy ‡§ (3)
- PP8020 - Person-Centered and Experiential Theory and Therapy ‡§ (3)
- PP8030 - Psychodynamic Theory and Therapy ‡§ (3)
- PP8035 - Basic Intervention Skills †§ (3)
- PP8051 - Systems Theory and Therapy ‡§ (3)
- PP8100 - Assessment and Treatment of Children and Families ‡§ (3)

Core Course Requirements —69 Credit Hours

Professionalization Group Requirements—Students Are Required to Take the Following

- PP7110 - Professionalization Group I †§ (1)
- PP7111 - Professionalization Group II †§ (1)

Professionalization Group Requirements—2 Credit Hours

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following¹

- PP8201 - Practicum I ‡§ (3)
- PP8202 - Practicum II ‡§ (3)
- PP8203 - Practicum III (3)
- PP8204 - Practicum IV (3)

Practicum and Practicum Seminar Requirements—12 Credit Hours

Clinical Research Project Requirements—Students Are Required to Take the Following

- PP8500 - Clinical Research Project Seminar (1)
- PP8501- Clinical Research Project I (1)
- PP8502 - Clinical Research Project II (1)

Clinical Research Project Requirements—3 Credit Hours

Internship Requirements— Students Are Required to Take the Following

- PP8900 - Internship (0)

Internship Requirements—0 Credit Hour

Notes

¹PP8201 - Practicum I and PP8202 - Practicum II focus on assessment issues and PP8203 - Practicum III and PP8204 - Practicum IV focus on psychotherapy

† Required for Practicum I and II

‡ Required for Practicum III and IV

§ Required for the Comprehensive Exam.

*Can be taken concurrently with Practicum I or II

***Can be taken concurrently with Practicum III or IV*

Elective Requirements

Students are required to take 12 credit hours of electives chosen in consultation with their advisor. All elective courses are to be selected from the Clinical Psychology offerings in the catalog (courses beginning with PP). Electives need to be chosen from courses numbered PP7000 and higher. Students electing to complete the optional Advanced Practicum, those credits are applied to the elective requirement.

Professionalization Group Requirements

The Professionalization Group (PP7110 and PP7111) is a required experience for first-year students. The Professionalization Group meets once a week for an hour during the first two semesters the student is in the program. The Professionalization Group is designed to provide:

- An orientation to the PsyD in Clinical Psychology degree program at the Minnesota School of Professional Psychology at Argosy University
- An orientation to the profession of psychology
- The opportunity to get to know other first-year students

Professionalization Groups are led by a core faculty, who will provide a syllabus for the class. The Professionalization Group leader is automatically assigned as the academic advisor for entering students. For a more complete description of the advising process, see "Advisor Assignment" previously described in this program description.

Practicum and Practicum Seminar Requirements

Completion of two practica, the first focusing on assessment and the second focusing on interventions, must be completed for the PsyD in Clinical Psychology degree program. Each of the two practica must meet each of the following requirements:

- The practicum is a 600 hour (minimum) experience.
- The practicum must extend over a minimum period of nine months. Practicum must begin at the beginning of the Fall semester and may extend into the following summer if negotiated in advance with the student. Students must be at the practicum site a minimum of 20 hours per week, for a 9 month practicum
- Students must attend a practicum seminar during the fall and spring semesters. Practicum seminars meet weekly while classes are in session.

The Minnesota School of Professional Psychology at Argosy University maintains a wide variety of clinical training sites. Most practica begin in September and end in May, although some sites may require work during the summer. Students may not begin a practicum during the Spring or Summer terms. Each practicum takes place in a single agency, and the student must change agencies from the

Assessment Practicum to the Therapy Practicum. A practicum may not be done in a student's current or previous place of employment. The Training Department attempts to place students with extensive clinical backgrounds in practicum sites where they have not had previous clinical experience. All students on practicum are covered by professional liability insurance purchased through the school. This coverage is mandatory, even if the student is otherwise insured.

All practicum sites must be approved by the Training Department. Students may not apply to any practicum site without prior approval from the Training Department. Students may not set up sites independently, but are encouraged to provide names of potential sites to the Training Department for follow up. The Training Department will provide students with a list of potential practicum sites to which they may apply. However, students must be accepted by the site for training at that site. The Minnesota School of Professional Psychology at Argosy University does not guarantee practicum placement. Most practicum sites are located in the Twin Cities metropolitan area, however in some cases the student may need to travel outside of the Twin Cities metropolitan area to obtain practicum training.

Detailed policies and procedures regarding all levels of practicum training are provided in the Training Manual. This document is distributed to students as they begin the practicum application process and updates are provided on an ongoing basis.

Eligibility for Practica

All students entering the practicum application process must be in good standing. Students should carefully plan to complete all required courses before the beginning of practicum. Exceptions to prerequisites for the practica are rarely considered, and must be approved by Training Department. Students must have been enrolled as a matriculated student at the Minnesota School of Professional Psychology at Argosy University for a minimum of two semesters before beginning a practicum. Course prerequisites for practicum are indicated in the course descriptions for the practicum courses.

Students will not be allowed to apply for practicum placement if there is concern about their ability to function competently and professionally at the training site. Students who are on academic probation are not permitted to apply for practicum. Exceptions to this policy may be granted by the Training Department. Students who have received a grade below a "B-" in prerequisite core clinical courses may not begin practicum until the course(s) have been retaken and a satisfactory grade has been earned. The program Student Professional Development Committee may stipulate that a student delay application for practicum as part of an overall remediation plan for the student.

Practicum Training Sites

The Minnesota School of Professional Psychology at Argosy University list of approved practicum sites includes a wide variety of training locations: mental health centers, psychiatric hospitals, schools, college counseling centers, outpatient clinics, treatment centers for the developmentally disabled, and chemical dependency treatment programs, as well as a variety of specialized programs, such as eating disorder programs, pain programs, and rehabilitation centers.

Students need a minimum of two hours of supervision per week; one hour of which is individual, face-to-face with a doctoral-level licensed psychologist. Supervision by the licensed psychologist should occur at a regularly scheduled time each week and be held in a one hour block of time. The second hour may be a one hour block of time in individual or group supervision with any appropriate licensed mental health professional. These supervisory hours should be regularly scheduled and continue throughout the training year. The Minnesota School of Professional Psychology at Argosy University has no financial obligation with its training sites. The student, the Minnesota School of Professional Psychology at Argosy University, and the training site enter into a relationship in which the student delivers service in exchange for clinical supervision.

Once a student has accepted a practicum site, the site supervisor, student, and the Training Department will complete the Practicum Agreement Form. Students may not withdraw from a site they have accepted. By accepting a practicum site, a student makes a professional and ethical commitment to a site; students must conduct themselves accordingly.

Optional Practicum Experience

In addition to the practicum experiences required to fulfill the degree requirement, students may choose to complete an Advanced Practicum (PP8300).

Optional Advanced Practicum Requirements

Students may opt to do a practicum beyond the required Assessment and Therapy Practica to seek additional assessment or therapy training to strengthen certain areas or to increase the breadth of their training. The faculty encourage students to seek advanced clinical training. Advanced practicum is an optional experience with flexible parameters, typically conducted in the student's fourth year of the program. Students must register for and attend biweekly Advanced Practicum Seminars (PP8300), and the credits earned during this training experience count towards the elective course requirements. Students must be at the practicum site a minimum of 15 hours per week, for a 9 month practicum. Similar to the required practicum experiences, Advanced Practicum must start in the Fall semester and is a minimum of 9 months, and may extend up to 12 months (approx. 2000 total hours).

All Advanced Practicum students must receive supervision as outlined above in the required practicum sections.

The biweekly Advanced Practicum seminar (PP8300) is facilitated by Clinical Psychology faculty. The Advanced Practicum seminar provides support and education, but not supervision. Advanced Practicum seminar is intended to allow practice in peer consultation and expose students to the role of a psychologist in diverse settings. The site supervisor and seminar leader are encouraged to coordinate their training efforts.

In addition to the requirements listed above:

- The student must be in good standing.
- The student is required to register for Advanced Practicum seminar each semester.

Clinical Competency Evaluation (CCE) Requirements

The CCE constitutes a series of competency based checkpoints designed to evaluate the student's mastery of primary clinical assessment and intervention skills. These evaluations are built into the curriculum as requirements for the two practicum seminars, prior to the student becoming eligible for internship. The CCE requirements monitor the growth of the student's acquisition of clinical skills.

Demonstration of competency at each CCE task is a prerequisite for advancing to the next level of training.

Grading of the Clinical Competency Evaluation

Practicum seminar leaders will provide guidance regarding CCE tasks and the grading criteria. A student who does not pass the CCE will be given one chance to repeat it. At the seminar leader's discretion, a different case may be required. Seminar leaders refer students who are unable to achieve mastery to the Training Department for remediation. Each CCE task must be completed before the student may advance to the next level of training.

Comprehensive Examination Requirements

Students in the PsyD in Clinical Psychology degree program are required to successfully complete a Comprehensive Examination.

The Comprehensive Examination covers material from required courses and training activities during the first three years of study at the Minnesota School of Professional Psychology at Argosy University.

Procedures for Comprehensive Examination

Students are required to take the Comprehensive Examination no later than the beginning of the fifth year after matriculation. This exam must be completed one year prior to the student's internship year (i.e., not in the summer immediately prior to their internship in the Fall). The Comprehensive Examination is offered at least once a year. Students interested in taking the Comprehensive Examination should apply to do so during the semester prior to taking the exam. Students are allowed two opportunities to take and pass the Comprehensive Examination. After the second failure, a student is automatically dismissed from the program. Detailed guidelines for completing the Comprehensive Examination, as well as grading procedures, are contained in the *Comprehensive Examination Manual*.

Clinical Research Project Requirements

The Minnesota School of Professional Psychology at Argosy University requires each PsyD in Clinical Psychology degree program student to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area; to demonstrate the ability to analyze methodological issues; and to produce an original piece of scholarly work in the field of clinical psychology. Assisting the student in this process is a committee of faculty members who will review the material and make recommendations and suggestions. Detailed requirements for completing the Clinical Research Project are found in the *Minnesota School of Professional Psychology at Argosy University CRP Manual*.

Internship Requirements

The internship is typically completed during the fifth year of graduate studies, after all coursework is finished. The internship must be completed within the overall seven-year time limit for completing the doctoral degree program. Internships normally require a full-time commitment for 12 months, although half-time internships extending for 24 months are possible. A student may not apply for an internship without the approval of the Director of Training. All internship applications must be approved by the Director of Training.

The following requirements must be met before a student may submit internship applications:

- The student must be in good standing in the program, and have a minimum grade point average (GPA) of at least 3.0 (on a scale of 4.0).
- All coursework must either be completed or scheduled to be completed prior to the anticipated start of the internship.
- Successful completion of all parts of the Clinical Competency Evaluation (CCE), including the Comprehensive Examination.
- The Clinical Research Project proposal must have received approval from the Departmental Review Committee.
- Approval to apply for internship(s) must be granted by the Director of Training.

In addition to the above requirements, the following requirements must be met before the student begins the internship. If these requirements are not met, the student may be withdrawn from the internship:

- Satisfactory completion of all required courses, with no grades of "Incomplete" or "In Progress" on the student's record. (Clinical Research Project II (PP8502) and Clinical Research Project III (PP8503) are an exception to this requirement)
- The Clinical Research Project proposal must be approved by the Institutional Review Board (IRB).

Qualifying for the Master of Arts (MA) in Clinical Psychology Degree as a Student in the Doctor of Psychology (PsyD) in Clinical Psychology Degree Program

Students in the PsyD in Clinical Psychology degree program who wish to earn a MA in Clinical Psychology degree while working toward the PsyD in Clinical Psychology degree must petition for the degree and complete the approved PsyD in Clinical Psychology degree program courses and clinical training consistent with the requirements of the Master of Arts in Clinical Psychology degree program, including the completion of one year of practicum training. The PsyD in Clinical Psychology degree program at the Minnesota School of Professional Psychology at Argosy University does not award a terminal MA in Clinical Psychology degree.

Course/Credit Transfer

Transfer of Courses/Credit in the PsyD in Clinical Psychology Degree Program from other Graduate Programs

Students who have completed graduate coursework at another institution, including another Argosy University campus, may petition for transfer of courses in the PsyD in Clinical Psychology degree program up to a maximum of 30 credit hours (10 courses). For a course to be considered eligible for transfer, the following conditions must be met:

- Courses used to waive a required course must be equivalent in content to the course being waived. It is the responsibility of the student to document course equivalency.
- The course must have been taken no more than five years prior to enrollment at Argosy University, Twin Cities, unless the student can present evidence of ongoing work experience or continuing education in that area.
- The course must have been a graduate-level course, taught by a doctoral-level instructor, and taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the United States, the appropriate state or national accreditation is required.
- The course(s) submitted for credit transfer of a 3-credit hour course must be at least 3 credit hours.
- Transfer credit is granted if there is an 80 percent overlap in course content and objectives between the course submitted for transfer credit and the course offered at the Minnesota School of Professional Psychology and Argosy University.
- The student must have earned a grade of "B" or above in the course.
- Practicum, practicum seminars and the first-year Professionalization Group are not eligible for transfer.
- All transfer/waiver requests must be submitted within one year of matriculating into the PsyD in Clinical Psychology degree program.
- In special circumstances, a maximum of two courses can be submitted to transfer one 3 credit hour course. The total number of credit hours of the two courses must be equal to, or greater than 3 credit hours.

Students are strongly encouraged to submit transfer/waiver requests before or during the first semester of enrollment in the program. The transfer request must be accompanied by a transcript reflecting

completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. No transfer credit will be given for courses taken elsewhere after matriculation into a degree program at Argosy University, Twin Cities.

Transfer of Courses/Credit from another Argosy University Campus or Argosy University, Twin Cities Program

Students who transfer courses/credit from another Argosy University campus to the Minnesota School of Professional Psychology at Argosy University may receive credit for a course taken at the original campus, including professionalization group and practicum, if the course is identical to the one offered at this campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial. Students are required to submit course transfer/waiver requests for all courses successfully completed at another Argosy University campus.

Graduate Certificate in Client-Centered and Experiential Psychotherapies

Offering Campus

Argosy University, Chicago

Application and Admission Process

The director/coordinator of the certificate program will coordinate all admissions with the assistance of the Clinical Psychology Admissions Committee.

Program Overview

The Graduate Certificate in Client-Centered and Experiential Psychotherapies is designed to provide specialized training and a community of support for post-master's and doctoral clinicians who want to develop themselves as client-centered or experiential psychotherapists.

Considerations

- Graduates will be prepared to work effectively in client-centered and/or experiential frameworks. Students will be encouraged to clarify and develop their own more specific orientation within the range of person-centered psychotherapies.
- Graduates will have training and experiences that encourage development of the relational qualities central to person-centered work: empathic understanding, personal authenticity and non-judgmental prizing.
- Training in the concentration will emphasize development of the ability to maintain client-centered relationship conditions with persons coming from a broad range of life experiences—including diversity of culture, race, gender, religion, sexual orientation and levels of psychological functioning.

Graduate Certificate Requirements

The Graduate Certificate in Client-Centered and Experiential Psychotherapies requires the completion of 12 credit hours as listed below:

Graduate Certificate Requirements—Students Are Required to Take the Following

- PP7610 - Extended Empathic Responding I (1.5)
- PP7612 - Extended Empathic Responding II (1.5)
- PP8020 - Person-Centered and Experiential Theory and Therapy (3)
- PP8022 - Exploring Diversity I (1.5)
- PP8024 - Exploring Diversity II (1.5)
- PP8033 - Advanced Person-Centered Therapy and Supervision (3)

Graduate Certificate Requirements—12 Credit Hours

Gainful Employment Information

The following link provides program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Graduate Certificate in Client-Centered and Experiential Psychotherapies program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Chicago	<u>ge.argosy.edu/programoffering/591</u>

Graduate Certificate in Psychoanalytic Psychology

Offering Campus

Argosy University, Chicago

Application and Admission Process

The director/coordinator of the Graduate Certificate in Psychoanalytic Psychology program will coordinate all admissions with the assistance of the Clinical Psychology Admissions Committee.

Program Overview

The Graduate Certificate in Psychoanalytic Psychology offered by the Illinois School of Professional Psychology at Argosy University|Chicago is designed to provide specialized training in psychoanalytic psychology for post master's and doctoral clinicians with relevant background and experience. The certificate is designed to meet the need for education and training in assessment, intervention, and supervision within a broad psychoanalytic model. The curriculum is designed to provide a firm grounding in major theoretical paradigms with special attention to those which are current and emerging.

Considerations

- Graduates of the Psychoanalytic Psychology certificate will be prepared to work effectively within a psychoanalytic framework and begin additional training in psychoanalytic psychotherapy or psychoanalysis.
- Issues of difference and diversity (e.g., race/ethnicity, sexual orientation, gender, social class) will be addressed throughout the certificate's curriculum.

Learning Outcomes

- Integrate and apply psychoanalytic theory and treatment in case formulations.
- Integrate and apply psychoanalytic theory in clinical interventions.
- Competently apply psychoanalytic theory and practice to work with multicultural populations.
- Evaluate research on the effectiveness of psychoanalytic approaches and the utility of these approaches with diverse populations.

Certificate Requirements

The Graduate Certificate in Psychoanalytic Psychology requires the completion of 12 credit hours distributed as follows: certificate requirements, 6 credit hours and elective courses, 6 credit hours.

Certificate Requirements—Students Are Required to Take the Following

- PP8032 - Advanced Psychoanalytic Psychotherapy and Supervision (3)
- PP8040 - Psychoanalytic Theory and Therapy (3)

Certificate Requirements – 6 Credit Hours

Elective Course Requirements—Students Choose a Combination of the Following for a Total of 6 Credit Hours

- PP7080 - Personal and Professional Development Group (PPD) (1.5)
- PP7550 - Consultation in Diverse Settings (1.5)*
- PP7600 - The Countertransference Experience (1.5)
- PP8043 - Psychoanalysis and Diversity (3)
- PP8401 - Child and Adolescent Psychotherapy (3)*
- PP8661 - Eating Disorders (1.5)*
- PP8662 - Addictive Disorders (1.5)*
- PP8671 - Clinical Use of Dreams (1.5)
- PP8717 - Psychology of Gender (3)*
- PP8950 - Special Topics (1.5)

Elective Course Requirements – 6 Credit Hours

Total Graduate Certificate Requirements—12 Credit Hours

* with Psychoanalytic faculty

Gainful Employment Information

The following link provides program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Graduate Certificate in Psychoanalytic Psychology program offered at Argosy University:

Campus	Gainful Employment information
Argosy University, Chicago	ge.argosy.edu/programoffering/2120

Section Ten, College of Counseling, Psychology and Social Sciences

College of Counseling, Psychology and Social Sciences

Mission Statement

The mission of the Argosy University College of Counseling, Psychology and Social Sciences is to prepare students to become skilled, professional practitioners, who can function ethically and effectively within multicultural settings and with diverse populations. The College of Counseling, Psychology and Social Sciences demonstrates its commitment to academic excellence and integrity by providing instruction, delivered in convenient formats by scholar/practitioner faculty, which is designed to prepare graduates to seek employment in a wide variety of practitioner and applied fields. Graduates of the College of Counseling, Psychology and Social Sciences should possess the knowledge, skills, and attitudes essential for meeting the highest standards of professional service.

Privacy

Personal growth and development is considered necessary to becoming an effective counselor. As a result, courses incorporate strategies for promoting such growth. These experiences may include, among others, journaling, reflecting on one's difficulties with the counseling process, identifying and sharing personal issues and history that may hinder effective and culturally sensitive counseling, and sharing personal experiences with bias and discrimination. We recognize the sensitivity necessary to create an environment of safety for such sharing, and expect faculty and students to conduct themselves in a way that promotes such safety. One necessary component in creating safety is the faith that one's disclosures will be held in confidence. Therefore, we expect students to keep confidential any material shared in class and in course assignments. Also, students enrolled in the clinical psychology degree programs should review the Non-Academic Competence Policy and the Guidelines for Students' Sharing Affective Experiences and Reactions to Didactic and Clinical Material described in the Master of Arts (MA) in Clinical Psychology degree program.

Applied Psychology Non-Licensure Programs

Master of Arts in Forensic Psychology Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Twin Cities.

Program Overview

The Master of Arts (MA) in Forensic Psychology degree program is designed to educate and train individuals who are currently working, or wish to work, in fields that utilize the study and practice of forensic psychology. Curriculum is designed to provide for an understanding of theory, training, and practice of forensic psychology. It is designed to emphasize the development of students who are committed to the ethical provision of quality services to diverse clients and organizations. The program maintains policies and delivery formats suitable for working adults.

The MA in Forensic Psychology degree program is designed to provide coursework in forensic psychology for application to law enforcement, legal and organizational consultation, and program analysis.

Program Learning Outcomes

Outcome One: Psychological Theory and Practice

Apply theoretical concepts and methodological approaches of psychology to forensic practice.

Outcome Two: Legal Theory and Application

Apply theories related to the interaction between the criminal and civil legal systems and psychology.

Outcome Three: Assessment, Research, and Evaluation

Analyze and apply the existing literature and practical knowledge in assessment, evaluation, and research methods to forensic practice

Outcome Four: Leadership, Consultation, and Ethics

Use leadership, consultative, and ethical knowledge, skills and attitudes to succeed in forensic practice.

Outcome Five: Multicultural Competence

Analyze the unique characteristics of diverse populations and apply culturally responsive strategies to strengthen professional practice and enhance service outcomes.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution
- A grade point average (GPA) on (on a scale of 4.0) as described below. Additional requirements may apply.
 - o 2.7 for the bachelor's degree, or
 - o 3.0 for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students seeking admission with a GPA between 2.0 and 2.7 will be required to submit a personal/professional goal statement with a self-appraisal of qualifications for the profession, current résumé (or career summary), one completed letter from a current employer, and evidence of completing one undergraduate introductory psychology course with a grade of "C" or better. Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 30 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
 - Between 2.0 and 2.4 for the bachelor's degree. Students are also required to submit three academic or professional letters of recommendation (one from an employer).
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

The application process for admission into the MA in Forensic Psychology degree program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications for enrollment in the program.

All applicants to the program must submit the following materials by the application deadline:

- Completed Application for Admission Form
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

Students enrolled in the MA in Forensic Psychology degree program are eligible for graduation when the following requirements are met:

- Satisfactory completion of 36 credit hours by the end of the fifth year of matriculation. The total credit hours must include:
 - o 24 credit hours of core courses
 - o 12 credit hours of concentration or elective courses
- Successful completion of the Comprehensive Examination
- Grade point average (GPA) of at least 3.0 (on a scale of 4.0); any course in which a student earns a grade below "B-" must be retaken
- Completion of all requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the MA in Forensic Psychology degree program are required to satisfactorily complete 36 credit hours distributed as follows: core course requirements, 24 credit hours; concentration or elective requirements, 12 credit hours.

Core Course Requirements (24 Credit Hours)

Students enrolled in the MA in Forensic Psychology degree program are required to complete eight core courses (24 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- FP6005 - Maladaptive Behavior and Psychopathology (3)
- FP6010 - Psychology and the Legal System (3)
- FP6015 - Psychology of Criminal Behavior (3)
- FP6020 - Individual Assessment (3)
- FP6030 - Research and Evaluation (3)
- FP6500 - Professional and Ethical Issues in Forensic Psychology (3)

- FP6520 - Forensic Psychological Assessment (3)
- FP6525 - Psychology of the Victim (3)

Core Course Requirements—24 Credit Hours

Concentration Requirements (12 Credit Hours)

Students enrolled in the MA in Forensic Psychology degree program may choose to complete one of the following concentrations:

- Assessment and Treatment
- Homeland Security
- Law Enforcement

Assessment and Treatment Concentration

The Assessment and Treatment concentration is designed to prepare students whose career goals are in the area of evaluating offenders primarily for use in criminal justice dispositions and in the area of treatment interventions for offenders and for those who are victims of criminal behavior.

Assessment and Treatment Concentration—Students Choose Four of the Following

- FP6035 - Evaluation and Treatment of Offenders (3)
- FP6535 - Consultation, Triage and Testimony in Forensic Psychology (3)
- FP6542 - Forensic Psychology Field Placement (3)
- FP6900 - Substance Abuse Counseling (3)
- FP6906 - Interviewing and Interrogation: History and Techniques (3)

Assessment and Treatment Concentration Requirements—12 Credit Hours

Homeland Security Concentration

The Homeland Security concentration is designed to develop working knowledge of essential interrogation, interviewing, counterintelligence and other skills needed for forensic psychologists working in this field.

Homeland Security Concentration Requirements—Students Choose Four of the Following

- FP6542 - Forensic Psychology Field Placement (3)
- FP6902 - Issues in Psychological Profiling (3)
- FP6903 - Psychology of Counterintelligence (3)
- FP6904 - Operational Psychology (3)
- FP6906 - Interviewing and Interrogation: History and Techniques (3)

Homeland Security Concentration Requirements—12 Credit Hours

Law Enforcement Concentration

The Law Enforcement concentration is designed to prepare students whose career goals are in law enforcement agencies.

Law Enforcement Concentration Requirements—Students Choose Four of the Following

- FP6542 - Forensic Psychology Field Placement (3)
- FP6880 - Police Psychology (3)
- FP6902 - Issues in Psychological Profiling (3)
- FP6905 - Correctional Psychology (3)
- FP6906 - Interviewing and Interrogation: History and Techniques (3)

Law Enforcement Concentration Requirements—12 Credit Hours

As an alternative to one of the optional concentrations, students enrolled in the MA in Forensic Psychology degree program may take four elective courses from the list below.

Elective Requirements—Students Choose Four of the Following

- FP6542 - Forensic Psychology Field Placement (3)
- FP6035 - Evaluation and Treatment of Offenders (3)
- FP6880 - Police Psychology (3)
- FP6900 - Substance Abuse Counseling (3)
- FP6902 - Issues in Psychological Profiling (3)
- FP6903 - Psychology of Counterintelligence (3)
- FP6904 - Operational Psychology (3)
- FP6905 - Correctional Psychology (3)
- FP6906 - Interviewing and Interrogation: History and Techniques (3)

Elective Requirements—12 Credit Hours

Forensic Psychology Field Placement Requirements

The Field Experience option is available to only campus-based students, and those who are interested in completing a field experience. Field Experience provides an opportunity for students to apply the knowledge and skills gained within the Forensic Psychology degree program in selected forensic settings within their community.

Forensic Psychophysiology Track Requirements (Argosy University, Northern Virginia Only)

The Forensic Psychophysiology track of the program is offered at Argosy University, Northern Virginia. This track has been designed for the continued professional development of Department of Defense (DoD) personnel, non-DoD federal personnel, and state and local criminal justice and intelligence agency employees. This track is designed to provide the opportunity for students to receive the theoretical and

empirical foundation to apply techniques of forensic psychophysiology and to understand the role of these methods in the broader forensic psychology systems.

The MA in Forensic Psychology degree program with the Forensic Psychophysiology track requires the satisfactory completion of 39 credit hours by the end of the fourth year of matriculation, distributed as follows: core course requirements, 21 credit hours; National Center for Credibility Assessment (NCCA) transfer course requirements, 15 credit hours; and elective requirements, 3 credit hours.

Core Course Requirements—Students Are Required to Take the Following

- FP6005 - Maladaptive Behavior and Psychopathology (3)
- FP6010 - Psychology and the Legal System (3)
- FP6015 - Psychology of Criminal Behavior (3)
- FP6020 - Individual Assessment (3)
- FP6030 - Research and Evaluation (3)
- FP6500 - Professional and Ethical Issues in Forensic Psychology (3)
- FP6525 - Psychology of the Victim (3)

Core Course Requirements—21 Credit Hours

National Center for Credibility Assessment (NCCA) Course Requirements—Students Are Required to Take the Following. †

- PDD501 Interview Techniques (4)
- PDD503 PDD Analysis II (2)
- PDD505 PDD Methods II (2)
- PHY501 Physiology of PDD (4)
- PSY501 Psychology of PDD (3)

National Center for Credibility Assessment (NCCA) Course Requirements — 15 Credit Hours

Note: †The **National Center for Credibility Assessment (NCCA)** courses (PDD) are the only approved transfer courses accepted from NCCA for the Forensic Psychophysiology track offered at Argosy University, Northern Virginia.

Elective Requirements—Students Are Required to Take One of the Following Options

- **Option 1** PDD600 PDD Internship (offered through NCCA)
- **Option 2** One additional course from the Argosy University, Northern Virginia Forensic Psychology Program

Elective Requirements—3 Credit Hours

Comprehensive Examination Requirements

All students must successfully complete a Comprehensive Examination. The examination requires students to integrate course material into a form demonstrating both mastery and the ability to

organize the material coherently and logically. Students who do not pass the Comprehensive Examination will receive feedback concerning their performance on the examination, and assistance in gaining additional experience to facilitate successful completion of this program requirement. A student who does not pass all parts of the comprehensive exam within three attempts will be automatically dismissed from the program.

Prior to taking the Comprehensive Examination, students must successfully complete all required courses, excluding the Forensic Seminar, as demonstrated by earning a grade of "B-" or better in all coursework. They must also submit an application to take the exam to the campus dean or department chair. Transferred courses are considered successfully completed.

Students taking the Comprehensive Examination must be in good academic standing, with a GPA of 3.0 (on a scale of 4.0).

Comprehensive Examination Procedures

The Comprehensive Examination is offered during class a minimum of two times a year. The schedule of the exams will be distributed by the department. Students interested in taking the Comprehensive Examination should complete a request form at least two months before they intend to take the exam and return it to the department.

More information concerning preparation for the Comprehensive Examination will be provided as students become eligible to take the exam.

Course/Credit Transfer

Students may transfer a maximum of 12 credit hours toward the MA in Forensic Psychology degree program. For further information on course/credit transfer criteria, please refer to Section Seven, Academic Policies and Procedures.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts (MA) in Forensic Psychology degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/1836
Argosy University, Chicago	ge.argosy.edu/programoffering/961
Argosy University, Dallas	ge.argosy.edu/programoffering/1810
Argosy University, Denver	ge.argosy.edu/programoffering/1389
Argosy University, Hawai'i	ge.argosy.edu/programoffering/2599
Argosy University, Inland Empire	ge.argosy.edu/programoffering/1615
Argosy University, Los Angeles	ge.argosy.edu/programoffering/1617
Argosy University, Nashville	ge.argosy.edu/programoffering/1683
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/886
Argosy University, Orange County	ge.argosy.edu/programoffering/677
Argosy University, Phoenix	ge.argosy.edu/programoffering/710
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/2266
Argosy University, San Diego	ge.argosy.edu/programoffering/1616
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/739
Argosy University, Sarasota	ge.argosy.edu/programoffering/774
Argosy University, Twin Cities	ge.argosy.edu/programoffering/1448
Argosy University Online Programs	ge.argosy.edu/programoffering/5407

Master of Arts in Industrial Organizational Psychology Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawaii; Argosy University, Inland Empire; Argosy University, Nashville; Argosy University, Phoenix; Argosy University San Francisco Bay Area, Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities

Program Overview

The Master of Arts (MA) in Industrial Organizational Psychology degree program is designed to apply the knowledge of industrial organizational psychology to issues involving individuals and groups in organizational and work settings. This program is designed to prepare graduates to seek employment in areas such as training, data analysis, consultation, statistical decision making, organizational development, leadership, and human resource management positions. The curriculum is based on competencies focusing on the outcomes of training and on the knowledge, skills, and behavior necessary to function as a master's level professional in industrial organizational psychology.

Program Learning Outcomes

Program Learning Outcome One: Application of Professional Knowledge

Evaluate and integrate relevant academic and professional literature to make evidence-based decisions related to Industrial Organizational (I/O) psychology.

Program Learning Outcome Two: Critical Thinking and Decision Making

Exercise critical thinking to propose, communicate, and implement action plans that address I/O opportunities and issues.

Program Learning Outcome Three: Ethical and Legal Practices

Identify and utilize ethical and legal standards in I/O psychology while taking into account all relevant stakeholders.

Program Learning Outcome Four: Communication and Interpersonal Effectiveness

Demonstrate interpersonal effectiveness with individuals and groups through professional behavior while utilizing appropriate communication.

Program Learning Outcome Five: Diversity

Examine individual and group needs, and utilize relevant and evidence based approaches with diverse populations.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 for the bachelor's degree, or
 - o 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students seeking admission with a GPA between 2.0 and 2.7 will be required to submit a personal/professional goal statement with a self-appraisal of qualifications for the profession, current résumé (or career summary), one completed letter from a current employer, and evidence of completing one undergraduate introductory psychology course with a grade of "C" or better. Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 30 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
 - o Between 2.0 and 2.4 for the bachelor's degree. Students are also required to submit three academic or professional letters of recommendation (one from an employer).
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution.
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are

accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

To be eligible for graduation, students will be responsible for completing the program requirements that are in effect at the time of admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession. Students enrolled in the MA in Industrial Organizational Psychology degree program are eligible for graduation when the following requirements are met:

- Successful completion of all program requirements, including a total of 36 semester credit hours, which must be completed by the end of the fifth year of matriculation.
- GPA of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all courses.
- Completion of all degree requirements within a maximum time frame of five years.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

Students enrolled in the MA in Industrial Organizational Psychology degree program are required to satisfactorily complete twelve core courses (36 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- IO6301 - Research Methods in Industrial Organizational Psychology (3)
- IO6400 - Applied Industrial Psychology (3)
- IO6401 - Performance Appraisal and Feedback (3)
- IO6402 - Statistics in Industrial Organizational Psychology (3)
- IO6410 - IO Theory Applied to Organizational Behavior and Culture (3)
- IO6412 - IO Techniques for Organizational Development and Assessment (3)
- IO6440 - Organizational Consulting (3)
- IO6500 - Employee Selection, Placement, and Classification (3)
- IO6502 - Organizational Leadership and Change (3)
- IO6505 - Training and Development (3)
- IO6506 - Business Principles for IO Professionals (3)
- IO6600 - Capstone Project (3)

Core Course Requirements—36 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts (MA) in Industrial Organizational Psychology degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/2162
Argosy University, Chicago	ge.argosy.edu/programoffering/2125
Argosy University, Dallas	ge.argosy.edu/programoffering/2048
Argosy University, Denver	ge.argosy.edu/programoffering/1833
Argosy University, Hawaii	ge.argosy.edu/programoffering/5593
Argosy University, Inland Empire	ge.argosy.edu/programoffering/2102
Argosy University, Nashville	ge.argosy.edu/programoffering/2342
Argosy University, Phoenix	ge.argosy.edu/programoffering/1834
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/4518
Argosy University, Sarasota	ge.argosy.edu/programoffering/2775
Argosy University, Schaumburg	ge.argosy.edu/programoffering/2126
Argosy University, Tampa	ge.argosy.edu/programoffering/2444
Argosy University, Twin Cities	ge.argosy.edu/programoffering/2003
Argosy University Online Programs	ge.argosy.edu/programoffering/5410

Master of Arts in Sport-Exercise Psychology Degree Program (30 Credit Hours)

Offering Campuses

Argosy University, Chicago; Argosy University, Hawaii; Argosy University, Inland Empire; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Francisco Bay Area

Program Overview

The Master of Arts (MA) in Sport-Exercise Psychology degree program is designed to educate and train students to function as capable and ethical performance enhancement specialists. The goals of the program include developing student competencies in the following areas: theoretical foundations, helping relationships, individual and group skills, normal and abnormal behavior, sport sciences, research and evaluation, diversity, and professional identity.

The curriculum is designed to provide students with a foundation in applied sport psychology, an understanding of normal and abnormal psychological functioning, and a knowledge base in the physiological, motor, and psychosocial aspects of sport behavior.

Program Learning Outcomes

Program Learning Outcome One: Theoretical Foundations

- a. Apply core theory and research as a foundation for practice in sport-exercise psychology.
- b. Identify and examine psychopathology related to developmental stages in sport-exercise settings.

Program Learning Outcome Two: Assessment and Intervention Skills

- a. Assess and conceptualize case material and plan and implement interventions to individuals and groups in sport-exercise settings.

Program Learning Outcome Three: Professional Identity

- a. Establish and maintain effective and ethical relationships in professional settings.
- b. Value and demonstrate attitudes essential for continual learning and scholarly inquiry.

Program Learning Outcome Four: Research and Evaluation

- a. Evaluate research and apply scientific methodology to analysis of case material.

Program Learning Outcome Five: Diversity

- a. Comprehend, value, and apply principles of human diversity in professional sport-exercise settings.

Admission Requirements

In addition to the requirements listed below, the Admissions Committee also takes into consideration the qualities essential to becoming an effective applied sport psychology professional. Material is also required which will help to determine the individual's personal integrity, maturity, interpersonal skills, and ability to communicate. Required materials include:

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 for the bachelor's degree, or
 - o 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students seeking admission with a GPA between 2.0 and 2.7 will be required to submit a personal/professional goal statement with a self-appraisal of qualifications for the profession, current résumé (or career summary), one completed letter from a current employer, and evidence of completing one undergraduate introductory psychology course with a grade of "C" or better. Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 30 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
 - Between 2.0 and 2.4 for the bachelor's degree. Students are also required to submit three academic or professional letters of recommendation (one from an employer)
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution.
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

To be eligible for graduation, students will be responsible for completing the program requirements that are in effect at the time of admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession. Students enrolled in the MA in Sport-Exercise Psychology degree program are eligible for graduation when the following requirements are met:

- Successful completion of 30 credit hours, which must be completed by the end of the fifth year of matriculation.
- GPA of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Completion of all degree requirements within a maximum time frame of five years
- A completed Petition to Graduate submitted to campus administration

Writing Program

Students are expected to demonstrate competence in professional writing using APA style. Student writing is assessed to evaluate clarity, organization and style. Some students may be required to complete a writing course or tutorial during the program.

Program Requirements

Students enrolled in the MA in Sport-Exercise Psychology degree program are required to successfully complete ten core courses (30 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- SP6005 - Psychopathology (3)
- SP6012 - Cognitive and Affective Behavior (3)
- SP6020 - Team Dynamics and Group Behavior (3)
- SP6104 - Counseling Skills I (3)
- SP6200 - Statistics and Research I (3)
- SP6300 - Professional and Ethical Issues (3)
- SP6493 - Psychological Aspects of Athletic Injury (3)

- SP6499 - Applied Sport Psychology I: Theory and Research (3)
- SP6505 - Lifespan Development (3)
- SP6510 - Athletic Counseling (3)

Core Course Requirements—30 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts in Sport-Exercise Psychology degree program (30 Credit Hours) offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Chicago	<u>ge.argosy.edu/programoffering/2127</u>
Argosy University, Hawaii	<u>ge.argosy.edu/programoffering/5594</u>
Argosy University, Inland Empire	<u>ge.argosy.edu/programoffering/2093</u>
Argosy University, Orange County	<u>ge.argosy.edu/programoffering/1665</u>
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/712</u>
Argosy University, San Francisco Bay Area	<u>ge.argosy.edu/programoffering/1837</u>
Argosy University Online Programs	<u>ge.argosy.edu/programoffering/2132</u>

Master of Arts in Sport-Exercise Psychology Degree Program (48 Credit Hours)

Offering Campus

Argosy University, Atlanta

Program Overview

The Master of Arts (MA) in Sport-Exercise Psychology degree program is designed to educate and train students to function as capable and ethical performance enhancement specialists. This two-year degree is intended to meet the needs of students seeking employment in a variety of settings, including private practice, athletic departments, coaching, exercise/ health, and education, as well as those who will ultimately pursue a doctorate degree. The goals of the program include developing student competencies in the following areas: theoretical foundations, helping relationships, individual and group skills, normal and abnormal behavior, sport sciences, research and evaluation, diversity, and professional identity.

Based on the educational requirements outlined by the Association for Applied Sport Psychology (AASP), the curriculum is designed to provide students with a foundation in applied sport psychology, an understanding of normal and abnormal psychological functioning, and a knowledge base in the physiological, motor, and psychosocial aspects of sport behavior. Graduates of the MA in Sport-Exercise Psychology degree program are eligible to apply for "provisional status" as a Certified Consultant, AASP.

Program Learning Outcomes

Program Learning Outcome One: Theoretical Foundations

- a. Apply core theory and research as a foundation for practice in sport-exercise psychology.
- b. Identify and examine psychopathology related to developmental stages in sport-exercise settings.

Program Learning Outcome Two: Assessment and Intervention Skills

- a. Assess and conceptualize case material and plan and implement interventions to individuals and groups in sport-exercise settings.

Program Learning Outcome Three: Professional Identity

- a. Establish and maintain effective and ethical relationships in professional settings.
- b. Value and demonstrate attitudes essential for continual learning and scholarly inquiry.

Program Learning Outcome Four: Research and Evaluation

- a. Evaluate research and apply scientific methodology to analysis of case material.

Program Learning Outcome Five: Diversity

- a. Comprehend, value, and apply principles of human diversity in professional sport-exercise settings.

Admission Requirements

In addition to the requirements listed below, the Admissions Committee also takes into consideration the qualities essential to becoming an effective applied sport psychology professional. Material is also required which will help to determine the individual's personal integrity, maturity, interpersonal skills, and ability to communicate. Required materials include:

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 for the bachelor's degree, or
 - o 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students seeking admission with a GPA between 2.0 and 2.7 will be required to submit a personal/professional goal statement with a self-appraisal of qualifications for the profession, current résumé (or career summary), one completed letter from a current employer, and evidence of completing one undergraduate introductory psychology course with a grade of "C" or better. Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 30 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
 - Between 2.0 and 2.4 for the bachelor's degree. Students are also required to submit three academic or professional letters of recommendation (one from an employer).
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution.
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

To be eligible for graduation, students will be responsible for completing the program requirements that are in effect at the time of admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession. Students enrolled in the MA in Sport-Exercise Psychology degree program are eligible for graduation when the following requirements are met:

- Successful completion of 48 credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - o 39 credit hours of required coursework
 - o 3 credit hours of elective coursework
 - o 6 credit hours of practicum and practicum seminar
- Successful completion of the Sport Psychology Competency Evaluation.
- GPA of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- Completion of all degree requirements within a maximum time frame of five years.
- A completed Petition to Graduate submitted to campus administration.

Writing Program

Students are expected to demonstrate competence in professional writing using APA style. Student writing is assessed to evaluate clarity, organization and style. Some students may be required to complete a writing course or tutorial during the program.

Program Requirements

Students admitted into the MA in Sport-Exercise Psychology degree program are responsible for completing the program requirements that are in effect at the time of their admission. In addition to the credit hour requirements outlined below, students must also complete Professionalization Group and the Sport Psychology Competency Evaluation. Students enrolled in the MA in Sport-Exercise degree program are required to satisfactorily complete 48 credit hours, distributed as follows: basic interventions in counseling requirements, 6 credit hours; cognitive bases of behavior requirement, 3 credit hours; elective requirement, 3 credit hours; individual behavior requirement, 3 credit hours; motor bases of sport requirement, 3 credit hours; physiological bases of sport requirement, 3 credit

hours; professional ethics and standards requirement, 3 credit hours; psychopathology requirement, 3 credit hours; research design and statistics requirement, 3 credit hours; social bases of behavior requirement, 3 credit hours; sport psychology course requirements, 9 credit hours; and supervised applied sport psychology practicum requirements, 6 credit hours.

Basic Interventions in Counseling Requirements —Students Are Required to Take the Following

- SP6104 - Counseling Skills I (3)
- SP6510 - Athletic Counseling (3)

Basic Interventions in Counseling Requirements — 6 Credit Hours

Cognitive Bases of Behavior Requirement—Students Are Required to Take the Following

- SP6012 - Cognitive and Affective Behavior (3)

Cognitive Bases of Behavior Requirement — 3 Credit Hours

Elective Requirement — Students are Required to Choose Three (3) Credit Hours from the Following

- SP6494 - Exercise and Health Psychology (3) [or other course approved by campus dean or department chair]
- SP6600 - Psychophysiology of Sport and Health (3)
- SP7561 - Seminar in Sport Psychology Consulting I (1) *
- SP7562 - Seminar in Sport Psychology Consulting II (1) *
- SP7563 - Seminar in Sport Psychology Consulting III (1) *

Elective Requirement — 3 Credit Hours

** Students may elect to complete three 1-credit hour seminars in Sport Psychology Consulting (SP7561, SP7562, and SP7563) over the course of the degree program to fulfill this requirement.*

Individual Behavior Requirement — Students Are Required to Take the Following

- SP6505 - Lifespan Development (3)

Individual Behavior Requirement — 3 Credit Hours

Motor Bases of Sport Requirement — Students Are Required to Take the Following

- SP6497 - Motor Learning and Development (3)

Motor Bases of Sport Requirement — 3 Credit Hours

Physiological Bases of Sport Requirement —Students Are Required to Take the Following

- SP6501 - Exercise Physiology (3)

Physiological Bases of Sport Requirement — 3 Credit Hours

Professional Ethics and Standards Requirement —Students Are Required to Take the Following

- SP6300 - Professional and Ethical Issues (3)

Professional Ethics and Standards Requirement — 3 Credit Hours

Psychopathology Requirement — Students Are Required to Take the Following

- SP6005 - Psychopathology (3)

Psychopathology Requirement — 3 Credit Hours

Research Design and Statistics Requirement —Students Are Required to Take the Following

- SP6200 - Statistics and Research I (3)

Research Design and Statistics Requirement — 3 Credit Hours

Social Bases of Behavior Requirement —Students Are Required to Take the Following

- SP6020 - Team Dynamics and Group Behavior (3)

Social Bases of Behavior Requirement — 3 Credit Hours

Sport Psychology Course Requirements—Students Are Required to Take the Following

- SP6493 - Psychological Aspects of Athletic Injury (3)
- SP6499 - Applied Sport Psychology I: Theory and Research (3)
- SP6500 - Applied Sport Psychology II: Professional Practice (3)

Sport Psychology Course Requirements— 9 Credit Hours

Supervised Applied Sport Psychology Practicum Requirements — Students Are Required to Take the Following

- SP6535 - Sport Psychology Master's Practicum I (3)
- SP6536 - Sport Psychology Master's Practicum II (3)

Supervised Applied Sport Psychology Practicum Requirements — 6 Credit Hours

Practicum and Practicum Seminar Requirements

The practicum is designed to provide opportunities for students to gain applied sport-exercise psychology training and experience. The practicum allows students to work under supervision with an athletic and/or performance population. The goal of the practicum is to correlate the student's field experience with attained levels of academic experience. This training includes direct observation of athletes/performers, assessments of mental skills, and intervention planning and implementation with individuals and/or groups.

Students are placed in a practicum and practicum seminar during their second year of study. Each practicum requires a minimum of 400 hours of applied sport-exercise psychology training over two semesters. The practicum carries 3 credit hours per semester, or 6 credit hours per academic year. At times, a practicum may require a student to provide services outside of the regular year (e.g., during the summer just prior to the start of the fall semester). In addition to being enrolled in practicum, students attend a practicum seminar led by a faculty member. A practicum may not be done in a student's place of employment, nor are practicum requirements waived.

All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration. Please see Appendix III, Tuition and Fees Schedule for specific fees.

Practicum Prerequisites

Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communications skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or begin practicum. Students placed on probation during practicum must petition the department chair of the Sport-Exercise Psychology program regarding their eligibility to continue practicum.

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0), and have completed the academic planning which will allow for the following practicum prerequisite courses to be successfully completed prior to the beginning of the practicum:

Practicum Prerequisites

- SP6005 - Psychopathology (3)
- SP6015 - Cognitive Behavioral Theory and Therapy (3)
- SP6104 - Counseling Skills I (3)
- SP6499 - Applied Sport Psychology I: Theory and Research (3)
- SP6500 - Applied Sport Psychology II: Professional Practice (3)

Practicum Seminar

All students enrolled in the practicum must also attend the practicum seminar. The practicum seminar allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes in useful field training. The content reflects coursework and addresses issues that a student may encounter during the practicum experience.

Practicum Experiences

The list of current and past practicum sites at Argosy University includes local area high school athletic departments, college athletic teams, sports medicine facilities, professional sports organizations, youth sport organizations, and private sport psychology consulting practices. Every attempt will be made to match students with practicum settings that are consistent with their professional goals. Practicum sites are subject to the approval of the department chair.

Practicum Evaluation

Evaluation of student progress in field training focuses on three areas: theoretical knowledge base, applied sport-exercise psychology skills, and professional attitudes. Student progress in practicum training is evaluated through the use of Site Supervisor Evaluation Forms which are completed by the primary supervisor and appropriate practicum site personnel (e.g., head coach) each semester. It is expected that the primary supervisors review these written Site Supervisor Evaluation Forms with the student and provide direct feedback regarding the student's strengths and weaknesses. Based upon the supervisor and site evaluations, a grade of "Credit" or "No Credit" for the practicum and the practicum seminar is assigned.

Sport-Exercise Psychology Competency Evaluation (SPCE) Requirements

The Sport-Exercise Psychology Competency Evaluation (SPCE) is an assessment of a student's proficiency in applied sport-exercise psychology. This evaluation takes place at or near the completion of their practicum experience. The purpose of the SPCE is to assess students' growth and development of consulting competency in applied sport-exercise psychology in accordance with the standards of Argosy University and to ensure student acquisition of appropriate skills for applied sport-exercise psychology practice. The SPCE assesses competencies in assessment, case formulation, and intervention planning

and implementation. As a prerequisite for submitting the written report, the student must be in good academic standing and enrolled in or have completed the practicum seminars. Students are expected to demonstrate their conceptual abilities, theoretical knowledge, and applied sport-exercise psychology skills obtained through coursework and practicum experience. For further information regarding the requirements of the SPCE, students should refer to the SPCE Manual.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts (MA) in Sport-Exercise Psychology degree program (48 Credit Hours) offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	<u>ge.argosy.edu/programoffering/2359</u>

Master of Science in Human Services Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Tampa; Argosy University, Twin Cities.

Program Overview

The Master of Science (MS) in Human Services degree program is designed to prepare students to work in public and private human services agencies and organizations such as mental health centers, guidance centers, mental hospitals, alcohol and drug treatment centers, and correctional institutions. This degree program is intended for individuals with experience in the human services field. Students will have an opportunity to apply relevant academic theory to practice through a competency-based curriculum. The MS in Human Services degree program is designed to develop an understanding of the needs of diverse populations, as well as the systems essential to operating human service programs.

Program Learning Outcomes

Program Learning Outcome One: Theoretical Application

Apply the knowledge, theory, and skills of the human service profession to support sound decision-making and improve service outcomes.

Program Learning Outcome Two: Interdisciplinary Practice

Integrate knowledge and skills from multiple disciplines into professional practice, such as effecting behavioral change, applying systems thinking, and achieving service outcomes.

Program Learning Outcome Three: Research

Develop skills in inquiry, critical thinking, and decision making to initiate change and evaluate its consequences for the human services field.

Program Learning Outcome Four: Personal Value Systems and Interpersonal Effectiveness

Develop self-awareness and a service oriented value system to establish, build, and sustain effective working relationships that address the needs of service populations.

Program Learning Outcome Five: Multicultural Competence

Analyze the unique characteristics of diverse populations and apply culturally responsive strategies to strengthen professional practice and enhance service outcomes.

Program Learning Outcome Six: Professional Ethics

Analyze and apply the ethical and social responsibilities of the human services professional to practice.

Program Learning Outcome Seven: Policy Advocacy

Examine social and group dynamics, and evaluate the policy development cycle for advocacy avenues, communication strategies, and coalition building opportunities to effect social change.

Program Learning Outcome Eight: Administration of Human Services

Execute duties and responsibilities that support and promote the organizational mission, including managing group performance and evaluating programs to assess their effectiveness and viability.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average (GPA) on (on a scale of 4.0) as described below. Additional requirements may apply.
 - o 2.7 for the bachelor's degree, or
 - o 3.0 for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students seeking admission with a GPA between 2.0 and 2.7 will be required to submit a personal/professional goal statement with a self-appraisal of qualifications for the profession, current résumé (or career summary), one completed letter from a current employer, and evidence of completing one undergraduate introductory social science course with a grade of "C" or better. Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 30 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
 - Between 2.0 and 2.4 for the bachelor's degree. Students are also required to submit three academic or professional letters of recommendation (one from an employer).
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution.

- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study.
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

Prerequisite Experience

The MS in Human Services degree program is intended for individuals with experience in the human services field. Students need one year of current or past work/voluntary experience in related areas or employment with companies or organizations in which they are interacting with people who are coming to them for services. These services could be in traditional human service roles, such as mental health centers and substance abuse centers, or they could involve employment in service-related industries, such as human resources, marketing, and sales.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

Students enrolled in the MS in Human Services degree program are eligible for graduation when the following requirements are met:

- Satisfactory completion of 36 credit hours in the program of study
- A GPA of 3.0 or higher (on a scale of 4.0) and a grade of B- or better in all required courses
- Completion of all requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the MS in Human Services degree program are required to successfully complete twelve core courses (36 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- HS6010 - Theory and Scope of Human Services (3)
- HS6012 - Life Course and Human Development (3)
- HS6014 - Human Behavior in Context (3)
- HS6016 - Multiculturalism and Diversity in Practice (3)
- HS6020 - Personal Values and Professional Ethics (3)
- HS6022 - Research and Writing in Human Services (3)
- HS6024 - Communication in Human Services (3)
- HS6510 - The Dynamics of Groups as Systems (3)
- HS6512 - Policy Advocacy and Social Change (3)
- HS6530 - Administrative Dimensions of Human Services (3)
- HS6532 - Program Evaluation (3)
- HS6534 - Human Services Capstone (3)

Core Course Requirements—36 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Science (MS) in Human Services degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	<u>ge.argosy.edu/programoffering/3857</u>
Argosy University, Dallas	<u>ge.argosy.edu/programoffering/3828</u>
Argosy University, Denver	<u>ge.argosy.edu/programoffering/4046</u>
Argosy University, Hawai'i	<u>ge.argosy.edu/programoffering/3837</u>
Argosy University, Inland Empire	<u>ge.argosy.edu/programoffering/3838</u>
Argosy University, Los Angeles	<u>ge.argosy.edu/programoffering/3839</u>
Argosy University, Nashville	<u>ge.argosy.edu/programoffering/3840</u>
Argosy University, Northern Virginia	<u>ge.argosy.edu/programoffering/4005</u>
Argosy University, Orange County	<u>ge.argosy.edu/programoffering/3841</u>
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/4030</u>
Argosy University, Salt Lake City	<u>ge.argosy.edu/programoffering/3843</u>
Argosy University, San Diego	<u>ge.argosy.edu/programoffering/3844</u>
Argosy University, San Francisco Bay Area	<u>ge.argosy.edu/programoffering/3845</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/4058</u>
Argosy University, Tampa	<u>ge.argosy.edu/programoffering/4059</u>
Argosy University, Twin Cities	<u>ge.argosy.edu/programoffering/4057</u>
Argosy University Online Programs	<u>ge.argosy.edu/programoffering/3937</u>

Clinical Psychology Programs

Master of Arts in Clinical Psychology Degree Program (Terminal Degree)

Offering Campuses

Argosy University, *Seattle; Argosy University, Twin Cities

*Note: Argosy University, Seattle is no longer accepting new students in this program.

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program is designed to introduce students to basic clinical skills that enable them to serve the mental health needs of diverse client populations.

Additional coursework and supervised post-master's clinical experience may be required to qualify to sit for master's level licensure exams. Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state he or she wishes to practice. These programs are terminal degree programs that are designed to prepare students for master's level counselor licensure in Washington and Minnesota, respectively. Refer to the campus-specific program requirements for Argosy University, Seattle and Argosy University, Twin Cities for more information. The MA in Clinical Psychology degree program can be completed in as little as 2 years, but must be completed within 5 years.

Admission Requirements**

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0).
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or career summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all post-secondary schools attended.

****Note:** On very rare occasions, applicants with grade point averages below the stated admission requirements may be considered. All admission exceptions must be documented, recommended by the program admissions committee, and approved by the department chair.

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Committee Decisions

All applicants will receive written notification of the Admissions Committee's decision. Admissions Committee decisions are final and not subject to appeal. An applicant, if rejected, can reapply by following the reapplication policy.

Graduation Requirements

To receive the Master of Arts in Clinical Psychology degree, the student must fulfill the degree requirements of the campus attended. Graduation requirements include:

- Satisfactory completion of all requirements in the program of study
- A minimum grade point average as defined by the campus of attendance
- A completed Petition to Graduate submitted to campus administration

For more detailed information, refer to the program information published in the campus-specific program descriptions.

Non-Academic Competence Policy

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and

- Ensure - insofar as possible - that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, and teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning.
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials

It is anticipated that in the course of their graduate education, students will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility.

Argosy University encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context.

Argosy University policy, while encouraging appropriate self-disclosure, regards such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this school.

Campus-Specific Program Requirements

For more detailed information, refer to the program information published in the campus-specific program descriptions.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts (MA) in Clinical Psychology degree program (terminal degree) offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Seattle	<u>ge.argosy.edu/programoffering/4412</u>
Argosy University, Twin Cities	<u>ge.argosy.edu/programoffering/4428</u>

Master of Arts in Clinical Psychology Degree Program— Argosy University, *Seattle

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program has been designed to educate and train graduates to seek employment as master's- level practitioners. Argosy University, Seattle provides for its master's degree program students an educational program designed to provide the necessary theoretical and clinical elements that will allow them to be effective members of a mental health team. The program introduces students to basic clinical skills that integrate individual and group theoretical foundations of applied psychology into appropriate client interaction and intervention skills. In addition, the program offers excellent preparation for those considering doctoral study.

*Note: Argosy University, Seattle is no longer accepting new students in this program.

Program Learning Objectives

The MA in Clinical Psychology degree program has been designed to educate and train students so that they might either be prepared to enter a doctoral degree program in clinical psychology or seek employment as master's-level practitioners. The program is designed to provide a strong background in theory and to introduce students to basic clinical interventions skills. Students also receive an introduction to scientific methodology and the bases of scientific psychology. Specific goals of the program include:

- Goal One:** The preparation of professionals who understand the foundations of Clinical Psychology in the history, concepts, and scientific bases of the discipline of psychology.
- Goal Two:** The preparation of professionals who possess a broad foundation of knowledge and skills in the practice of Clinical Psychology.
- Goal Three:** The preparation of professionals who demonstrate awareness, knowledge, and skills for competent practice and advocacy regarding diversity issues and commitment to relevant professional ethics and standards.

Eligibility for Licensure

Graduates of the MA in Clinical Psychology degree program may wish to pursue licensure as a Mental Health Counselor. The program curriculum includes courses in each area of study required by the state for master's-level licensure. Additional post-master's degree program requirements must be met prior to licensure. For more information and application materials to apply for licensure in the state of

Washington, see the Department of Professional Regulation Web site at <http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/MentalHealthCounselor/LicenseRequirements>.

Master's-level licensure varies from state to state. Students should determine the requirements for professional licensure in the state they wish to practice. The American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) frequently publish information on issues of importance to professional counselors, including licensure, on their respective Web pages: www.counseling.org and www.nbcc.org.

Foundation Courses

Argosy University, Seattle requires certain undergraduate courses of all students enrolling in a graduate program in clinical psychology. Applicants should have completed the following undergraduate courses, or their equivalent, prior to their anticipated date of enrollment:

Abnormal psychology
Theories of Personality
Statistics

Students who have not completed these courses prior to admission must complete them no later than the end of their first semester after matriculation. Argosy University offers these foundation courses online. Please note that certain first-year courses may not be taken until the required foundation courses are completed.

Students who have completed one or more of these courses after being admitted to the program must submit an official transcript documenting their completion to the Student Services Department.

Enrollment Requirements

Students are encouraged to be enrolled full-time, which is defined as 9 – 12 credit hours per semester for fall and spring semesters, and 6 credit hours for summer semester. Students are required to register for at least 6 credit hours per semester during fall and spring semesters. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended by the faculty.

Additional Standards for Academic Progress

Students must make satisfactory progress towards a degree by maintaining a grade point average of 3.0 on a scale of 4.0. A grade of "NC" ("No Credit") is considered as equivalent to a grade of "F" for purposes of academic warning, dismissal, or academic standing matters other than calculation of GPA. This applies to all courses that are graded as "Credit/No Credit" ("CR/NC"). All students must complete the program

within five years after entry into the program. Students who take an approved temporary withdrawal from Argosy University will have five years plus the length of time that they were on the approved leave, not to exceed one year, to complete the program.

Students must take the master's practicum no later than the third year after entry into the program. Students who receive a grade below "B-" in a core course must retake the course during the next academic year or sooner.

Students enrolled in the MA in Clinical Psychology degree program are required to complete 50 semester credit hours (44 credit hours of courses and 6 credit hours of practicum and practicum seminar).

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 50 semester credit hours which must be successfully completed by the end of the fifth year of matriculation. The total credit hours must include:
 - o 30 credit hours of core courses
 - o 12 credit hours of electives
 - o 2 credit hours of Professionalization Group
 - o 6 credit hours (one academic year) of practicum and practicum seminar
- Psychotherapy Competency Examination (which constitutes the integrating Final Project and is completed during the practicum)
- Grade point average of at least 3.0 on a scale of 4.0
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The MA in Clinical Psychology degree program requires the satisfactory completion of 50 semester credit hours, distributed as follows: core course requirements, 30 credit hours; elective requirement, 12 credit hours; Professionalization Group requirements, 2 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Core Course Requirements—Students Are Required to Take the Following

- PP6010 - Lifespan Development (3)
- PP6021 - Person Centered/Experiential Theory and Therapy (3)
- PP6100 - Ethics and Professional Issues (3)
- PP6101 - Cognitive Behavioral Theory and Therapy: Theory and Skills (3)
- PP6160 - Working with Diverse Populations (3)
- PP6200 - Statistical Procedures and Design (3)
- PP6310 - Psychopathology I (3)

- PP6311 - Psychopathology II (3)
- PP6450 - Foundations of Clinical Interventions (3)
- PP6650 - Working With Substance Use Disorders (3)

Core Course Requirements—30 Credit Hours

Elective Requirements—Students Choose 12 credit hours from the Following

- PP6001 - Individual Assessment (3)
- PP6015 - Narrative Psychotherapy (3)
- PP6045 - Psychopathology (3)
- PP6051 - Introduction to Physiological Psychology (3)
- PP6060 - Group Therapy (3)
- PP6161 - Working with LGBTQI Issues in Psychotherapy (3)
- PP6175 - Child and Adolescent Psychotherapies (3)
- PP6359 - Introduction to Psychopharmacology (3)
- PP6452 - Motivational Interviewing (3)
- PP6612 - Attachment Theory (2) or (3)
- PP6753 - Medical Terminology (2) or (3)
- PP6950 - Special Topics (3)

Elective Requirements—12 Credit Hours

Professionalization Group Requirements—Students Are Required to Take the Following

- PP6401 - Professionalization Group I (1)
- PP6402 - Professionalization Group II (1)

Professionalization Group Requirements—2 Credit Hours

Practicum and Practicum Seminar Requirements—Students Are Required to Take the Following

- PP6201 - Master's Practicum I (3)
- PP6202 - Master's Practicum II (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

Psychotherapy Competency Exam Requirements

The Psychotherapy Competency Exam (PCE) is the integrating final project for the MA in Clinical Psychology degree program and is generally completed near the end of practicum. The exam involves an evaluation of the student's competency in the areas of psychological case formulation, clinical reasoning, and psychotherapy skills. Information regarding the PCE is distributed to students during practicum seminar, is available in the commons, or may be requested from the director of Clinical Training.

Practicum and Practicum Seminars Requirements

The goal of the practicum at the master's level is to train students in the application of the knowledge, skills, and attitudes developed by their academic experience. This experience includes the direct observation, interviewing, and treatment of clients. Certain sites also afford some students with the opportunity of limited exposure to psychological testing procedures.

The MA in Clinical Psychology degree program practicum stresses therapeutic intervention. Because there is such a wide range of therapy experience available, students should not expect to experience the total spectrum of therapies during the practicum.

The practicum is the first opportunity provided to students for clinical field training. Practicum is designed to provide students with opportunities to work under supervision with a clinical population within a mental health delivery system and is a non-paid position. The practicum is designed to provide an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is included in the cost of the practicum.

A practicum may not be done in a student's place of employment, nor can practicum credit hours be waived or transferred. Students who come to Argosy University, Seattle with extensive clinical backgrounds are encouraged to pursue placement in practicum sites in areas where they have an interest and do not have previous experience.

Additional information about practicum may be found in the Practicum Handbook, available in the commons or from the director of Clinical Training.

Practicum Information

It should be noted that any or all educational information in the custody of Argosy University, Seattle, its faculty or staff, which is relevant to a student's performance or enrollment status at Argosy University, Seattle, may be shared by the director of Clinical Training, practicum instructors; head, or campus president, Argosy University, Seattle with a practicum site supervisor prior to, during, or after the completion of a practicum.

Course/Credit Transfer

Transfer of Courses/Credit to the Master of Arts in Clinical Psychology Degree Program from other Institutions

Similar to other institutions offering graduate degrees, Argosy University, Seattle does not automatically transfer credit hours from graduate courses taken at other institutions. Students seeking transfer credit hours or waiver of graduate courses taken elsewhere may petition to have these courses apply toward the master's degree program.

For a course to be considered eligible for a transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into Argosy University, Seattle.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3-semester credit hour course must have itself carried 3 or more graduate semester credit hours.
- A student must have earned a grade of "B" or better on any course submitted for a transfer.
- A maximum of five courses (15 credit hours) may be transferred towards the MA in Clinical Psychology degree program.
- The school does not accept any credit hours earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools. Any student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate transfer request form. This form should be completed and returned to the Student Services Department. Requests must be made in writing. Transfer requests may be submitted any time during the admission process until the end of the first year of matriculation. Transfers are not officially granted until a student is officially accepted.

Students petitioning for transfer are requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfers are granted by the faculty if there is substantive evidence of equivalence between the course submitted for transfer and the course as it is offered at Argosy University, Seattle.

Master of Arts in Clinical Psychology Degree Program— Argosy University, Twin Cities

Program Overview

The Master of Arts (MA) in Clinical Psychology degree program offered at Argosy University, Twin Cities is designed to meet the needs of those students seeking a terminal degree at the master's level. Responding to the needs of those in the community who wish to pursue a career as a counselor, Argosy University, Twin Cities offers a MA in Clinical Psychology degree program. This program is designed to present students with the opportunity for training as professionals in the fields of mental health and addiction.

This program introduces students to basic clinical skills that enable them to serve the mental health and addiction treatment needs of populations with diverse backgrounds. Students who complete the Master of Arts in Clinical Psychology degree program receive theoretical background and professional training under the supervision of a qualified, practitioner-oriented faculty. The graduates of this program then have the opportunity to apply theoretical and clinical knowledge to individuals and groups in need of mental health and addiction care.

Eligibility for Licensure

Graduates of the MA in Clinical Psychology degree program may wish to pursue licensure in Minnesota as a Licensed Professional Clinical Counselor (LPCC), Licensed Professional Counselor (LPC), and a Licensed Alcohol and Drug Counselor (LADC) provided they complete all requirements outlined by the Minnesota Board of Behavioral Health and Therapy. The program curriculum includes courses in each area of study required by the Minnesota Board of Behavioral Health and Therapy for LPCC, LPC, and LADC licensure in Minnesota. In addition to the educational requirements, the Minnesota Board of Behavioral Health and Therapy lists additional requirements needed, post-graduation, for each license including passing a national exam and supervised clinical work after receiving the master's degree. For more information and application materials to apply for licensure in the state of Minnesota, see the Minnesota Board of Behavioral Health and Therapy at <http://www.bbht.state.mn.us>. Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in a state other than Minnesota should contact that state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Web page: www.counseling.org.

Foundation Courses

Fifteen credit hours of undergraduate courses in psychology, at least 3 of which must be earned in statistics, are required and must be completed prior to enrolling in the MA in Clinical Psychology degree program. This coursework serves as a foundation for graduate courses in clinical psychology. Any graduate course used to fulfill the foundation course requirements may not be used to transfer graduate course credit hours in the clinical psychology program at Argosy University, Twin Cities.

The undergraduate foundation courses must be completed before the student formally begins the graduate program in clinical psychology. It is the student's responsibility to provide an updated transcript to document the fulfillment of the foundation course requirements.

Additional Requirements for Academic Progress

Core clinical courses must be completed with a grade of "B-" or above. Students receiving a grade of "C" or above may continue forward in sequenced courses if applicable. However, students must repeat the course in which they received a grade below a "B-."

Students must complete the program within five years after matriculation. The continuous enrollment policy will be enforced for all students who have completed all coursework, including the practicum experiences. Extensions allowing enrollment beyond the five-year limit may only be granted by the department chair. Such extensions will only be granted under extenuating circumstances to allow completion of all degree requirements within a short period of time.

Additional Academic Standards and Student Evaluation

Academic performance and competence is assessed and evaluated by successful completion of coursework and by successful completion of specific requirements. Student's performance and competence will be evaluated across a number of dimensions. In addition to performance on traditional academic tasks and requirements, students cognitive, emotional, psychological and interpersonal functioning and development will be reviewed and evaluated.

Students are also required to conform to ethical standards which govern the behavior of professional psychologists.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- The satisfactory completion of 48 semester credit hours by the end of the fifth year of matriculation. The total credit hours must include:
 - o 37 credit hours of core courses
 - o 4 credit hours of elective courses

- o 6 credit hours (minimum of two semesters) of practicum and practicum seminar
 - o 1 credit hour of Professionalization Group
- A GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

Writing Skills

The ability to communicate clearly, effectively and professionally in writing is essential for the competent practice of clinical psychology. In order to ensure that students possess adequate writing skills, all entering students are required to participate in an assessment of writing skills. If the assessment indicates deficiencies in writing skills, remediation will be required. Remediation may include taking one or more writing courses and/or working with a writing mentor or professor. Required remedial writing courses will not count toward graduation requirements. Writing skills will also be assessed across the clinical psychology curriculum.

Program Requirements

Student progress through the MA in Clinical Psychology degree program at Argosy University, Twin Cities is intended to be sequential. Certain courses are offered to first-year students, which provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience.

In addition to specific course prerequisites, certain courses are required before certain program requirements can be undertaken. Students should carefully note the courses which are required for practicum. Students should not expect that exceptions will be made to these prerequisite requirements. Prerequisites for practicum are listed in the following section.

The MA in Clinical Psychology degree program requires the successful completion of 48 semester credit hours distributed as follows: core course requirements, 37 credit hours; elective requirements, 4 credit hours; professionalization group requirements, 1 credit hour; and practicum and practicum seminar requirements, 6 credit hours.

Core Course Requirements

Students enrolled in the MA in Clinical Psychology degree program are required to complete the courses listed below to fulfill the core course requirements (37 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- PP6001 - Individual Assessment (3)
- PP6010 - Lifespan Development (3)
- PP6025 - Research and Program Evaluation (3)

- PP6045 - Psychopathology (3)
- PP6055 - Clinical Child and Adolescent Psychopathology and Assessment (3)
- PP6060 - Group Therapy (3)
- PP6100 - Ethics and Professional Issues (3)
- PP6160 - Working with Diverse Populations (3)
- PP6300 - Counseling Theory (3)
- PP6330 - Treatment Planning and Professional Practice (3)
- PP6335 - Psychology of Adjustment (2)
- PP6450 - Foundations of Clinical Interventions (3)
- PP6550 - Introduction to Addiction Studies (2)

Core Course Requirements—37 Credit Hours

Elective Requirements

Students enrolled in the MA in Clinical Psychology degree program are required to complete one of the two course sequences listed below to fulfill the elective requirements (4 credit hours).

Elective Requirements—Students Are Required to Choose One of the Following Course Sequences

- PP6560 - Psychopharmacology of Addiction (2)
- PP6570 - Assessment and Treatment of Addiction and Co-occurring Disorders (2)
- or—
- PP6410 - Trauma (2)
- PP6475 - Integrating Theoretical Orientation into Clinical Practices (2)

Elective Requirements—4 Credit Hours

Professionalization Group Requirements

Students enrolled in the MA in Clinical Psychology degree program are required to complete one semester of professionalization group as listed below (1 credit hour).

Professionalization Group Requirements—Students Are Required to Take the Following

- PP6400 - Professionalization Group (1)

Professionalization Group Requirements—1 Credit Hour

Practicum Requirements

Students enrolled in the MA in Clinical Psychology degree program are required to complete the practicum sequence listed below (6 credit hours).

Practicum and Practicum Seminar Requirements—Students Are Required to Take the Following

- PP6201 - Master's Practicum I (3)
- PP6202 - Master's Practicum II (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

Professionalization Group Requirements

The Professionalization Group is a required experience for students in the second year of attendance. The Professionalization Group meets once a week for an hour for 15 weeks. The Professionalization Group is designed to provide:

- An orientation to the profession of psychology
- Guidance to assist students with the Practicum application process
- An introduction to ethical and legal issues necessary for students to begin their training experiences

Professionalization Groups are led by a core faculty, who will provide a syllabus for the class.

Practicum and Practicum Seminar Requirements

Students in the MA in Clinical Psychology degree program are required to complete 6 credit hours (minimum of two semesters) of practicum and practicum seminar. All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0) and have completed all the practicum prerequisite courses prior to the beginning of the practicum. Argosy University, Twin Cities faculty review all practicum applicants to determine their academic and clinical suitability. Student readiness for practicum is determined by the department chair.

Students will not be allowed to apply for practicum if there is concern about their ability to function competently and professionally at the training site. Students who are on probation are not permitted to apply for practicum. Exceptions to this policy may be granted by the department chair. Students who have received a grade below a "B-" in any course may not begin practicum until the course(s) have been retaken and a satisfactory grade has been earned. The departmental Student Professional Development Committee may stipulate that a student delay application for practicum as part of an overall remediation plan for the student.

The practicum experience must meet each of the following requirements:

- The practicum must include 700 hours of documented clinical experience. For students completing the Addiction Studies courses the practicum must total 880 hours of mental health and addiction clinical experience.
- Students will spend approximately 20-25 hours per week on practicum duties.
- The practicum must extend over a minimum period of two semesters.

- Students must enroll in two 3 credit hour courses PP6201 - Master's Practicum I and PP6202 - Master's Practicum II while in the Practicum.
- Students must attend a practicum seminar during enrollment in PP6201 - Master's Practicum I and PP6202 - Master's Practicum II. Practicum seminars meet weekly while classes are in session.

All students on practicum are covered by professional liability insurance purchased through the school. This coverage is mandatory, even if the student is otherwise insured.

All practicum sites must be approved by the department chair, and students must work with the program officials throughout the practicum process. The program will provide students with a list of potential practicum sites to which they may apply. However, students must be accepted by the site for training at that site. Argosy University, Twin Cities does not guarantee practicum placement. While there are some practicum sites located in the Twin Cities metropolitan area, in some cases the student may need to travel outside of the Twin Cities metropolitan area to obtain practicum training.

Practicum Training Sites

In assisting students in their search for a practicum site, the program attempts to match student needs and interests. If a student is interested in a particular clinical area, the department chair, in collaboration with the student, will attempt to find such a site. The department chair welcomes student and faculty input on the development of practicum sites. The practicum's experience will extend throughout the two semesters.

Students are expected to receive at least one hour of supervision per week on site. These supervisory hours should be regularly scheduled and continue throughout the practicum. A practicum may not be done in a student's place of employment without approval from the department chair clearly defining the scope of the practicum as outside of the scope of employment.

Practicum Application Process

Detailed procedures for the practicum application process are provided in the Practicum Policies and Procedures handouts which are distributed to students as they begin the application process.

Students may only apply to practicum sites approved by the program. Practicum site supervisors expect that applicants have been referred to them by the program and that all clinical training is coordinated through the program. Students who do not follow these guidelines can expect disciplinary action.

Practicum sites vary considerably in how and when they interview and select students. Students at Argosy University, Twin Cities compete with students from other graduate programs for practicum sites. Students should apply, conduct interviews, and accept/decline practicum positions with the utmost professionalism.

When students receive an offer, they may ask that site supervisor for a reasonable period of time to complete interviewing at other sites; reasonable means several days to two weeks. Once a student accepts an offer, that acceptance is binding. By accepting a practicum site, a student makes a professional and ethical commitment to a site; students must conduct themselves accordingly. The student should then notify other sites of his or her withdrawal from candidacy and thank them for their consideration. Students should inform the department chair immediately after accepting a practicum site and complete the Practicum Placement Agreement and the Training Release of Information. The Practicum Placement Agreement form identifies the student, the site, the supervisor, and the days and times the student will be on site. The student is responsible for completing the forms and returning it to the department chair. Practicum placements are not officially approved until these forms have been completed and accepted by the department chair.

Practicum Seminar Requirements

All practicum students are required to attend a practicum seminar. This seminar meets regularly during the student's enrollment in PP6201 - Master's Practicum I and PP6202 - Master's Practicum II. Attendance at the practicum seminar is required. Students regularly present tapes and diagnostic reports.

Evaluation of Student Progress in Practicum

Student performance in the practicum is assessed in basic areas of clinical functioning, including:

- Theoretical knowledge base
- Clinical skills
- Professional/ethical attitudes and behavior

Performance at the practicum site is evaluated each semester by the assigned practicum site supervisor. Performance in the practicum seminar is evaluated each semester by the seminar leader. These evaluations must be completed using the approved forms, and will review both strengths and weaknesses. If students are having practicum problems, they should consult with the seminar leader or the department chair. Practicum supervisors are also encouraged to immediately contact the department chair with any concerns about their student.

All practicums are graded on a "Credit" ("CR") or "No Credit" ("NC") basis. Students are initially assigned a grade of "Progressing" ("PR") for their practicum work each semester.

The final grade of "CR" or "NC" is assigned by the department chair when all documentation in support of the student's practicum experience has been received and reviewed. Required documentation includes:

- Practicum Supervisor evaluations
- Practicum Student evaluations
- Faculty seminar leader evaluations

Unsatisfactory ratings on any of these evaluations may be grounds for granting a grade of "NC" for the practicum. Students may not receive partial credit hours for a practicum. If a student receives a grade of "NC" for a practicum the entire practicum must be repeated.

Student-at-Large

Students may take up to three courses as a student-at-large (SAL) prior to matriculation in the MA in Clinical Psychology degree program at Argosy University, Twin Cities. Any exceptions to this policy must be approved by the department chair.

Grades for courses taken as a SAL will be treated the same as grades received for courses taken as a matriculated student. This means that upon admission, SAL grades will be counted as part of the student's GPA, and that grades of "C" or below received as a SAL will count toward academic/financial aid probation.

Counseling Psychology Programs

Master of Arts in Counseling Psychology Degree Program

Offering Campuses

Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; Argosy University, *San Francisco Bay Area; Argosy University, **Seattle

* Note: Argosy University, San Francisco Bay Area is no longer accepting new students in this program.

**Note: Argosy University, Seattle is no longer accepting new students in this program.

Program Overview

The Master of Arts (MA) in Counseling Psychology degree program is designed to provide students with sound foundation for preparation to obtain licensure as master's level practitioners in the states of California and Washington. Refer to campus-specific program requirements for more information.

Program Learning Outcomes

Program Learning Outcome One: Professional Practice

Competency 1 – Assessment and Skills

Formulate assessments of psychological functioning and apply therapeutic intervention strategies when working with individuals, couples, families, and groups, toward the development of optimal mental health.

Competency 2 – Theory

Interpret and apply psychological and developmental theories to therapeutic intervention strategies.

Competency 3 – Writing

Employ appropriate media and technology when presenting information orally and in writing, so that the presentation is concise, organized, well supported, professional, and appropriate to the audience.

Program Learning Outcome Two: Research

Competency 1

Analyze research and translate research findings for improvement of counseling psychology services using statistics and program evaluation methods.

Program Learning Outcome Three: Interpersonal Effectiveness and Professional Development

Competency 1

Apply active listening communication skills in interpersonal scenarios to establish empathetic relationships.

Competency 2

Analyze the importance of effective nonverbal communication skills in interpersonal relationships.

Competency 3

Solicit and utilize feedback to build and maintain interpersonal relationships.

Competency 4

Utilize effective communication and relationships skills in order to promote the growth of others and effect change.

Program Learning Outcome Four: Ethics

Competency 1

Using the American Counseling Association's Standards of Practice or the American Psychological Association's Ethical Code, as well as local state law as it applies to the behavior of mental health professionals, identify ethical dilemmas and apply ethical decision-making strategies while engaging in professional activities.

Program Learning Outcome Five: Diversity

Competency 1– Multicultural Skills

Provide assessment, counseling, and consultation services by applying psychological and multicultural theories and research to diverse populations, and modifying interventions as needed to work effectively with diverse clients.

Competency 2 – Multicultural Awareness

Examine personal values and biases, reflect on personal beliefs, and understand how they impact work with clients and interpersonal relationships with others.

Competency 3 – Multicultural Knowledge

Assess the complexity of cultural issues in the field of counseling psychology and apply appropriate cultural/diversity theories in developing interpersonal relationships with clients and others.

Eligibility for Licensure

Marriage and Family Therapist and Mental Health Counselor licensure requirements vary by state. Refer to campus-specific program requirements for more detail.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average (GPA) as described below. Additional requirements may apply.
 - o 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
 - o Between 2.75 and 2.99 may be admitted to the MA in Counseling Psychology degree program, but must complete foundation courses within the first year. See "Foundation Course Requirements."
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed application for Admission Form.
- Personal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or career summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all post-secondary schools attended.

Admission Notification

Students are notified in writing of the admission decision. Admission decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Application Deadlines

Students may enter the program at various points throughout the year, although course sequencing begins in the fall semester. All admission materials for the MA in Counseling Psychology degree program should be submitted by the dates listed below. Applicants needing an exception should contact the

campus Director of Admissions. All admission materials for the MA in Counseling Psychology degree program must be submitted by the following dates:

Fall Admission

June 30: Final Deadline

Spring Admission

October 30: Final Deadline

Summer Admission

March 15: Final Deadline

Application Requirements

Applicants are expected to provide all required materials to the Admissions Department by the application deadline. All applications will be reviewed and interviews scheduled with applicants who meet the requirements to determine the level of fit between a prospective student and Argosy University. The director of Admissions will notify all applicants of admissions decisions.

Foundation Course Requirements

The following foundation courses are required of all students who enter with a GPA between 2.75 and 2.99:

- W5099 - Graduate Academic Writing
- PSY210 - Psychological Statistics***
- PSY362 - Personality Theories
- PSY381 - Abnormal Psychology

Students must earn a letter grade of B- or higher in each of the foundation courses and/or an overall GPA of 3.0 in both foundation and program courses to continue in the program. Students must take one graduate level course each semester, along with their foundation course(s), to qualify for financial aid.

Note: ***May be waived, if a student has taken this course and earned a letter grade of B- or higher.

Program Formats

Courses are offered in the following formats: in-residence, blended in-residence, blended not in-residence, and online (see "Course Types and Delivery Methods" under Section Seven, Academic Policies and Procedures). In addition, courses are scheduled for weekdays, weeknights, and weekends.

Graduation Requirements

Students admitted into the MA in Counseling Psychology degree program are responsible for completing the program requirements that are in effect at the time of admission. However, the program retains the right to modify these requirements in accordance with the demands of the profession. The courses will be completed in the order recommended by the program. See campus-specific program requirements.

Campus-Specific Program Requirements

For more detailed information, refer to the program information published in the campus-specific program descriptions.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts in (MA) in Counseling Psychology degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Inland Empire	ge.argosy.edu/programoffering/651
Argosy University, Los Angeles	ge.argosy.edu/programoffering/4385
Argosy University, Orange County	ge.argosy.edu/programoffering/4386
Argosy University, San Diego	ge.argosy.edu/programoffering/722
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/731
Argosy University, Seattle	ge.argosy.edu/programoffering/828

Master of Arts in Counseling Psychology Degree Program—Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; and Argosy University, San Diego

Program Overview

The Master of Arts (MA) in Counseling Psychology degree program offered by Argosy University, Inland Empire; Argosy University Los Angeles; Argosy University, Orange County; and Argosy University, San Diego is designed to prepare students for licensure in Marriage and Family Therapy (LMFT) and Professional Clinical Counseling (LPCC). The program embraces a range of relevant theory and techniques. Curriculum and practicum field experiences emphasize basic counseling skills that integrate with individual and systems/group theoretical foundations in the field of counseling psychology.

Eligibility for Licensure

Graduates of the MA in Counseling Psychology degree program are eligible to pursue licensures in California as Licensed Marriage and Family Therapists (LMFTs) and Licensed Professional Clinical Counselors (LPCC). The degree program is designed to meet the requirement of Business and Professions Code Section 4980.37 and 4980.40. Upon completion of educational requirements, two years of post-master's supervised practice is required for licensure as an LMFT and LPCC. For more information and application materials related to LMFT and LPCC licensure, please contact: The Board of Behavioral Sciences, 400 R Street, Suite 3150, Sacramento, CA 95814-6240, www.bbs.ca.gov.

Masters-level certification or licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in states other than California should contact that state's department of professional regulation for information.

Graduation Requirements

Students enrolled in the MA in Counseling Psychology degree program are eligible for graduation when the following requirements are met:

- Successful completion of 60 credit hours that includes:
 - o 54 credit hours of core course requirements
 - o 6 credit hours of practicum requirements (600 hours)
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses

- Successful completion of the Counseling Psychology Competency Examination (CPCE)
- Successful completion of the Clinical Competency Report (CCR)
- Completion of all program requirements within five years of matriculation into the program
- Completed Petition to Graduate form submitted to Campus Administration

Program Requirements

Students enrolled in the MA in Counseling Psychology degree program are required to successfully complete 60 credit hours distributed as follows: core course requirements, 54 credit hours; practicum requirements, 6 credit hours. In addition to the course requirements listed above, students are required to successfully complete the Counseling Psychology Competency Examination (CPCE) and the Clinical Competency Report (CCR).

Core Course Requirements

Students enrolled in the MA in Counseling Psychology degree program are required to complete eighteen core courses (54 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- PC6005 - Maladaptive Behavior and Psychopathology (3)
- PC6022 - Family Therapy Counseling Skills (3)
- PC6025 - Human Growth and Development (3)
- PC6104 - Counseling Skills I (3)
- PC6105 - Counseling Skills II (3)
- PC6230 - Theories in Counseling Families and Individuals (3)
- PC6240 - Introduction to Psychological Testing (3)
- PC6250 - Clinical Psychopharmacology (3)
- PC6300 - Professional and Ethical Issues (3)
- PC6420 - Community Mental Health (3)
- PC6440 - Child and Adolescent Counseling (3)
- PC6505 - Group Counseling (3)
- PC6511 - Social and Cultural Diversity (3)
- PC6521 - Research and Program Evaluation (3)
- PC6532 - Trauma Counseling (3)
- PC6600 - Career and Lifestyle Development (3)
- PC6750 - Couples and Relational Counseling (3)
- PC6900 - Substance Abuse Counseling (3)

Core Course Requirements—54 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

- PC6400 - Practicum I (2)
- PC6401 - Practicum II (2)
- PC6402 - Practicum III (2)

Practicum Requirements—6 Credit Hours

Practicum and Practicum Seminar Requirements

Practicum

The practicum is the first opportunity provided to students for field training in counseling psychology. The practicum provides students with the opportunity for working under supervision with a clinical population in a mental health delivery system. The practicum is an essential part of training in counseling, and all students are required to participate in the practicum experience. Liability insurance is included in the cost of the practicum.

Please see the *MA in Counseling Psychology Degree Program Training Manual* for procedures related to practicum and the practicum application process.

Practicum Seminar

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar allows students to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting, the focus of the enrolled students and the professional expertise of the faculty member.

Counseling Psychology Competency Examination Requirements

All students in the program are required to successfully complete the Counseling Psychology Competency Examination (examination) during the Practica series. The examination provides an opportunity for students to demonstrate competence in the end-of-program outcomes in advanced professional practice (including assessment, theory application, skills application), social and cultural issues, multicultural competence, research, ethics, and personal and professional development (including self-reflection/awareness, written communication).

Students should refer to the *Counseling Psychology Competency Examination (CPCE) Candidate Handbook* for details.

Clinical Competency Report Requirements

The Clinical Competency Report (CCR) requires students to present a taped session, a transcript, a clinical case report, and a self-evaluation related to a client that they have been working with during the

Practicum. In the CCR students have the opportunity to demonstrate conceptual and theoretical abilities and their counseling skills in real world counseling situations. Students who have learned theoretical and applied concepts in classroom courses should make use of out-of-class clinical contacts (i.e., practicum, practicum seminar groups,) to refine and extend the skills that will be evaluated by the CCR.

Recommended Course Sequence for the Master of Arts (MA) in Counseling Psychology Degree Program at Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; and Argosy University, San Diego

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that are designed to provide a theoretical and practical foundation for courses that will follow in subsequent years. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official. The MA in Counseling Psychology degree program recommended course sequence for Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; and Argosy University, San Diego can be obtained from the department chair.

Master of Arts in Counseling Psychology Degree Program—Argosy University, San Francisco Bay Area

Program Overview

The Master of Arts (MA) in Counseling Psychology degree program offered by Argosy University, San Francisco Bay Area is designed to prepare students to seek licensure in Marriage and Family Therapy (LMFT) and Professional Clinical Counseling (LPCC). The program embraces a range of relevant theory and techniques. Curriculum and practicum field experiences emphasize basic counseling skills that integrate with individual and systems/group theoretical foundations in the field of counseling psychology.

Eligibility for Licensure

Graduates of the MA in Counseling Psychology degree program are eligible to pursue licensures in California as Licensed Marriage and Family Therapists (LMFTs) and Licensed Professional Clinical Counselors (LPCC). The degree program is designed to meet the requirement of Business and Professions Code Section 4980.37 and 4980.40. Upon completion of educational requirements, two years of post-master's supervised practice is required for licensure as an LMFT and LPCC. For more information and application materials related to LMFT and LPCC licensure, please contact: The Board of Behavioral Sciences, 400 R Street, Suite 3150, Sacramento, CA 95814-6240, www.bbs.ca.gov.

Masters-level certification or licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in states other than California should contact that state's department of professional regulation for information.

Suggested Incremental Time Frame Completion Rates

Students must complete the program within five years after matriculation. Those who take an approved temporary withdrawal from Argosy University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

The suggested incremental maximum time frame requirements are listed below:

Suggested Incremental Time Frame Completion Rates

End of Year One: 12 credit hours

End of Year Two: 24 credit hours

End of Year Three: 36 credit hours

End of Year Four: 48 credit hours

End of Year Five: 60 credit hours

Graduation Requirements

Students enrolled in the MA in Counseling Psychology degree program are eligible for graduation when the following requirements are met:

- Successful completion of 60 credit hours that includes:
 - o 54 credit hours of core course requirements
 - o 6 credit hours of practicum requirements
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses
- Successful completion of the Counseling Psychology Competency Examination (CPCE)
- Successful completion of all program requirements within five years of matriculation into the program
- Completed Petition to Graduate Form submitted to campus administration

Program Requirements

Students enrolled in the MA in the Counseling Psychology degree program are required to successfully complete 60 credit hours distributed as follows: core requirements, 54 credit hours; and practicum and practicum seminar requirements, 6 credit hours. In addition to course requirements and practicum, students are required to successfully complete the Counseling Psychology Competency Examination (CPCE).

Core Course Requirements —Students are Required to Take the Following

- PC6005 - Maladaptive Behavior and Psychopathology (3)
- PC6010 - Professionalization Group I (1)
- PC6011 - Professionalization Group II (1)
- PC6021 - Schools of Family Therapy (3)
- PC6025 - Human Growth and Development (3)
- PC6104 - Counseling Skills I (3)
- PC6105 - Counseling Skills II (3)
- PC6200 - Human Sexuality (1)
- PC6230 - Theories in Counseling Families and Individuals (3)
- PC6240 - Introduction to Psychological Testing (3)
- PC6250 - Clinical Psychopharmacology (3)
- PC6300 - Professional and Ethical Issues (3)

- PC6320 - Domestic Violence and Spousal Abuse (2)
- PC6330 - Child Abuse Assessment and Reporting (1)
- PC6420 - Community Mental Health (3)
- PC6440 - Child and Adolescent Counseling (3)
- PC6505 - Group Counseling (3)
- PC6510 - Social and Cultural Foundations of Therapy (3)
- PC6521 - Research and Program Evaluation (3)
- PC6750 - Couples and Relational Counseling (3)
- PC6900 - Substance Abuse Counseling (3)

Core Course Requirements—54 Credit Hours

Practicum and Practicum Seminar Requirements — Students are Required to Take the Following

- PC6400 - Practicum I (3)
- PC6401 - Practicum II (3)
- PC6402 - Practicum III (0)

Practicum and Practicum Seminar Requirements -- 6 Credit Hours

Practicum and Practicum Seminar Requirements

Practicum

The practicum is the primary mechanism of applied training and evaluation of students. Practicum training is the supervised out-of-class contact of students with a clinical population that takes place within a mental health delivery system. The purpose of the practicum training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop clinical techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional marriage and family therapist. Evaluation of student progress in practicum training focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes. Liability insurance is included in the cost of the practicum.

Please see the *MA in Counseling Psychology Degree Program Training Manual* pertaining to the practicum application process and practicum procedures.

Practicum Seminar

All students enrolled in a practicum must also concurrently attend a practicum seminar. The seminar meets once a month throughout the practicum year and is headed by a faculty member. Students are required to submit case presentations (including, if possible, audio or video recordings of clinical work) and self evaluations for group analysis and critique. This allows students to reflect on various practicum experiences, and to acquire additional skills and attitudes useful in field training. The specific content

and emphasis of the seminar varies according to the practicum setting, the focus of the enrolled student group, and the professional expertise of the faculty member.

Counseling Psychology Competency Examination Requirements

Students enrolled in the MA in Counseling Psychology degree program at Argosy University, San Francisco Bay Area are required to successfully complete a comprehensive examination, entitled the Counseling Psychology Competency Examination (CPCE). The CPCE process is managed by the Counseling Psychology Training Office (CPTO) and reviewed by the Counseling Psychology department chair. Students must pass the CPCE prior to graduation within the maximum time allotted to complete the program. The material covered by the CPCE reflects program coursework required of students in the program. The examination tests students' knowledge and application of course material.

Recommended Course Sequence for the Master of Arts (MA) in Counseling Psychology Degree Program at Argosy University, San Francisco Bay Area

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that are designed to provide a theoretical and practical foundation for courses that will follow in subsequent years. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official. The MA in Counseling Psychology degree program recommended course sequence for Argosy University, San Francisco Bay Area can be obtained from the department chair.

Master of Arts in Counseling Psychology Degree Program—Argosy University, *Seattle

Program Overview

The Master of Arts (MA) in Counseling Psychology degree program is designed to provide students with a sound foundation for the eventual practice of mental health counseling. The program is designed to emphasize the development of attitudes, knowledge, and skills essential in the formation of professionals who are committed to the ethical provision of quality services.

The MA in Counseling Psychology degree program is designed to prepare students to seek employment as master's level counseling practitioners who can perform ethically and effectively as skilled professionals with demonstrated knowledge of social and cultural diversity. Curriculum is designed to integrate basic counseling skills, theoretical foundations of professional counseling, and practicum field experience into appropriate client interaction and intervention skills for application in a wide variety of settings with diverse client populations. Since licensing may change and often varies from state to state, students should verify the current requirements of the state in which they plan to become licensed.

*Note: Argosy University, Seattle is no longer accepting new students in this program.

Eligibility for Licensure

Graduates of the MA in Counseling Psychology degree program may wish to pursue licensure as a mental health counselor. The program curriculum includes courses in each area of study required by the state of Washington for master's-level licensure. Additional post-master's degree program requirements must be met prior to licensure. For more information and application materials to apply for licensure in the state of Washington, see the Department of Professional Regulation Website at www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/MentalHealthCounselor.aspx.

Master's-level certification or licensure varies from state to state. Students should determine the requirements for professional licensure in the state they wish to practice. The American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) frequently publish information on issues of importance to professional counselors, including licensure, online at: www.counseling.org and www.nbcc.org.

Graduation Requirements

Students enrolled in the MA in Counseling Psychology degree program are eligible for graduation when the following requirements are met:

- Successful completion of 50 credit hours as follows:
 - o 41 credit hours of core course requirements
 - o 9 credit hours (600 on-site) of required practicum and practicum seminar groups
- Completion of a practicum and practicum seminar.
- Successful completion of the Psychotherapy Competency Examination (PCE).
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses
- Satisfactory completion of all program requirements within five years after matriculation into the program.
- Submission of a completed Petition to Graduate to campus administration.

Suggested Incremental Time Frame Completion Rates

All students must complete the program within five years after matriculation. Students who have temporarily withdrawn from Argosy University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

The suggested incremental time frame requirements are listed below:

Suggested Incremental Time Frame Completion Rates

End of Year One: 9 credit hours

End of Year Two: 18 credit hours

End of Year Three: 27 credit hours

End of Year Four: 36 credit hours

End of Year Five: 50 credit hours

Program Requirements

Students enrolled in the MA in Counseling Psychology degree program are required to satisfactorily complete 50 credit hours distributed as follows: core course requirements, 41 credit hours; practicum and practicum seminar requirements, 9 credit hours. In addition the stated core course and practicum requirements, students are required to successfully complete the Psychotherapy Competency Examination (PCE).

The program curriculum is designed for delivery in a specific sequence. Courses offered to first year students are designed to provide a theoretical and practical foundation for courses that will follow. Students must satisfy all stated prerequisites for a course before registration can be considered official. Any student who wishes to take a course or courses out of sequence must petition the department chair in writing for special permission.

Core Course Requirements — Students Are Required to Take the Following

- PC6000 - Counseling Theory (3)
- PC6003 - Abnormal Psychology (3)
- PC6010 - Professionalization Group I (1)
- PC6011 - Professionalization Group II (1)
- PC6021 - Schools of Family Therapy (3)
- PC6025 - Human Growth and Development (3)
- PC6104 - Counseling Skills I (3)
- PC6105 - Counseling Skills II (3)
- PC6220 - Personality Theories and Individual Counseling (3)
- PC6240 - Introduction to Psychological Testing (3)
- PC6300 - Professional and Ethical Issues (3)
- PC6505 - Group Counseling (3)
- PC6511 - Social and Cultural Diversity (3)
- PC6521 - Research and Program Evaluation (3)
- PC6600 - Career and Lifestyle Development (3)

Core Course Requirements—41 Credit Hours

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following

- PC6400 - Practicum I (3)
- PC6401 - Practicum II (3)
- PC6402 - Practicum III (3)

Practicum and Practicum Seminar Requirements — 9 Credit Hours

Practicum and Practicum Seminar Requirements

Practicum

The practicum is an opportunity provided to students for field training in counseling. During the practicum, students work under supervision with a client population within a mental health delivery system. The practicum is an essential part of training in counseling and all students are required to participate in the practicum experience. Liability insurance is included in the cost of the practicum tuition.

Please see the *Practicum Training Manual* for your academic year for specific details of practicum requirements and the practicum application process.

Practicum Seminar

All students enrolled in a practicum must also concurrently attend a practicum seminar. The seminar meets biweekly throughout the practicum year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Psychotherapy Competency Examination Requirements

The Psychotherapy Competency Examination (PCE) normally takes place during the third or final practicum seminar. The PCE evaluates the growth and development of clinical competency, in accordance with the standards of Argosy University, Seattle, and ensures acquisition of the appropriate skill levels for subsequent supervised clinical practice.

The PCE assesses competency in assessment, case formulation, and treatment planning and implementation. This requirement is accomplished through a presentation of a treatment session and an accompanying presentation of the assessment, case formulation, course of treatment, and analysis integration of at least one counseling theory orientation to the case. Students must choose a session that has not been supervised and not been previously presented in the practicum seminar.

Please see the *Psychotherapy Competency Examination Handbook* for additional information

Course/Credit Transfer

The MA in Counseling Psychology degree program does not accept any credit hours earned as military credit, credit by examination, credit by correspondence, credit for life experience, or credit from non-accredited schools.

The maximum number of credit hours or courses eligible for transfer in the MA in Counseling Psychology degree program is 12 credit hours, i.e., four courses. The following is a list of courses that may not be transferred at Argosy University, Seattle:

- PC6000 - Counseling Theory (3)
- PC6003 - Abnormal Psychology (3)
- PC6010 - Professionalization Group I (1)
- PC6011 - Professionalization Group II (1)
- PC6104 - Counseling Skills I (3)
- PC6105 - Counseling Skills II (3)
- PC6300 - Professional and Ethical Issues (3)
- PC6400 - Practicum I (3)

- PC6401 - Practicum II (3)
- PC6402 - Practicum III (3)

Recommended Course Sequence for the Master of Arts (MA) in Counseling Psychology Degree Program at Argosy University, Seattle

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that are designed to provide a theoretical and practical foundation for courses that will follow in subsequent years. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official. The MA in Counseling Psychology degree program recommended course sequence can be obtained from the department chair.

Doctor of Education in Counseling Psychology Degree Program (License-Eligible)

Offering Campuses

Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, *Seattle

*Note: Argosy University, Seattle is no longer accepting new students in this program.

Program Overview

The Doctor of Education (EdD) in Counseling Psychology license eligible degree program is designed to prepare students to obtain licensure as psychologists in specific states. If you have questions regarding licensure, please contact the Director of Student Services or your Department Chair. See Appendix IV, Argosy University Campus Location for telephone numbers for each campus.

The program is designed to emphasize the development of attitudes, knowledge and skills essential in the formation of professionals who are committed to the ethical provision of quality services. Curriculum is designed to provide for the meaningful integration of theory, training, and practice.

Program Learning Outcomes

Program Learning Outcome One: Advanced Practice (includes theory, assessment, intervention)

Formulate accurate assessment of the psychological functioning of individuals, couples, families, and groups and apply appropriate therapeutic intervention strategies based on appropriate theoretical orientations, sound scientific theory, and evidence-based practice.

Program Learning Outcome Two: Leadership and Supervision

Apply best practices, using standards and competencies in the field, to prepare leaders for supervision, administration, or teaching.

Program Learning Outcome Three: Research

Analyze, design, conduct, and defend research in their disciplinary context using appropriate research designs.

Analyze and evaluate professional literature to make evidence-based decisions related to current

practices in the field.

Program Learning Outcome Four: Ethics

Engage in ethical and socially responsible practice and apply ethical decision-making strategies grounded in established ethical standards of practice.

Program Learning Outcome Five: Interpersonal Effectiveness (Includes multicultural competence and communication)

Develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.

Program Formats

Courses are offered in the following formats: in-residence, blended in-residence, blended not in-residence, and online (see "Course Types and Delivery Methods" under Section Seven, Academic Policies and Procedures). In addition, courses are scheduled for weekdays, weeknights, and weekends. Please note that students must take 18 credit hours of in-residence courses, including dissertation courses. Not all courses are offered in all formats.

Eligibility for Licensure

Psychologist licensure requirements vary by state. Refer to campus-specific program requirements for more detail.

Residency Requirements for Licensure

Residency requirements for licensure vary by state. Refer to campus-specific program requirements for more detail.

Admission Requirements

- A master's degree in a mental health field with a counseling practicum from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from

an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.

Admissions Notification

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Application Requirements

Applicants are expected to provide all required materials to the Admissions Department by the application deadline. All applications will be reviewed and interviews scheduled with applicants who meet the requirements to determine the level of fit between a prospective student and Argosy University. The Director of Admissions will notify all applicants of admissions decisions.

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Application Deadlines

Students may enter the program at various points throughout the year. All admission materials must be submitted by the following dates:

Fall Admission

June 30: Final deadline

Spring Admission

October 30: Final deadline

Summer Admission

March 15: Final deadline

Graduation Requirements

Students in the program will be responsible for completing the program requirements in effect at the time of admission. However, the program retains the right to modify these requirements in accordance with the demands of the counseling profession. Courses will be completed in the order recommended by the program. See campus-specific program requirements for a complete list of graduation requirements for a given campus.

Program Foundation Requirements

In addition to the 60 credit hours** program requirements, there are seven (7) foundation courses and a year-long practicum seminar requirement for the program. Students with equivalent master's level coursework and clinical practicum experiences may waive the foundation courses requirement. Students must complete the foundation courses within the first year (except practicum) and the practicum series within the second year.

Foundation Courses

- PC6005 Maladaptive Behavior and Psychopathology (3)
- PC6022 Family Therapy Counseling Skills (3)
- PC6104 Counseling Skills I (3)
- PC6230 Theories in Counseling Families and Individuals (3)
- PC6300 Professional and Ethical Issues (3)
- PC6505 Group Counseling (3)
- PC6511 Social and Cultural Diversity (3)
- PC6400 Practicum 1 (2)
- PC6401 Practicum II (2)
- PC6402 Practicum III (2)

Note: **Students enrolled in the EdD in Counseling Psychology degree program at Argosy University, Seattle are required to successfully complete 72 credit hours beyond the master's degree.

Academic Progress Requirements

Students must make satisfactory progress towards a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0. Students must complete this program within seven years after matriculation. Students who have temporarily withdrawn from Argosy University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students are required to complete 60 credit hours.*** The minimum amount of work that a student must complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Timeframe Completion Rates	
End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours
End of Year Six	54 credit hours
End of Year Seven	60 credit hours****

Notes

***Students enrolled in the EdD in Counseling Psychology degree program at Argosy University, Seattle are required to successfully complete 72 credit hours beyond the master's degree.

****Students enrolled in the EdD in Counseling Psychology degree program at Argosy University, Seattle are required to have successfully completed 72 credit hours by the end of year seven.

Comprehensive Examination Requirements

The comprehensive examination is a graduation requirement to be taken after all coursework is successfully completed. Students should consult with the department chair or designee for specific guidance with respect to Comprehensive Examination procedures.

Dissertation Requirements

Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit hour extension course (tuition based on a credit hour equivalent as defined in Appendix III, Tuition and Fee Schedule). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 credit hours for dissertation. A student may only receive any combination of two NC, W, or WF grades during the dissertation sequence. Upon receiving the third NC, W, or WF within the dissertation sequence, the student will be dismissed from the program. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Additional Dissertation Information

The dissertation is an essential part of the scholar/practitioner education at Argosy University. Designed as a capstone experience, the dissertation provides an opportunity for the student to apply theory and research to a particular topic and to think critically and creatively about counseling psychology. The dissertation must demonstrate clearly and concisely the student's ability to:

- Articulate a counseling psychology question or set of questions
- Critically evaluate and synthesize the relevant theoretical, clinical, and research literature
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study.

Students select the topic of their dissertation, with the approval of their selected chairperson and the Dissertation Committee. It should be noted that students may need to seek additional training (e.g., advanced statistics courses or computer applications) or resources external to the school (e.g., statistical consultation, research subjects) to complete some dissertation options. Students are required to develop a plan identifying training and resource needs as part of their dissertation proposal.

Scope

Students are expected to address a psychological issue that is grounded in theory and is addressed by current research. The appropriateness of the project is determined by the dissertation chair and committee members. The dissertation must be a potentially publishable review or synthesis of findings that could be presented to professional counseling psychologists in a conference or a workshop setting.

Types of Inquiry

A broad range of inquiry is permitted in the dissertation. The only restrictions are:

- The topic must have a clinical application.
- There must be a published empirical literature of sufficient size to warrant critical review. The focus of the review is determined by the student in collaboration with the dissertation committee.

Dissertation Prerequisites

To be eligible to register for dissertation, students must have successfully completed all of their courses and passed the Counseling Comprehensive Examination.

Registration for Dissertation

All students must register for dissertation and remain registered until they complete the project. Students must have their dissertation proposal approved by their chair and committee members.

Course/Credit Transfer

For information about course/credit transfers, please refer to Section Seven, Academic Policies and Procedures.

Campus-Specific Program Requirements

For more detailed information, refer to the program information published in the campus-specific program descriptions.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Counseling Psychology license eligible degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Inland Empire	<u>ge.argosy.edu/programoffering/652</u>
Argosy University, Los Angeles	<u>ge.argosy.edu/programoffering/747</u>
Argosy University, Orange County	<u>ge.argosy.edu/programoffering/674</u>
Argosy University, San Diego	<u>ge.argosy.edu/programoffering/724</u>
Argosy University, San Francisco Bay Area	<u>ge.argosy.edu/programoffering/733</u>
Argosy University, Seattle	<u>ge.argosy.edu/programoffering/824</u>

Doctor of Education in Counseling Psychology Degree Program—Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; Argosy University, San Francisco Bay Area

Program Overview

The Doctor of Education (EdD) in Counseling Psychology degree program at Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; and Argosy University, San Francisco Bay Area is designed to emphasize the development of attitudes, knowledge and skills essential in the formation of professionals who are committed to the ethical provision of quality services. To help ensure that students are prepared adequately, the curriculum is designed to provide for the meaningful integration of theory, training and practice.

Eligibility for Licensure

California

Graduates of the EdD in Counseling Psychology degree program may be eligible to pursue licensure in California as psychologists once the internship requirement of licensure is met. In addition to the educational requirements provided at Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; and Argosy University, San Francisco Bay Area, 3,000 hours of supervised training under a licensed psychologist is required for licensure as a psychologist which must be acquired outside of the Argosy University system. A maximum of 1500 hours may be acquired during the doctoral program with the remaining hours completed outside of the program. Also, prospective psychologists must pass the Examination for Professional Practice in Psychology (EPPP), and the California Jurisprudence and Professional Ethics Examination (CIPEE). Students interested in licensure are responsible for obtaining the date information directly from the Board of Psychology to ensure they can meet all California state requirements.

For more information and application materials, please contact the Board of Psychology, 1422 Howe Avenue, Suite 22, Sacramento, CA 95825-3200, 916.263.2699, www.psychboard.ca.gov.

Graduation Requirements

All students enrolled in the EdD in Counseling Psychology degree program at Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; and Argosy University, San Francisco Bay Area must meet the following requirements to be eligible for graduation:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members. Any course in which the student earns less than a "B-" must be retaken.
- Successful completion of 60 credit hours that includes:
 - o 36 credit hours of core courses
 - o 12 credit hours of research courses
 - o 12 credit hours of dissertation courses
- Successful completion of the comprehensive examination (CPCE)
- Successful defense of dissertation

Program Requirements

All students enrolled in the EdD in Counseling Psychology degree program at Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; Argosy University, San Francisco Bay Area are required to successfully complete 60 credit hours distributed as follows: core course requirements, 36 credit hours; research requirements, 12 credit hours; and dissertation requirements, 12 credit hours. In addition to successfully completing the course requirements listed above, students are required to successfully complete the comprehensive examination requirements and defend their dissertation.

Core Course Requirements

Students enrolled in the EdD in Counseling Psychology degree program are required to complete twelve core courses (36 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- C7433 - Advanced Group Counseling (3)
- C7434 - Cognitive-Behavioral Theories of Counseling (3)
- C7443 - Multicultural Issues in Counseling (3)
- C7445 - Brief Psychotherapies (3)
- C7454 - Models of Clinical Supervision (3)
- C7455 - Addictions Counseling (3)
- C7458 - Diagnosis and Treatment Planning (3)
- C7459 - Psychopharmacology for Counselors (3)
- C7462 - Ethics in Practice (3)

- C8001 - Assessment I: Cognitive Assessment (3)
- C8002 - Assessment II: Personality Assessment (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements—36 Credit Hours

Research Requirements

Students enrolled in the EdD in Counseling Psychology degree program are required to complete a four course research sequence (12 credit hours).

Research Requirements—Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- R7036 - Program Evaluation Methods (3)

Research Requirements—12 Credit Hours

Dissertation Requirements

Students enrolled in the EdD in Counseling Psychology degree program are required to complete a 12-credit hour dissertation course sequence as outlined below.

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks*

Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D (3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements—12 Credit Hours

Note: * Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Counseling Psychology Comprehensive Examination Requirements

Students enrolled in the EdD in Counseling Psychology degree program are required to complete the Counseling Psychology Comprehensive Examination (CPCE). The CPCE is a national exam that is offered

each session for a total of six times a year. The format is designed to provide a thorough and standardized assessment of students' knowledge of professional practice, assessment, diagnosis, treatment, theory, writing, research, interpersonal effectiveness, ethics, and diversity. Students must have completed all of their coursework prior to registering for the CPCE with a GPA of at least 3.0. If students are in the midst of completing their final courses, they may, with permission from the department chair take the CPCE during their last term of classes. Students must register with the CPCE coordinator and have a degree audit in order to have access to the e-College shell and to participate in the comprehensive examination.

The CPCE is presented online via the e-College shell. Students have one week to complete the exam. It is an open book exam, although students must do their own work. There is both a clinical vignette and a research vignette to which students must respond. Students submit their completed Comprehensive Competency Examination (CCE) to the drop box on the e-College platform.

Students may take the exam the exam twice, with an allowance for a provisional pass to make revisions on their first try. Grades are: Pass, Provisional Pass, and Fail. Students who fail the exam the first time will be given detailed feedback with suggestions for remediation. Students who fail the exam a second time will be dismissed from the program.

Please refer to the Guide for the Comprehensive Exam Process for further information.

Changes to the CPCE format may be made, with notification provided to students.

Internship Requirements (Optional)

Students enrolled in the EdD in Counseling Psychology degree program at Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; and Argosy University, San Francisco Bay Area may complete an internship (0 credit hours).

Optional Internship Requirements—Students May Choose to Take the Following

- C7901 - Internship (0)

Internship Requirements—0 Credit Hours

Recommended Course Sequence for the EdD in Counseling Psychology degree program at Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; and Argosy University, San Francisco Bay Area

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that are designed to provide a theoretical and practical foundation for courses that will follow in subsequent years. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official. The recommended course sequence for the EdD in Counseling

Psychology degree program offered by Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; and Argosy University, San Francisco Bay Area can be obtained from the department chair.

Doctor of Education in Counseling Psychology Degree Program—Argosy University, *Seattle

Program Overview

The Doctor of Education (EdD) in Counseling Psychology degree program at Argosy University, Seattle is designed to emphasize the development of attitudes, knowledge and skills essential in the formation of professionals who are committed to the ethical provision of quality services. To help ensure that students are prepared adequately, the curriculum is designed to provide for the meaningful integration of theory, training and practice.

*Note: Argosy University, Seattle is no longer accepting new students in this program.

Eligibility for Licensure

Washington

Graduates of the EdD in Counseling Psychology degree program at Argosy University, Seattle are eligible to become licensed psychologists in Washington. Students should determine the requirements for professional licensure in the state they wish to practice. More information is available from the Washington State Department of Health at:

<http://www.doh.wa.gov/LicensesPermitsandCertificates/ProfessionsNewReneworUpdate/HealthcareProfessionalCredentialingRequirements>

Graduation Requirements

Students enrolled in the EdD in Counseling Psychology degree program at Argosy University, Seattle must meet the following requirements to be eligible for graduation:

- A year of full-time residency at the University, or a minimum of 750 hours of student-faculty contact involving face-to-face individual or group educational meetings.
- Satisfactory completion of all requirements in the program of study developed in consultation with faculty members. Any course in which the student earns less than a "B-" must be retaken.
- Successful completion of 72 credit hours that includes:
 - o 48 credit hours of core courses
 - o 12 credit hours of research courses
 - o 12 credit hours of dissertation courses
- Successful completion of the Counseling Competency Examination (CCE).
- Successful completion of comprehensive examination.
- Successful defense of dissertation.
- Completion of these requirements within seven years of matriculation into the program.

Counseling Competency Examination

The Counseling Competency Examination (CCE) includes a treatment summary, case presentation, written case analysis, oral presentation, and oral examination based on the written and case presentations. This format is designed to provide an assessment of students' knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral form. Students are expected to take the examination in the last semester of their second year of coursework. Students must submit a CCE Request form to the Student Services Coordinator. In the event of failure, the examination may be retaken once. If, during the second attempt, the examination is not successfully passed, the results of the examination will be presented to the Student Professional Development Committee to determine further action.

Eligibility

The CCE evaluation criteria are designed to assess clinical competency at a level appropriate to students who have completed required course work. Students are eligible to take the exam if they are in good academic standing in the doctoral degree program (a GPA of at least 3.0 on a 4.0 scale).

Program Requirements

Students enrolled in the EdD in Counseling Psychology degree program at Argosy University, Seattle are required to successfully complete a minimum of 72 credit hours distributed as follows: core course requirements, 48 credit hours; research requirements, 12 credit hours; and dissertation requirements, 12 credit hours. In addition to completing the course requirements listed above, students are required to successfully complete the Counseling Competency Examination (CCE), Comprehensive Examination, and defend their dissertation.

Core Course Requirements—Students Are Required to Take the Following

- C7050 - History and Systems in Counseling Psychology (3)
- C7210 - Cognitive and Affective Bases of Behavior (3)
- C7433 - Advanced Group Counseling (3)
- C7434 - Cognitive-Behavioral Theories of Counseling (3)
- C7438 - Personality Theory (3)
- C7443 - Multicultural Issues in Counseling (3)
- C7451 - Theories of Child and Adolescent Counseling (3)
- C7452 - Professional Development in Counseling (0)
- C7458 - Diagnosis and Treatment Planning (3)
- C7459 - Psychopharmacology for Counselors (3)
- C7462 - Ethics in Practice (3)
- C7662 - Social Bases of Behavior (3)
- C7663 - Physiology of Psychology (3)

- C8000 - Fundamentals of Psychometrics (3)
- C8001 - Assessment I: Cognitive Assessment (3)
- C8002 - Assessment II: Personality Assessment (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements—48 Credit Hours

Research Requirements—Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

- R7034 - Advanced Statistical Methods (3)
- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Research Requirements—12 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D (3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements—12 Credit Hours

Notes:

***Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.*

Practicum Requirements

All students enrolled in the EdD in Counseling Psychology degree program at Argosy University, Seattle are required to complete a 600 hour doctoral level practicum. All practicum placements must be approved by the department chair or the Director of Training prior to starting. Practicum begins in the Fall, however application for practicum is accomplished Spring Semester Session I. Students must work closely with the department chair or Director of Training to accomplish the practicum site applications.

Practicum Field Experience Requirements—Students Are Required to Take the Following

- C7699 - Doctoral Counseling Practicum I and Seminar (0)
- C7700 - Doctoral Counseling Practicum II and Seminar (0)

Practicum Field Experiences Requirements—0 Credit Hours

Internship Requirements

Students enrolled in the EdD in Counseling Psychology degree program at Argosy University, Seattle are required to complete an Association of Psychology Postdoctoral and Internship Centers (APPIC) or APPIC equivalent internship. Students are eligible to begin internship when they have successfully completed all their academic course work and passed the Counseling Psychology Comprehensive Examination. Students are required to have defended their dissertation proposal prior to beginning internship. Students work with the department chair or Director of Training to complete the application process and make application to appropriate internship sites. The internship application process typically begins during the fall term one year prior to the start of internship. Most internships begin in August or September and consist of a 40 hour work week commitment for a minimum of 12 months. Students are required to complete 2000 hours during internship. While internship sites exist in Washington, many sites are not in the Seattle area. There are sites throughout the United States which the student can apply. Students are not eligible for graduation without completing the internship and dissertation.

Internship Requirements—Students Are Required to Take the Following

- C7901 - Internship (0)

Internship Requirements—0 Credit Hours

Additional Counseling Doctoral Skills Courses (Optional)

- C7431 - Counseling in Community Settings (3)
- C7435 - Existential-Humanistic Theories of Counseling (3)
- C7436 - Psychodynamic Theories of Counseling (3)
- C7439 - Dynamics of Marriage and Family Systems (3)
- C7445 - Brief Psychotherapies (3)
- C7454 - Models of Clinical Supervision (3)

- C7455 - Addictions Counseling (3)
- C7471 - Treatment of Sexual Dysfunctions (3)

Recommended Course Sequence for the Doctor of Education in Counseling Psychology Degree Program at Argosy University, Seattle

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that are designed to provide a theoretical and practical foundation for courses that will follow in subsequent years. Certain advanced courses also require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official. The recommended course sequence for the EdD in Counseling Psychology degree program offered by Argosy University, Seattle can be obtained from the department chair.

Doctor of Education in Counseling Psychology Degree Program (Non-Licensure)

Offering Campuses

Argosy University, Hawai'i; Argosy University, Northern Virginia; Argosy University, Phoenix*; Argosy University, Sarasota

Note: *Offered only in the 80 percent online format through Argosy University Online Programs.

Program Overview

The Doctor of Education (EdD) in Counseling Psychology degree program (non-licensure) is designed to meet the special requirements of working mental health professionals who wish to enhance their skills as practitioners and leaders in mental health settings. The EdD in Counseling Psychology (non-licensure) degree program does not lead to licensure/credential as a provider of counseling services and should not be viewed as preparation for entry-level practice.

Program Learning Outcomes

Program Learning Outcome One: Advanced Practice (includes theory, assessment, intervention)

Formulate accurate assessment of the psychological functioning of individuals, couples, families, and groups and apply appropriate therapeutic intervention strategies based on appropriate theoretical orientations, sound scientific theory, and evidence-based practice.

Program Learning Outcome Two: Leadership and Supervision

Apply best practices, using standards and competencies in the field, to prepare leaders for supervision, administration, or teaching.

Program Learning Outcome Three: Research

Analyze, design, conduct, and defend research in their disciplinary context using appropriate research designs.

Analyze and evaluate professional literature to make evidence-based decisions related to current practices in the field.

Program Learning Outcome Four: Ethics

Engage in ethical and socially responsible practice and apply ethical decision-making strategies grounded in established ethical standards of practice.

Program Learning Outcome Five: Interpersonal Effectiveness (Includes multicultural competence and communication)

Develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.

Admission Requirements

- A master's degree in a mental health field with a counseling practicum from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.

Admission Notification

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required

of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Application Requirements

Applicants are expected to provide all required materials to the Admissions Department by the application deadline. All applications will be reviewed and interviews scheduled with applicants who meet the requirements to determine the level of fit between a prospective student and the Argosy University. The Director of Admissions will notify all applicants of admission decisions.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Application Deadlines

Application deadlines vary by campus. Applicants should consult with the campus Director of Admissions to confirm the deadline to submit application materials.

Graduation Requirements

Students enrolled in the EdD in Counseling Psychology degree program are eligible for graduation when the following conditions are met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members. Any course in which the student earns less than a "B-" must be retaken.
- Satisfactory completion of 60 credit hours beyond the master's degree that includes:
 - o 27 credit hours of core course requirements
 - o 9 credit hours of elective course or Counselor Education & Supervision concentration requirements
 - o 12 credit hours of research course requirements
 - o 12 credit hours of dissertation requirements
- Successful completion of the Doctoral Qualifying Examination.
- Successful completion and defense of the dissertation.
- Completion of these requirements within seven years.
- A completed Petition to Graduate submitted to campus administration.

Academic Progress Requirements

Students must make satisfactory progress towards a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0. Students must complete this program within seven years after matriculation. Students who have temporarily withdrawn from Argosy University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students are required to complete 60 semester credit hours. The minimum amount of work that a student must complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Timeframe Completion Rates

End of Year One: 9 credit hours

End of Year Two: 18 credit hours

End of Year Three: 27 credit hours

End of Year Four: 36 credit hours

End of Year Five: 45 credit hours

End of Year Six: 54 credit hours

End of Year Seven: 60 credit hours

Program Foundation Requirements

In addition to the 60 credit hours program requirements, there are eight (8) foundation courses and a year-long practicum seminar requirement for the program. Students with equivalent master's level coursework and clinical practicum experiences may waive the foundation courses requirement. Students must complete the foundation courses within the first year (except practicum) and the practicum series within the second year.

Foundation Courses

PC6005 - Maladaptive Behavior and Psychopathology (3)	-or-	C6432 - Diagnosis and Treatment of Psychopathology (3)
PC6105 - Counseling Skills II (3)	-or-	C6036 - Essentials of Interviewing (3)
PC6230 - Theories in Counseling Families and Individuals (3)	-or-	PC6022 - Family Therapy Counseling Skills (3)
PC6300 - Professional and Ethical Issues (3)	-or-	C6440 - Ethics in Counseling (3)
PC6505 - Group Counseling (3)	-or-	C6438 - Group Theories and Practice (3)
PC6510 - Social and Cultural Foundations of Therapy (3)	-or-	C6445 - Social and Cultural Competencies for Counselors (3)
PC6521 - Research and Program Evaluation (3)	-or-	R6032 - Research and Program Evaluation in Counseling (3)
PC6700 - Couples and Family Counseling (3)	-or-	PC6021 - Schools of Family Therapy (3)
PC6400 - Practicum I (3)	-or-	C6601 - Practicum — Counseling (3)
PC6401 - Practicum II (3)	-or-	C6602 - Internship I — Counseling (3)
PC6402 - Practicum III (3)	-or-	C6603 - Internship II - Counseling (3)

Program Requirements

Students enrolled in the EdD in Counseling Psychology degree program are required to successfully complete 60 credit hours distributed as follows: core course requirements, 27 credit hours; elective or Counselor Education & Supervision concentration requirements, 9 credit hours, research requirements, 12 credit hours; and dissertation requirements, 12 credit hours. In addition to completing the course requirements listed above, students are required to successfully complete the comprehensive exam and defend their dissertation.

Core Course Requirements

Students enrolled in the EdD in Counseling Psychology degree program are required to complete nine core courses (27 credit hours)

Core Course Requirements—Students Are Required to Take the Following

- C7432 - Advanced Individual Counseling (3)
- C7440 - Marriage and Family Therapy (3)
- C7443 - Multicultural Issues in Counseling (3)
- C7454 - Models of Clinical Supervision (3)
- C7458 - Diagnosis and Treatment Planning (3)
- C7462 - Ethics in Practice (3)

- C7465 - Teaching in Higher Education (3)
- C7484 - Group Counseling Theory and Practice (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements—27 Credit Hours

Elective Requirements

Students enrolled in the EdD in Counseling Psychology degree program are required to complete three elective courses (9 credit hours). This requirement may be fulfilled from selecting from the list below or by completing an optional concentration in Counselor Education & Supervision.

Elective Requirements—Students Choose Three of the Following Courses

- C7410 - Assessment in Counseling (3)
- C7421 - Etiology of Mental Illness (3)
- C7433 - Advanced Group Counseling (3)
- C7435 - Existential-Humanistic Theories of Counseling (3)
- C7436 - Psychodynamic Theories of Counseling (3)
- C7445 - Brief Psychotherapies (3)
- C7452 - Professional Development in Counseling (3)
- C7453 - Clinical Consultation (3)
- C7459 - Psychopharmacology for Counselors (3)
- C7460 - Techniques of Child and Adolescent Counseling (3)
- C7537 - Special Topics in Counseling (3)

Elective Requirements—9 Credit Hours

—OR—

Counselor Education & Supervision Concentration Requirements—Students Choose Three of the Following

- C7444 - Multicultural Issues in Counselor Education and Supervision (3)
- C7452 - Professional Development in Counseling (3)
- C7453 - Clinical Consultation (3)
- C7461 - Ethics in Counselor Education and Supervision (3)

Counselor Education & Supervision Concentration Requirements—9 Credit Hours

Research Requirements

Students enrolled in the EdD in Counseling Psychology degree program are required to complete a four course research sequence (12 credit hours).

Research Requirements—Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

- R7034 - Advanced Statistical Methods (3)
- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Research Requirements—12 Credit Hours

Dissertation Requirements

Students enrolled in the EdD in Counseling Psychology degree program are required to complete a 12-credit hour dissertation course sequence as outlined below.

Doctoral Qualifying Examination

Students are required to successfully complete a Doctoral Qualifying Examination (DQE) that focuses on the learner outcomes that are associated with the required core courses of their programs. Students must take the DQE the session after successfully completing all required core courses and must pass it within three sessions of successfully completing all required core courses.

Doctoral Research Requirements (12 Credit Hours)

Upon successful completion of the prerequisite coursework and the doctoral qualifying exam (DQE), students enroll in doctoral research courses. To progress through each doctoral research course, students must successfully complete specified course objectives. If all objectives of the course are successfully met, students will earn a PR grade, permitting them to enroll in the next doctoral research course as outlined in the course sequence of their program of study. If objectives of a doctoral research course are substantively but not fully met (67% completed) by the end of the course (as determined by the- research mentors) students will earn a grade of Incomplete Progressing (IP) for the course and must complete an IP contract outlining a plan for completion of the remaining course objectives. Students must successfully complete all remaining course objectives by the due date specified in the IP contract before enrollment is permitted in the next doctoral research course. If little to no progress has been made in a doctoral research course (less than 67% of the course objectives were successfully completed) or the IP contract is not successfully fulfilled within the specified timeframe, students will earn a grade of No Credit (NC). Students who earn a grade of NC in a doctoral research course are required to retake

the course. A student may only receive any combination of two NC, W, or WF grades in doctoral research courses. Upon receiving the third NC, W, or WF grade in a doctoral research course, the student will be dismissed from the program. Published course objectives for each doctoral research course apply unless the student and research mentors agree to and confirm in writing alternative specified objectives more appropriate for a particular doctoral research topic. Students must fulfill the prerequisites of each doctoral research course before enrollment is permitted.

Doctoral Research Requirements - Students Are Required to Take the Following

- DR8801-A - Doctoral Research I - A (1.5)
- DR8801-B - Doctoral Research I - B (1.5)
- DR8802-A - Doctoral Research II - A (1.5)
- DR8802-B - Doctoral Research II - B (1.5)
- DR8803-A - Doctoral Research III - A (1.5)
- DR8803-B - Doctoral Research III - B (1.5)
- DR8804-A - Doctoral Research IV - A (1.5)
- DR8804-B - Doctoral Research IV - B (1.5)

Doctoral Research Requirements - 12 Credit Hours

Comprehensive Examination Requirements

The comprehensive examination is a graduation requirement to be taken after all coursework is successfully completed. Students should consult with the department chair or designee for specific guidance with respect to Comprehensive Examination procedures.

Dissertation Requirements

Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit hour extension course (tuition based on a credit hour equivalent as defined in the Tuition and Fees Schedule in Appendix III). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). A student may only receive two NC grades during the dissertation sequence. Upon receiving the third NC within the dissertation sequence, the student will be dismissed from the program. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for each dissertation course apply unless the student and dissertation

committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Recommended Course Sequence

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that are designed to provide a theoretical and practical foundation for courses that will follow in subsequent years. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official. The EdD in Counseling Psychology degree program recommended course sequence can be obtained from the department chair.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Counseling Psychology degree program (non-licensure) offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Hawai'i	<u>ge.argosy.edu/programoffering/1549</u>
Argosy University, Northern Virginia	<u>ge.argosy.edu/programoffering/889</u>
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/2255</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/762</u>
Argosy University Online Programs	<u>ge.argosy.edu/programoffering/1568</u>

Doctor of Education in Pastoral Community Counseling Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Dallas; Argosy University, Denver; Argosy University, Nashville; Argosy University, Phoenix*; Argosy University, San Francisco Bay Area; Argosy University, Sarasota

Note: *Offered only in the 80 percent online format through Argosy University Online Programs.

Program Overview

The Doctor of Education (EdD) in Pastoral Community Counseling degree program is based on the fundamental belief that religious/spiritual communities provide a unique opportunity for human growth and development. The program is designed to prepare leaders within religious communities with an opportunity for personal and professional development, directed toward making a significant contribution to their community and to society. With this in mind, the program integrates the engagement of knowledge, the development of skills, reflective practice, and research in a manner that prepares the pastoral counselor to address individual and communal development in an ethically responsible fashion.

The Pastoral Community Counseling program is committed to the concept of community. In this regard, the learners participate with one another and with faculty in a virtual community. This is designed to provide a means of support and interaction that exceeds the boundaries imposed by geographical definition, and utilizes technology for the purposes of individual, community, and societal development.

The program is designed to afford working professionals the opportunity to pursue doctoral study while maintaining active participation in their professional endeavors. Also, in concert with its emphasis on the religious/spiritual community, the program is offered in a modified cohort format. Courses in this program may be taken as electives by students in other EdD degree programs, and course substitutions may be approved by the program coordinator.

Program Learning Outcomes

- Students articulate and clearly describe their professional identities as pastoral counselors.
- Students critically analyze their own and others' culturally and religiously formative, teachings, assumptions, experiences, world-views, and metaphors and evaluate their impact on clients and themselves as pastoral counselors.

- Students critically analyze the cultural context of relationships, issues, and trends in a multicultural and diverse society.
- Students demonstrate appropriate assessment, consultation, and referral skills
- Students describe the processes of community formation and differentiate between individual, family, group, and community counseling methods and skills.
- Students accurately identify and analyze various ethical issues from a variety of ethical points of view and clinical case studies.
- Students evaluate and adapt various counseling techniques to build and maintain rapport as well as facilitate assessment and intervention.
- Students evaluate and apply various research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research, statistical analysis, needs assessment, and program evaluation. Students demonstrate facility with research methods, statistical analysis, needs assessment, and program evaluation.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- The names and contact information of three professional and/or academic references
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.

Graduation Requirements

A student is eligible for graduation from the EdD in Pastoral Community Counseling degree program when the following requirements have been met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members and program coordinator of Pastoral Community Counseling
- Satisfactory completion of 60 credit hours beyond the master's degree
- Successful completion of the Doctoral Qualifying Examination
- A grade point average of 3.0 or higher
- The completion of the doctoral research courses
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The EdD in Pastoral Community Counseling degree program requires the satisfactory completion of 60 semester credit hours, distributed as follows: research requirements, 12 credit hours; core requirements, 18 credit hours; elective requirements, 18 credit hours; and dissertation requirements, 12 credit hours.

Research Requirements --Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)

Advanced Research Elective -- Students Choose One of the Following

- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Research Requirements — 12 Credit Hours

Core Requirements — Students Are Required to Take the Following

- C7440 - Marriage and Family Therapy (3)
- TH7101 - Professional Development in Pastoral Community Counseling (3)
- TH7102 - Individual Spiritual Enhancement (3)
- TH7108 - Contemporary Ethical Issues in Pastoral Counseling (3)
- TH7110 - Spiritual and Religious Issues in Counseling (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Requirements — 18 Credit Hours

Elective Requirements — Students Choose Six from the Following

In-Discipline Courses

- TH7103 - Holistic Health Theory and Practice (3)
- TH7104 - Family Mediation and Conflict Resolution (3)
- TH7105 - Curriculum Development for Community Education (3)
- TH7106 - Non-Western Helping and Healing (3)
- TH7107 - Directed Independent Study in Religion and Psychology (3)

Related Discipline Courses

- C7431 - Counseling in Community Settings (3)
- C7432 - Advanced Individual Counseling (3)
- C7443 - Multicultural Issues in Counseling (3)
- C7445 - Brief Psychotherapies (3)
- C7454 - Models of Clinical Supervision (3)
- C7455 - Addictions Counseling (3)
- C7463 - Theory and Practice of Motivation (3)
- L7101 - Foundations of Leadership (3)

Elective Requirements — 18 Credit Hours

Doctoral Qualifying Examination

Students are required to successfully complete a Doctoral Qualifying Examination (DQE) that focuses on the learner outcomes that are associated with the required core courses of their programs. Students must take the DQE the session after successfully completing all required core courses and must pass it within three sessions of successfully completing all required core courses.

Doctoral Research Requirements (12 Credit Hours)

Upon successful completion of the prerequisite coursework and the doctoral qualifying exam (DQE), students enroll in doctoral research courses. To progress through each doctoral research course, students must successfully complete specified course objectives. If all objectives of the course are successfully met, students will earn a PR grade, permitting them to enroll in the next doctoral research course as outlined in the course sequence of their program of study. If objectives of a doctoral research course are substantively but not fully met (67% completed) by the end of the course (as determined by the- research mentors) students will earn a grade of Incomplete Progressing (IP) for the course and must complete an IP contract outlining a plan for completion of the remaining course objectives. Students must successfully complete all remaining course objectives by the due date specified in the IP contract before enrollment is permitted in the next doctoral research course. If little to no progress has been made in a doctoral research course (less than 67% of the course objectives were successfully completed) or the IP contract is not successfully fulfilled within the specified timeframe, students will earn a grade

of No Credit (NC). Students who earn a grade of NC in a doctoral research course are required to retake the course. A student may only receive any combination of two NC, W, or WF grades in doctoral research courses. Upon receiving the third NC, W, or WF grade in a doctoral research course, the student will be dismissed from the program. Published course objectives for each doctoral research course apply unless the student and research mentors agree to and confirm in writing alternative specified objectives more appropriate for a particular doctoral research topic. Students must fulfill the prerequisites of each doctoral research course before enrollment is permitted.

Doctoral Research Requirements - Students Are Required to Take the Following

- DR8801-A - Doctoral Research I - A (1.5)
- DR8801-B - Doctoral Research I - B (1.5)
- DR8802-A - Doctoral Research II - A (1.5)
- DR8802-B - Doctoral Research II - B (1.5)
- DR8803-A - Doctoral Research III - A (1.5)
- DR8803-B - Doctoral Research III - B (1.5)
- DR8804-A - Doctoral Research IV - A (1.5)
- DR8804-B - Doctoral Research IV - B (1.5)

Doctoral Research Requirements - 12 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Pastoral Community Counseling degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	<u>ge.argosy.edu/programoffering/3646</u>
Argosy University, Dallas	<u>ge.argosy.edu/programoffering/3640</u>
Argosy University, Denver	<u>ge.argosy.edu/programoffering/3810</u>
Argosy University, Nashville	<u>ge.argosy.edu/programoffering/3813</u>
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/2237</u>
Argosy University, San Francisco Bay Area	<u>ge.argosy.edu/programoffering/4516</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/763</u>
Argosy University Online Programs	<u>ge.argosy.edu/programoffering/2271</u>

Counselor Education Programs

Master of Arts in Clinical Mental Health Counseling Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Tampa

Program Overview

The Master of Arts (MA) in Clinical Mental Health Counseling degree program at Argosy University is designed to prepare students strategically for the clinical practice of professional counseling. The faculty and staff work with the students to promote their unique development of attitudes, knowledge, and skills essential to becoming thoughtful, skilled, multiculturally competent, and ethical professionals who can provide counseling services in a wide variety of government, community, and private settings.

The MA in Clinical Mental Health Counseling program will require students to complete 60 credits hours. See campus specific section for the course distribution.

Mission Statement

The mission of the Master of Arts in Clinical Mental Health Counseling degree program at Argosy University is to create a learning environment that promotes academic excellence, professional competence, and personal integrity. This mission is achieved through a curriculum that integrates counseling and interpersonal skills, sound ethical values, and professional clinical practice for utilization in a variety of settings with diverse client populations.

Program Outcomes

Program Outcome One: Professional Orientation and Ethical Practice

Value all aspects of professional functioning, including history, roles, organizational structures, ethical standards, legalities, advocacy, and credentialing.

Program Outcome Two: Social and Cultural Diversity

Apply core theory and research of the cultural context of relationships, issues, and trends in a multicultural and diverse society to the counseling profession.

Program Outcome Three: Human Growth and Development

Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

Program Outcome Four: Career Development

Apply core theory and research of career development, the psychology of work, and related factors in career planning and decision making.

Program Outcome Five: Helping Relationships

Deliver ethical and effective counseling and consultation services consistent with professional research and practice across a range of settings in a multicultural society.

Program Outcome Six: Group Work

Apply methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

Program Outcome Seven: Assessment

Analyze principles of testing and measurement, and incorporate social, ethical, and cultural factors in both individual and group methods of assessment and evaluation.

Program Outcome Eight: Research and Program Evaluation

Apply research methods, statistical analysis, needs assessment, and program evaluation to inform ethical and culturally relevant evidence-based practice and to advance the counseling profession.

Professional Conduct

Students are expected to adhere to professional standards outlined by the American Counseling Association (ACA) Code of Ethics. Additionally, students are expected to demonstrate professional behavior:

- Interpersonal interactions with others,
- Appropriate self-awareness and self-evaluation,
- Openness to professional feedback and supervision, and
- Ability to resolve problems effectively and professionally.

Students who fail to demonstrate professional behavior may be subject to a variety of campus-specific interventions up to and including referral to the Student Professional Development Committee (SPDC) and/or Student Conduct Committee (SCC). Outcomes may include advisement, remediation, or dismissal from the program. Students will receive feedback regarding personal, academic and professional strengths, weaknesses, and performance as they progress through the program.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - 3.0 for the last 60 hours of coursework (including graduate work).
 - Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Such Admission must be recommended by the Admissions Committee and department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or career summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all post-secondary schools attended.

Application to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Enrollment Requirements

Once matriculated into the program, students must remain continuously enrolled for at least 3 credit hours per semester — fall, spring, and summer — unless they formally request a temporary withdrawal through the Student Services Department. Students are expected to remain enrolled full-time (at least 6 credit hours) each semester. While on internship or practicum, students may be enrolled in the

practicum or internship alone. Students should confirm minimum enrollment requirements for financial aid and international student status with the appropriate Student Services representative.

Additional Requirements for Academic Progress

- Students must make satisfactory progress toward earning their degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0. Student progress in the MA in Clinical Mental Health Counseling degree program is formally evaluated after the first five courses.
- Students who receive a grade below "B-" in any course must repeat the course. Students, who receive two grades below "B-" in the first five courses, including a repeat of the same course, will not be permitted to continue in the program.
- Students are required to complete 60 credit hours (45-48 credit hours of core courses, 3-6 credit hours of elective courses, and 6-9 credit hours of practicum and internship depending on campus – see campus specific information for details).
- Students must complete this program within five years after matriculation. Students who have temporarily withdrawn from Argosy University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Timeframe Completion Rates*

- End of Year One: 12 credit hours
- End of Year Two: 24 credit hours
- End of Year Three: 36 credit hours
- End of Year Four: 48 credit hours
- End of Year Five: 60 credit hours

* The suggested incremental maximum time frame requirements are not a replacement for the specific program sequencing and enrollment requirements, which may be stricter than the incremental maximum time frame requirements.

Faculty Advisement

Students are assigned a faculty academic advisor upon admission to the MA in Clinical Mental Health Counseling degree program. Students must meet with their faculty advisor to complete a plan of study within the first two courses. Students are expected to consult with their advisors at least once per semester regarding curriculum and academic and professional progress.

Student-At-Large Status

In limited circumstances and with permission of the department chair, students who wish to take courses without completing the admission application requirements may enroll as students at-large (non-degree students). Applicants for student-at-large status must provide transcripts for the highest degree attained and any subsequent coursework. An immunization form may also be required.

Students-at-large pay the standard fees and tuition rate and are ineligible for financial aid.

Credit hour is granted, grades are recorded, and students are required to satisfy all academic requirements, including prerequisites, for courses taken. Students may be permitted to apply up to nine (9) credit hours to a degree program upon acceptance to the program.

Students-at-large who are planning to apply formally for admission to a program should have their intended course selection approved by the appropriate department chair to ensure their relevance and later applicability to the program.

Individuals who have previously matriculated at the campus but are not in attendance currently, or who previously have been denied regular admission, must petition the department chair in order to register as a student-at-large.

Some courses relating to the clinical skills of counseling may be restricted depending on the student's prior education.

Endorsement Policy

Argosy University faculty will endorse students for professional placement and licensure only if they have completed all formal coursework, including all practicum/internship requirements.

Recommendations for job placement, both oral and written, will be specific to the practice of counseling.

Professional Liability Insurance

All students enrolled in field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University and are also encouraged to purchase their own personal liability insurance.

Prerequisites for Field Experience

In order for students to apply for field experience they must be in good academic standing, possessing a GPA of 3.0 (on a scale of 4.0) and have completed the academic planning which will allow for all the field experience prerequisite courses to be completed prior to the beginning of the field experience.

Campus-Specific Program Requirements

For more detailed information, refer to the program information published in the campus-specific program descriptions.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important information for the Master of Arts in Clinical Mental Health Counseling degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/4469
Argosy University, Chicago	ge.argosy.edu/programoffering/5289
Argosy University, Dallas	ge.argosy.edu/programoffering/2972
Argosy University, Denver	ge.argosy.edu/programoffering/617
Argosy University, Nashville	ge.argosy.edu/programoffering/4049
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/5212
Argosy University, Phoenix	ge.argosy.edu/programoffering/2971
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/4025
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/5208
Argosy University, Sarasota	ge.argosy.edu/programoffering/4024
Argosy University, Schaumburg	ge.argosy.edu/programoffering/4319
Argosy University, Tampa	ge.argosy.edu/programoffering/4026

Master of Arts in Clinical Mental Health Counseling Degree Program—Argosy University, Atlanta

The Program Overview and Mission Statement for the Clinical Mental Health Counseling program are consistent across the Argosy University system. Please refer to the introductory pages of this program section for detailed descriptions of both the program overview and the mission statement.

Programmatic Accreditation

The Council for Accreditation of Counseling and Related Educational programs (CACREP), a specialized accrediting body recognized by the Council of Higher Education Accreditation (CHEA) has granted accreditation to the Master of Arts in Clinical Mental Health Counseling at Argosy University, Atlanta as a Community Counseling program under the 2001 Standards.

Eligibility for Licensure

Graduates of the MA in Clinical Mental Health Counseling degree program may wish to pursue licensure as a Licensed Professional Counselor (LPC) in Georgia. Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in states other than Georgia should contact their state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Internet Web site: www.counseling.org.

Program Formats

Argosy University, Atlanta offers two primary program formats for students: Weekend/Blended Format and Evening/Blended Format. Occasional courses are also offered in an Evening Format.

Weekend/Blended Format

Students take one course at a time (each lasting 7.5 weeks) and meet on-campus for two intensive weekends with the instructor. Throughout the 7.5 week session, students also interact with classmates and the instructor weekly through the Internet using a Web site-based learning platform.

Evening / Blended Format

Students take one course at a time (each lasting 7.5 weeks) and meet on-campus one evening each week. Throughout the session, students also interact with classmates and the instructor weekly through the Internet using a Web site based learning platform.

Attendance Policy

Any excessive amount of class time missed will negatively impact the student's grade:

- **Weekend/Blended Students:** More than 3 hours missed will result in automatic loss of one full letter grade. More than 6 hours missed will result in automatic failure.
- **Evening/Blended Students:** More than 4 hours missed will result in automatic loss of one full letter grade. More than 6 hours missed will result in automatic failure.
- **Evening Students:** More than 6 hours missed will result in automatic loss of one full letter grade. More than 8 hours missed will result in automatic failure.

Students should notify the instructor concerning any anticipated absences. If an excessive amount of class time is missed due to an emergency situation, the student will likely be advised to withdraw from the course.

Program Requirements

Students enrolled in the MA in Clinical Mental Health Counseling degree program are required to successfully complete 60 credit hours as follows: core course requirements, 45 credit hours; elective course requirements, 6 credit hours; practicum and internship requirements, 9 credit hours.

Core Course Requirements—Students Are Required to Take the Following

- PC6000 - Counseling Theory (3)
- PC6003 - Abnormal Psychology (3)
- PC6025 - Human Growth and Development (3)
- PC6104 - Counseling Skills I (3)
- PC6105 - Counseling Skills II (3)
- PC6106 - Foundations of Mental Health Counseling (3)
- PC6300 - Professional and Ethical Issues (3)
- PC6505 - Group Counseling (3)
- PC6511 - Social and Cultural Diversity (3)
- PC6521 - Research and Program Evaluation (3)
- PC6525 - Appraisal and Assessment (3)
- PC6600 - Career and Lifestyle Development (3)
- PC6700 - Couples and Family Counseling (3)
- PC6803 - Trauma Impact and Counseling (3)
- PC6900 - Substance Abuse Counseling (3)

Core Course Requirements—45 Credit Hours

Elective Requirements—Students Choose Two Courses from the Following

- PC6020 - Theories of Family Process and Development (3)
- PC6022 - Family Therapy Counseling Skills (3)

- PC6200 - Human Sexuality (3)
- PC6220 - Personality Theories and Individual Counseling (3)
- PC6430 - Aging (3)
- PC6440 - Child and Adolescent Counseling (3)
- PC6445 - Play Therapy (3)
- PC6800 - Special Topics in Professional Counseling (3)

Elective Requirements—6 Credit Hours

Practicum and Internship Requirements—Students Are Required to Take the Following

- PC6410 - Counseling Practicum (3)
- PC6415 - Counseling Internship (6)*

*Students enroll in PC6415 for three credit hours for two consecutive semesters.

Practicum and Internship Requirements—9 Credit Hours

Practicum and Internship Requirements

The practicum and internship are an essential part of the MA in Clinical Mental Health Counseling degree program. The sequence consists of a 10-month long supervised field training experience within a mental health setting. A required, essential component of the degree program, students are supervised by experienced clinicians who teach relevant skills, provide supervision of on-going work, and serve as role models of professional identity and behavior.

Training may not be done in a student's place of employment, nor is any student exempt from the practicum/internship requirements. Students are required to complete a minimum of 100 hours of on-site experience (of which at least 40 hours are direct client contact) during the practicum and a minimum of 600 clock hours of on-site experience (of which at least 240 are direct client contact) during the internship.

All students who enter the practicum/internship application process must be in good academic standing, have a minimum grade point average of 3.0 on a scale of 4.0, and have completed all the practicum prerequisite courses prior to the beginning of training with a "B-" or better. In addition, students must take and successfully pass the Comprehensive Exam prior to the start of the practicum.

All students enrolled in a practicum/internship are concurrently enrolled in a seminar that is led by a program faculty member. The seminar meets throughout the placement and allows the student to reflect on various training experiences while acquiring additional skills and attitudes.

Detailed guidelines on the practicum and internship sequence are included in the current Practicum/Internship Student Handbook available from the Counseling Department.

Initial Five Courses Requirement

The first five courses of the MA in Clinical Mental Health Counseling degree program must be satisfactorily completed before a student is allowed to take additional courses in the program:

- PC6000 - Counseling Theory (3)
- PC6003 - Abnormal Psychology (3)
- PC6104 - Counseling Skills I (3)
- PC6106 - Foundations of Mental Health Counseling (3)
- PC6300 - Professional and Ethical Issues (3)

All five courses must be successfully completed in order for a student to continue in the program. After successful completion, each student's academic record will be reviewed. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and have satisfactory faculty evaluations will be considered for continuation in the program.

Any of the five courses in which a grade below "B-" is received must be repeated. Any student who receives two grades below "B-" in the first five courses (including grades received on courses retaken) will be automatically dismissed from the program. Students who achieve a GPA below 3.0 at the end of their first five courses will be dismissed from the program.

Clinical Evaluation Conference Requirements

The Clinical Evaluation Conference (CEC) normally takes place during the final term of internship seminar. The CEC evaluates the growth and development of clinical competency in accordance with the standards of Argosy University, Atlanta, and ensures acquisition of the appropriate skill levels for subsequent supervised clinical practice. The CEC assesses competency in assessment, case formulation, treatment planning and implementation and writing skills.

Graduation Requirements

- Completion of 60 semester credit hours by the end of the fifth year of matriculation. The total credit hours must include:
 - o 45 credit hours of core courses
 - o 6 credit hours of elective courses
 - o 9 credit hours of practicum/internship (completed over 10 months)
- Successful completion of the Comprehensive Examination

Course/Credit Transfer

A maximum of four courses — 12 credit hours — may be transferred into the MA in Clinical Mental Health Counseling degree program. Students wishing to transfer course credit hours from another

graduate program must submit the required Course Waiver Form and supporting documentation to Student Services. The request must then be approved by a designated program representative. Required courses that may not be transferred into the MA in Clinical Mental Health Counseling degree program at Argosy University, Atlanta are listed below:

Non-Transferrable Courses

- PC6104 - Counseling Skills I
- PC6105 - Counseling Skills II
- PC6410 - Counseling Practicum
- PC6415 - Counseling Internship

Recommended Course Sequence for the Master of Arts in Clinical Mental Health Counseling Degree Program

Students upon admission to the program are provided a program of study. The sequence outlines the courses the student is to take in the program and when these courses are to be taken by the student. The sequence generally shows a pattern of 6 semester hours of course work each semester. Students are expected to follow the sequence and if they must divert from the sequence pattern, are highly encouraged to speak with their faculty advisor first. Admissions representatives will discuss sequencing with prospective students.

Master of Arts in Clinical Mental Health Counseling Degree Program—Argosy University, Chicago; Argosy University, Dallas; Argosy University, Nashville; Argosy University, Phoenix; Argosy University, Salt Lake City

Eligibility for Licensure

The MA in Clinical Mental Health Counseling is designed to prepare students to fulfill the academic requirements for licensure as clinical counselors in most states. Licensure requirements vary by state and date. Students should determine the current requirements for the state in which they wish to practice. Students should check with their respective state licensing board. The American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) frequently publish information online on professional issues of importance to professional counselors, including licensure at: www.counseling.org and www.nbcc.org.

Program Formats

Classes for new students conveniently begin several times a year, allowing students to enter the program throughout the year. New classes start each fall, spring, and summer semester. Contact the Admissions Department for details concerning entrance times.

Argosy University offers a variety of flexible formats designed for the convenience of adult students. Courses may be offered in-residence, blended/in-residence, blended with technology, and in online formats in 7.5 week and 15 week sessions. Students should consult with their campus for specific course schedules and delivery formats.

Students enrolled in the fully online Clinical Mental Health Counseling program must fulfill additional residency requirements.

Residency Requirements for Argosy University Online Program

Students enrolled in the fully online Clinical Mental Health Counseling program are required to attend four weekend residencies during their program of study. These weekends will include sessions on Friday, Saturday, and Sunday at designated Argosy University locations. Residency weekends will be held on a rotational basis. Students will attend residency weekends at specific stages during their program of study as per the recommended sequence. These three day weekend residencies will provide students with face-to-face learning experiences that will allow them to meet with their faculty members and classmates. Students will receive instruction and participate in activities to enhance their individual and

group counseling skills. Each residency will have specific learning outcomes that will be assessed by the faculty members who will lead the weekend sessions. Students will build upon instruction from previous coursework and residency experiences throughout their program. For example, students in the first residency (Residency I) will learn about the counseling profession, counseling theory, diversity issues, and develop basic counseling skills. As students' progress through their program of study, they will be evaluated on their advanced skills and integration and synthesis of information acquired in previous courses. By Residency IV, students should be able to effectively lead a group counseling session, present a clinical case, and discuss the preparations that they are making to prepare for their licensure exam and post-master's supervised experience.

Graduation Requirements

Students admitted into the MA in Clinical Mental Health Counseling degree program are responsible for completing the program requirements in effect at the time of admission. The school retains the right to modify these requirements in accordance with the demands of the counseling profession. Coursework and degree requirements should be completed in the order recommended by the department administration. Academic advisors must approve any changes.

To be eligible for graduation, students must meet the following requirements:

- Completion of 60 semester credit hours which include
 - o 45 credit hours of core counseling courses
 - o 9 credit hours of practicum and internship
 - o 6 credit hours of elective courses
- GPA of at least 3.0 (on a scale of 4.0)
- Successful completion of the Clinical Application Evaluation (CAE is a Comprehensive Clinical Case Presentation)
- Successful completion of Counselor Preparation Comprehensive Exam (CPCE)
- Successful completion of all practicum and internship requirements and assessments
- Completion of all requirements within five years of matriculation into the program
- Completed Petition to Graduate form submitted to campus administration

Program Requirements

Students enrolled in the MA in Clinical Mental Health Counseling degree program are required to successfully complete 60 semester credit hours as follows: core course requirements, 45 credit hours; elective course requirements, 6 credit hours; practicum and internship requirements, 9 credit hours.

Core Course Requirements—Students Are Required to Take the Following

- PC6000 - Counseling Theory (3)
- PC6025 - Human Growth and Development (3)
- PC6104 - Counseling Skills I (3)
- PC6105 - Counseling Skills II (3)
- PC6106 - Foundations of Mental Health Counseling (3)
- PC6300 - Professional and Ethical Issues (3)
- PC6505 - Group Counseling (3)
- PC6515 - Multicultural Diversity and Advocacy (3)
- PC6521 - Research and Program Evaluation (3)
- PC6525 - Appraisal and Assessment (3)
- PC6600 - Career and Lifestyle Development (3)
- PC6700 - Couples and Family Counseling (3)
- PC6712 - Diagnosis and Treatment of Behavioral and Emotional Disorders (3)
- PC6803 - Trauma Impact and Counseling (3)
- PC6900 - Substance Abuse Counseling (3)

Core Course Requirements—45 Credit Hours

Elective Course Requirements—Students Choose Two of the Following

- PC6030 - Psychopathology and Assessment (3)
- PC6200 - Human Sexuality (3)
- PC6440 - Child and Adolescent Counseling (3)
- PC6814 - Forensic Counseling (3)
- PC6816 - Psychopharmacology for Counselors (3)
- PC6818 - Integrating Spirituality in Counseling (3)

Elective Course Requirements—6 Credit Hours

Practicum and Internship Requirements—Students Are Required to Take the Following

- PC6410 - Counseling Practicum (3)
- PC6416 - Counseling Internship I (3)
- PC6417 - Counseling Internship II (3)

Practicum and Internship Requirements—9 Credit Hours

Practicum and Practicum Internship Seminar Requirements

Practicum and Internship experiences are a required and essential part of counselor training. They provide students with the opportunity to practice and learn counseling and other professional skills under the guidance of an appropriately licensed supervisor. Practicum and internship students apply their theoretical knowledge, implement and develop clinical techniques based on this knowledge, and

develop the professional and personal attitudes important to counseling practice. All students enrolled in the practicum and internship are concurrently enrolled in a seminar.

Students typically complete all coursework before beginning the training experience. Students may be eligible, **with faculty advisor approval**, to begin their training experience during the second year of study. The practicum and internship carry 3 credit hours per semester and 9 credit hours per academic year. A practicum and internship must last a minimum of 9 months and can typically last for 12 months. Throughout the year, students will be required to spend a minimum of 100 hours in practicum and up to 600 hours in internship for a maximum required total of 700 hours. Total hours required vary by campus to align with state licensure. Consult with the campus for the specific hours required. A Practicum and Internship may not be done in a student's place of past or present direct employment, nor may students waive the practicum and internship requirements. A professional liability insurance is included in the cost of the practicum and internship. However, students may be required to purchase additional personal liability insurance before beginning practicum/internship.

Practicum Prerequisites and Eligibility

Students enrolled in the MA in Clinical Mental Health Counseling degree program at Argosy University, are required to successfully complete all core courses (see Program Requirements section) prior to beginning practicum.

To be eligible for practicum, students must be in good academic and professional standing after completing all core coursework, having a minimum grade point average of 3.0 on a 4.0 scale. The student must apply for practicum to the clinical director and be approved prior to contacting any sites to set up an interview.

Practicum and Internship Evaluation

The goal of the field experiences is to focus on the formation and training of competent counselors capable of providing basic and effective counseling and therapeutic intervention. Evaluation of student progress in supervised field training focuses on three areas:

- Theoretical Knowledge Base
- Counseling and Interpersonal Skills
- Professional Attitudes and Ethics

A thorough review of site and seminar evaluations is conducted by the Director of Training, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

The Practicum and Internship Handbook is available from the Clinical Training Department or the department chair of the MA in Clinical Mental Health Counseling degree program. This manual describes the practicum and internship processes, procedures, and requirements in detail.

Program Assessment and Checkpoints

Students undergo formative and summative assessments throughout the MA Clinical Mental Health Counseling program. Students will be evaluated at designated program benchmarks as outlined below.

Potential Intervention

If issues are identified, they can result in the following:

1. Follow up by the course faculty for intervention.
2. Follow up by the faculty advisor and development of an intervention plan.
3. Referral to the Student Professional Development Committee to develop a formal remediation plan.
4. Referral to the Student Conduct Committee for more severe cases such as plagiarism, ethical violations, or harm.

Initial Five Courses Requirement

The first five courses of the MA in Clinical Mental Health Counseling degree program must be completed satisfactorily before a student may take additional courses in the program.

After successful completion of these courses, a formal evaluation process is used to review each student's academic performance and professional conduct. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and have satisfactory faculty evaluations will be considered for continuation in the program. Students who receive a grade below "B-" in any course must retake the course and improve the grade. Any of the five courses in which a grade below "B-" is received must be repeated. Any student who receives two grades below "B-" in the first five courses (including grades received on courses retaken) will be dismissed from the program. To graduate, a student must have a cumulative GPA of 3.0 or higher (on a scale of 4.0).

Initial Five Courses Requirement — Students Must Complete the Following Courses before Taking Additional Courses in the Program

- PC6000 - Counseling Theory (3)
- PC6300 – Professional and Ethical Issues (3)
- PC6025 - Human Growth and Development (3)
- PC6106 - Foundations of Mental Health Counseling (3)
- PC6104 –Counseling Skills I (3)

Initial Five Courses Requirement — 15 Credit Hours

Note: Students will receive details of the required course sequence upon admission to the program from their respective campuses.

Portfolio Requirement

Students in the MA Clinical Mental Health Counseling program are required to create a portfolio documenting both their academic work and professional activities completed during their time in the program.

Portfolio Review

Designated faculty members will review and evaluate student portfolios at specific program points. The first portfolio review will occur at the end of the term in which students complete their first five courses in the recommended program sequence. This will allow faculty to meet with students and provide additional guidelines in helping them prepare for the second portfolio review. The second portfolio review occurs at the end of the term in which students complete their first ten courses in the recommended program sequence. The third portfolio review occurs at the end of the term in which students complete all core coursework and before they begin PC6410, Counseling Practicum. The final portfolio review will occur at the end of the program, which will be concurrent with the completion of PC6417, Counseling Internship II. It is students' responsibility to submit their portfolio for each review by the posted deadlines and as instructed by the designated faculty. Additional details are provided in the Portfolio Guide that will be provided to students by their faculty advisor.

Clinical Application Evaluation Requirement

The Clinical Application Evaluation (CAE) requires each student to present a case study and conceptual analysis in writing, resulting in a case formulation, conceptual formulation, and recommendations for treatment relevant to the case conceptualization. The purpose of the CAE is to monitor the growth and development of the student's standard of competency for mental health counselors.

The CAE ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied counseling skills in class and in supervised field training. Faculty evaluators assess the student's knowledge base regarding the foundations of mental health counseling, the student's ability to manage an interview, and the student's ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment recommendations based on their case formulation. The document is written in either one or two semesters (PC6410 Counseling Practicum and PC6416 Counseling Internship I / or just PC6416 Counseling Internship I), and the oral examination of the CAE is taken during the second semester of the student's internship.

The CAE requirement is met by submitting a written diagnostic case formulation report, including a self-critique along with a digital recording and transcript. The CAE is submitted to the student's seminar faculty at a designated date. The digital recording cannot have been submitted either in the school or outside of it for review, supervision, or critique.

Students should refer to the Clinical Application Evaluation Handbook for complete information concerning the requirements and process for completing the CAE.

Counselor Preparation Comprehensive Examination (CPCE)

All students who are enrolled in the MA in Clinical Mental Health Counseling degree program are required to complete the Counselor Preparation Comprehensive Examination (CPCE) successfully. The information tested by the exam covers the end-of-program learning outcomes required of students in the MA in Clinical Mental Health Counseling degree program. Students must have successfully completed all required coursework, with the exception of practicum and internship, to be eligible to take the Comprehensive Exam. Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the department chair.

A student who fails the Comprehensive Exam is required to contact his/her faculty advisor who will assist in developing a remediation plan. Any student who fails the Comprehensive Examination a third time is automatically dismissed from the program.

Recommended Course Sequence

All coursework is scheduled according to a specific sequence. Students should make every effort to follow the recommended sequence and complete the first block of courses before moving to the next block of courses. The course sequence can be obtained through the Admissions Department, faculty advisor, or the department chair.

Master of Arts in Clinical Mental Health Counseling Degree Program—Argosy University, Denver

Program Overview and Mission Statement for the Clinical Mental Health Counseling program are consistent across the Argosy University system. Please refer to the introductory pages of this program section for detailed descriptions of both the program overview and the mission statement.

Programmatic Accreditation

The Council for Accreditation of Counseling and Related Educational programs (CACREP), a specialized accrediting body recognized by the Council of Higher Education Accreditation (CHEA) has granted accreditation to the Master of Arts in Clinical Mental Health Counseling at Argosy University, Denver under the 2009 Standards.

Eligibility for Licensure

Graduates of the MA in Clinical Mental Health Counseling degree program are eligible to pursue licensure in Colorado as a Licensed Professional Counselor (LPC), upon completion of educational requirements and 2,000 hours over a minimum of two years of post-masters supervised practice. For more information and application materials please contact the State of Colorado Mental Health Licensing Section at: www.dora.state.co.us/mental-health/ or 303.894.7800.

Since licensing may change and often varies from state to state, students should verify the current requirements of the state in which they plan to become licensed.

Colorado Disclaimer

Over the past five years, there were 105 graduates of Argosy University, Denver's Master of Arts degree in Clinical Mental Health Counseling program. Of the admitted students, there is an average of 74% of students who graduate from the program in the five year time period while 35.7% of graduates actively seeking jobs are employed within 6 months of graduating. Approximately 9.6% of graduates acquired licensure, 16.2% are still working on completing the experiential prerequisites, 3.8% stated they were not pursuing licensure, and 70.5% did not respond to our request for information.

Admissions Notification

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required

of a new applicant. Individuals who intend to reapply for admission are required to contact the Admissions Department prior to reapplying.

Graduation Requirements

Students admitted into the MA in Clinical Mental Health Counseling degree program are responsible for completing the program requirements in effect at the time of admission. The school retains the right to modify these requirements in accordance with the demands of the counseling profession. Coursework and degree requirements should be completed in the order recommended by the department administration. Academic advisors must approve any changes. To be eligible for graduation, students must meet the following requirements:

- Completion of 60 semester credit hours which include
 - o 48 credit hours of core counseling courses
 - o 9 credit hours of practicum and internship
 - o 3 credit hours of elective courses
- GPA of at least 3.0 (on a scale of 4.0)
- Successful completion of the Comprehensive Examination
- Successful completion of all practicum and internship requirements and assessments
- Completion of all requirements within five years of matriculation into the program*
- A completed Petition to Graduate form submitted to campus administration

Note: *Students who have temporarily withdrawn from Argosy University will have the maximum amount of years, plus the length of the approved leave (not to exceed one year) to complete the program.

Course Delivery Format

Weekend Class Format

In order to offer a flexible and effective learning experience for our students with multiple life responsibilities, most courses are offered in a weekend format. All courses with class meetings scheduled exclusively during weekend hours will be Web-augmented with an online component. This online component supplements the content delivered in the face-to-face campus meetings and provides weekly instructional contact. Students can expect weekly discussion questions that offer opportunities to interact with fellow students and course faculty, as well as the opportunity to engage with faculty and other students around activities meant to deepen and enhance the learning experience. In addition, faculty may use the Web-based learning environment to provide supplemental resources and reading material.

Program Starting Times

Classes for new students conveniently begin three times a year. New classes start each fall semester session I (September), spring semester session I (January), and summer semester session I (May).

Applications are accepted at any time. Contact the Admissions Department for details concerning entrance times.

Practicum/Internship and Seminar Requirements

The practicum/internship is an essential part of the MA in Clinical Mental Health Counseling degree program. These are supervised field training experiences within a mental health services system. A required, essential component of the degree program, students are supervised by experienced clinicians who teach relevant skills, provide supervision of on-going work, and serve as role models of professional identity and behavior.

Training may not be done in a student's place of employment, nor is any student exempt from the practicum/internship requirements. Students with extensive clinical backgrounds are encouraged to consider training sites in areas where they have an interest and do not have previous experience. Detailed guidelines and application materials are available from the program.

All students who enter the practicum/ internship application process must be in good academic standing, have a minimum grade point average of 3.0 on a scale of 4.0, and have completed all the practicum prerequisite courses prior to the beginning of training with a "B-" or better.

All students enrolled in a practicum/internship are concurrently enrolled in a seminar. The seminar meets throughout the placement and allows the student to reflect on various training experiences while acquiring additional skills and attitudes. Specific seminar content and emphasis varies according to the training setting, focus of the enrolled students, and the professional expertise of the faculty member.

The goals of the training seminar are:

- Development of counseling and case formulation skills
- Provision of information and consultation to supplement the experiences provided at the practicum/internship site
- Assistance developing a professional style for case presentations
- Improved ability to provide and receive feedback in an effective manner
- Discussion of ethical issues as they pertain to specific counseling cases
- Preparation for the campus-specific capstone assessments

Practicum/Internship Evaluation

The goal of the experience is to train competent counselors capable of effective counseling and therapeutic intervention. Student evaluation during field training includes: theoretical knowledge, counseling skills, and professional attitude. A thorough review of site and seminar evaluations is conducted by the MA in Clinical Mental Health Counseling program. An overall grade of "Credit" (CR) or "No Credit" (NC) is included in the student's academic record along with a comprehensive overview of the student's practicum/internship experience.

Writing Program

Students are expected to be proficient in written and oral communication and to produce written work consistent with accepted standards in the field. Those who are identified by faculty as needing further development of writing skills will be required to address identified deficits.

Student Advisement

The department assigns advisors to students enrolled in the MA in Clinical Mental Health Counseling degree program. The advisor is available for consultation on student professional development, academic/ training progress, and professional issues.

Students are encouraged to meet with an advisor as often as necessary to review progress through the program and to discuss performance in classes, seminars, and practicum/internship.

Comprehensive Examination Requirements

All MA in Clinical Mental Health Counseling degree program students are required to successfully complete a Comprehensive Examination. The information tested by the exam covers the end-of-program learning outcomes required of students in the program. Students must have successfully completed all required coursework, with the exception of practicum and internship, to be eligible to take the Comprehensive Exam. Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the MA in Clinical Mental Health Counseling degree program.

A student who fails the Comprehensive Exam is required to contact his/her academic advisor who will assist in developing a remediation plan. Any student who fails the Comprehensive Examination a third time is automatically dismissed from the program.

Student-At-Large Status

Students may take up to three courses in the MA in Clinical Mental Health Counseling degree program curriculum as a student-at-large (SAL). Some courses relating to the clinical skills of counseling may be

restricted depending on the student's prior education. The following seminars and clinical training courses are excluded for SALs:

Excluded Courses

PC6410 - Counseling Practicum

PC6416 - Counseling Internship I

PC6417 - Counseling Internship II

Program Requirements

The MA in Clinical Mental Health Counseling degree program requires the satisfactory completion of 60 semester credit hours distributed as follows: core counseling requirements, 48 credit hours; practicum and internship requirements, 9 credit hours; elective requirements, 3 credit hours.

Core Counseling Requirements — Students Are Required to Take the Following

- PC6000 - Counseling Theory * (3)
- PC6003 - Abnormal Psychology *(3)
- PC6025 - Human Growth and Development * (3)
- PC6030 - Psychopathology and Assessment (3)
- PC6104 - Counseling Skills I * (3)
- PC6105 - Counseling Skills II * (3)
- PC6106 - Foundations of Mental Health Counseling (3)
- PC6300 - Professional and Ethical Issues * (3)
- PC6505 - Group Counseling * (3)
- PC6511 - Social and Cultural Diversity (3)
- PC6521 - Research and Program Evaluation (3)
- PC6525 - Appraisal and Assessment (3)
- PC6600 - Career and Lifestyle Development (3)
- PC6700 - Couples and Family Counseling * (3)
- PC6800 - Special Topics in Professional Counseling (3)
- PC6900 - Substance Abuse Counseling (3)

Core Counseling Requirements — 48 Credit Hours

Note:* Denotes practicum prerequisite. These courses are generally taken in the first year of study and considered a foundation for the other courses of the program. First-year students are encouraged to consult with their advisor before taking courses that are not first-year courses.

Practicum and Internship Requirements — Students Are Required to Take the Following

- PC6410 - Counseling Practicum (3)
- PC6416 - Counseling Internship I (3)
- PC6417 - Counseling Internship II (3)

Practicum and Internship Requirements — 9 Credit Hours

Elective Requirements

Students enrolled in the MA in Clinical Mental Health Counseling degree program are required to complete 3 credit hours of elective coursework. Students choose one elective course (3 credit hours) with the approval of their advisor.

Elective Requirements—Students Are Required to Choose One of the Following

- FP6015 - Psychology of Criminal Behavior (3)
- FP6035 - Evaluation and Treatment of Offenders (3)
- FP6525 - Psychology of the Victim (3)
- MF6007 - Theories of Family Therapy and Development (3)
- MF6091 - Couples and Relational Therapy Skills (3)
- MF6200 - Human Sexuality (3)
- MF6441 - Child and Adolescent Psychotherapy (3)
- PC6803 - Trauma Impact and Counseling (3)
- PC6816 - Psychopharmacology for Counselors (3)

Elective Requirements—3 Credit Hours

Master of Arts in Clinical Mental Health Counseling Degree Program—Argosy University, Sarasota; Argosy University Tampa

The Program Overview and Mission Statement for the Clinical Mental Health Counseling program are consistent across the Argosy University system. Please refer to the introductory pages of this program section for detailed descriptions of both the program overview and the mission statement.

Programmatic Accreditation

The Council for Accreditation of Counseling and Related Educational programs (CACREP), a specialized accrediting body recognized by the Council of Higher Education Accreditation (CHEA) has granted accreditation to the Master of Arts in Clinical Mental Health Counseling at Argosy University, Sarasota under the 2009 Standards to be delivered on both the Argosy University, Sarasota and Argosy University, Tampa campuses.

Eligibility for Licensure

Licensure eligibility requirements for Mental Health Counselors vary by state. It is the student's responsibility to determine the requirements for professional licensure in the state he or she wishes to practice. Further information may be obtained from the American Counseling Association (ACA) Directory of MHC Licensure and Certification Boards.

Program Formats

Argosy University, Sarasota and Argosy University, Tampa strive to provide an educational experience with academic quality in a variety of flexible formats designed for the convenience of adult students from various geographical locations. In that respect, regular in-residence, blended/in-residence, tutorial, and online courses are offered during 15-week and 7.5-week academic semesters throughout the year. In-residence courses may also be available in intensive intersession formats that incorporate a combination of distance learning and intensive one-week or two-weekend meetings on-campus at Argosy University, Sarasota and Argosy University, Tampa. The current course schedule outlines available courses for each semester.

Residency Requirement

Students must complete 51 percent of the program coursework in an in-residence format.

Graduation Requirements

In addition to the graduation requirements stated previously, students must also meet the following requirements:

- Completion of 60 credit hours by the end of the fifth year of matriculation. The total credit hours must include:
 - o 48 credit hours of core courses
 - o 6 credit hours of elective courses
 - o 6 credit hours of practicum and internship
- Successful completion of the Counselor Preparation Comprehensive Evaluation (CPCE)

Program Requirements

The MA in Clinical Mental Health Counseling degree program requires the satisfactory completion of 60 credit hours, distributed as follows: core course requirements, 48 credit hours; elective requirements, 6 credit hours; and practicum and internship requirements, 6 credit hours. 51 percent of coursework must be completed in an in-residence format.

Core Course Requirements — Students Are Required to Take the Following

- C6035 - Human Growth and Development (3)
- C6036 - Essentials of Interviewing (3)
- C6430 - Treatment of Mental Disorders (3)
- C6431 - Counseling in Community Settings (3)
- C6432 - Diagnosis and Treatment of Psychopathology (3)
- C6435 - Individual Evaluation and Assessment (3)
- C6436 - Individual Counseling Theories and Practice (3)
- C6438 - Group Theories and Practice (3)
- C6439 - Human Sexuality (3)
- C6440 - Ethics in Counseling (3)
- C6445 - Social and Cultural Competencies for Counselors (3)
- C6446 - Substance Abuse Counseling (3)
- C6452 - Career and Lifestyle Assessment (3)
- PC6021 - Schools of Family Therapy (3)
- PC6803 - Trauma Impact and Counseling (3)
- R6032 - Research and Program Evaluation in Counseling (3)

Core Course Requirements — 48 Credit Hours

Practicum and Internship Requirements — Students Are Required to Take the Following

- C6601 - Practicum — Counseling (1)
- C6602 - Internship I — Counseling (2)
- C6603 - Internship II - Counseling (3)

Practicum and Internship Requirements— 6 Credit Hours

Elective Requirements

Students identify appropriate electives in consultation with their advisors. Students are required to take 6 credit hours of elective courses.

Practicum Requirements

The beginning practicum/internship for students in the MA in Clinical Mental Health Counseling degree program requires that students complete a separate practicum of at least 100 clock hours at the beginning of Practicum/Internship (C6601). Students are required to complete the practicum, which is the first part of a 1000-hour practicum/internship experience.

All practicum students are expected to complete a minimum of 40 hours of direct service with clients including experience in individual counseling and group work.

Students are expected to maintain weekly clinical journals of all aspects of the practicum experience and to log these hours. It is expected that both faculty and site supervisor will regularly read, discuss and sign the journals. Students are expected to participate in weekly online and telephone seminars with a designated seminar leader. Evaluation of the student's performance will occur throughout the practicum and will include a formal evaluation at the completion of the 100-hour practicum.

Internship Requirements

After successful completion of all practicum requirements students are permitted to move on to the internship, which requires an additional 900 clock hours. All internship students are expected to complete a minimum of 500 hours of direct service with clients.

During the internship, students will have the opportunity to continue to develop and refine competencies related to clinical reasoning, relationship skills, assessment skills, and interventions skills. In addition, students will have the opportunity to continue to increase their knowledge base of core counseling competencies, as well as improve abilities to write clear, well organized reports, and refine communication skills. Internship students will be expected to display enhanced recognition of the rights, responsibilities and ethical guidelines of the profession. They will also be required to demonstrate knowledge of, and sensitivity to, diversity issues in interactions with clients and other professionals.

Capstone Examination Requirements

Students are required to take the Counselor Preparation Comprehensive Examination (CPCE) for the first time at the mid-point of the graduate study or as soon as they complete the ten core courses on which it is based. All students must successfully complete the CPCE no later than the semester before the one in which they plan to graduate.

Master of Arts in Clinical Mental Health Counseling Degree Program—Argosy University, Schaumburg

The Program Overview and Mission Statement for the Clinical Mental Health Counseling program are consistent across the Argosy University system. Please refer to the introductory pages of this program section for detailed descriptions of both the Program Overview and the Mission Statement.

Professional Identity

Students are encouraged to identify with the counseling profession through participation in professional organizations. The American Counseling Association (ACA) and the Illinois Counseling Association (ICA) are ideal sources for learning more about the profession in the national and statewide level.

Eligibility for Licensure

Graduates of the MA in Clinical Mental Health Counseling degree program are eligible to pursue licensure in Illinois as a Licensed Professional Counselor (LPC). Upon completion of educational requirements, two years of post-master's supervised practice is required for licensure as a Licensed Clinical Professional Counselor (LCPC). It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice.

For more information and application materials please contact the Illinois Department of Financial and Professional Regulation, 320 West Washington Street, Springfield, IL 62786, 217.785.0800, or <http://www.dfpr.state.il.us/>.

Eligibility for GSA-NCC

Students enrolled in the MA in Clinical Mental Health Counseling degree program at Argosy University, Schaumburg are eligible to apply for the National Certified Counselor (NCC) credential, while they are still a student, through the Graduate Student Application for the National Certified Counseling (GSA-NCC) program. Under this program, students may take the National Counselor Examination (NCE) on campus (rather than traveling to another testing site) prior to graduation if they are in the final academic year of the master's program, and upon approval by the department chair. Students who pass the NCE and submit all required documentation are considered Board Eligible National Certified Counselors after graduating. These candidates have up to three years to meet the National Board for Certified Counselors (NBCC) experience and supervision requirements. When all requirements are met, Board Eligible candidates may upgrade to become National Certified Counselors (NCC). For more information, please go to <http://www.nbcc.org/>.

Course Delivery Formats

Weekend Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in a weekend format.

All courses that have class meetings scheduled exclusively for weekend hours will include a Web-augmented component. The Web-augmented component is meant to supplement the content delivered in the face-to face campus meetings and provide weekly instructional contact with the faculty member teaching the course. Students can expect weekly discussion questions that offer an opportunity to interact with classmates and faculty for that course. In addition, faculty may use the Web-based learning to provide supplemental reading and resources on the internet.

Student-at-Large Status

Students are allowed to take up to three courses in the curriculum as a student-at-large (SAL). Students are expected to meet the Argosy University's policy regarding SAL status. Some courses relating to the clinical skills of counseling may be restricted depending on the student's prior education.

The following clinical training courses are excluded for SALs:

- PC6410 - Counseling Practicum
- PC6415 - Counseling Internship

Recommended Course Sequence

Students upon admission to the program are provided a program sequence. The sequence outlines the courses the student is to take in the program and when these courses are to be taken by the student. The sequence generally shows a pattern of 9 hours of course work each semester. Students are expected to follow the sequence and if they must divert from the sequence pattern, are highly encouraged to speak with their advisor first. Admissions representatives will discuss sequencing with prospective students.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- Successful completion of 60 semester credit hours
- A GPA of at least 3.0 (on a scale of 4.0)
- Successful completion of practicum and internship seminars
- Successful completion of the practicum and internship

- A completed Petition to Graduate form submitted to campus administration

Program Requirements

Students enrolled in the MA in Clinical Mental Health Counseling degree program are required to successfully complete 60 semester credit hours distributed as follows: core counseling curriculum requirements, 54 credit hours; practicum and internship requirements, 6 credit hours.

Core Counseling Curriculum Requirements — Students Are Required to Take the Following

- PC6000 - Counseling Theory (3)*
- PC6005 - Maladaptive Behavior and Psychopathology (3)*
- PC6025 - Human Growth and Development (3)*
- PC6030 - Psychopathology and Assessment (3)
- PC6104 - Counseling Skills I (3)*
- PC6105 - Counseling Skills II (3)
- PC6106 - Foundations of Mental Health Counseling (3)
- PC6300 - Professional and Ethical Issues (3)*
- PC6440 - Child and Adolescent Counseling (3)
- PC6505 - Group Counseling (3)*
- PC6511 - Social and Cultural Diversity (3)*
- PC6521 - Research and Program Evaluation (3)
- PC6525 - Appraisal and Assessment (3)
- PC6600 - Career and Lifestyle Development (3)
- PC6700 - Couples and Family Counseling (3)
- PC6803 - Trauma Impact and Counseling (3)
- PC6810 - Professional Practices in Counseling (3)
- PC6900 - Substance Abuse Counseling (3)

Core Counseling Curriculum Requirements — 54 Credit Hours

Practicum and Internship Requirements—Students Are Required to Take the Following

- PC6410 - Counseling Practicum (2)**
- PC6415 - Counseling Internship (4)***

Practicum and Internship Requirements—6 Credit Hours

Notes

* Indicates courses required before practicum.

**Satisfactory completion of practicum is required before internship.

***Students enroll in PC6415 - Counseling Internship for two credit hours for two consecutive semesters.

Non-Transferable Courses

In each program at Argosy University, Schaumburg, the requirements to successfully complete certain courses may not be met by transfer of credit hours based on coursework from other institutions.

Transfer credit hour is not accepted for the following courses required by the MA in Clinical Mental Health Counseling degree program:

Non-Transferable Courses

- PC6410 - Counseling Practicum
- PC6415 - Counseling Internship

Master of Arts in Clinical Mental Health Counseling Degree Program—Argosy University, Northern Virginia

The Program Overview and Mission Statement for the Clinical Mental Health Counseling program are consistent across the Argosy University system. Please refer to the introductory pages of this program section for detailed descriptions of both the program overview and the mission statement.

Programmatic Accreditation

The Council for Accreditation of Counseling and Related Educational programs (CACREP), a specialized accrediting body recognized by the Council of Higher Education Accreditation (CHEA) has granted accreditation to the Master of Arts in Clinical Mental Health Counseling at Argosy University, Northern Virginia as a Community Counseling program under the 2001 Standards.

Eligibility for Licensure

Licensure in Virginia, Maryland, and the District of Columbia each require a master's degree in counseling, 60 credit hours of coursework, and post-master's supervised work experience (amount of hours varies from state to state). The 60-credit hour Master of Arts in Clinical Mental Health Counseling degree program includes the required core coursework for licensure. Much of the supervised experience may be obtained through employment in the field after completing the master's degree.

It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students are strongly encouraged to become familiar with the regulations governing professional counselor licensure. These regulations are available directly from each regulatory board listed.

Virginia

Board of Professional Counselors
Department of Health Professions
6606 West Broad Street Richmond, VA
23230-1717
Phone: 804.662.7328

Maryland

State Board of Examiners of Professional Counselors
Department of Health and Mental Hygiene
4201 Patterson Avenue
Baltimore, MD 21215-2299
Phone: 410.764.4732

District of Columbia

Board of Professional Counseling/Application and Support Division
Department of Consumer and Regulatory Affairs
Occupational and Professional Licensing Administration
P.O. Box 37200, Room 904
Washington, D.C. 20013-7200

Course Delivery Formats

The MA in Clinical Mental Health Counseling degree program is intended to make graduate training accessible to professionals who are employed full-time. Courses are offered in multiple formats. The primary course format is the weekend format. In the weekend format, courses are offered on Friday evenings from 5:30 p.m. – 10:00 p.m. and Saturdays 9:00 a.m. – 6:00 p.m. Each course meets on alternate weekends with classes meeting on three weekends and the final examination on a subsequent Friday evening or Saturday morning. Syllabi are made available prior to the first class meeting. Each semester has two sessions. Students can choose to take courses in additional formats to fit their schedules. Additional formats include:

- In-residence courses that are offered on one evening per week for the entire semester (15 weeks/three hours each week)
- Online courses
- Courses and seminars may be offered partially online and partially on campus (in a "blended/in-residence" format).

Training and Training Seminar Requirements

Training experiences are required, essential elements of the MA in Clinical Mental Health Counseling degree program.

Practicum The practicum is a supervised 100-hour experience over the course of 15 weeks within a community mental health services setting. Experienced clinicians supervise, teach relevant skills, and serve as role models of professional identity and behavior. Students must be on site approximately 8 to 10 hours per week.

Internship The internship is a supervised 600-hour experience over the course of 30 weeks (two semesters) within a community mental services setting. This is a required, essential component of the degree program. Experienced clinicians supervise and teach relevant skills, and serve as role models of professional identity and behavior. Students can expect to spend 20 hours a week on site.

The practicum is completed first, followed by the internship. They are both taken in conjunction with on-campus or blended practicum/internship seminars. Training experiences can begin during the fall, spring or summer semesters. Students must apply for training experiences nine months prior to the expected start date.

Counselor Competency Evaluation Requirements

The Counselor Competency Evaluation (CCE) is the culminating experience of the training seminar. The CCE provides evidence of the student's growth and development of clinical competency and assures acquisition of the appropriate skill levels for subsequent supervised clinical practice.

The CCE assesses competency in assessment, case formulation and psychotherapy planning and implementation. This requirement is accomplished through completion of a written case report, presentation of counseling sessions, and an accompanying presentation of the assessment, case formulation, course of therapy, and a critique of the therapy session chosen for the CCC. Students must not have been previously supervised on the particular session chosen for this requirement including specific content, organization or the accompanying case presentation.

Comprehensive Examination Requirements

All MA in Clinical Mental Health Counseling degree program students are required to successfully complete a Comprehensive Examination. The information tested by the exam covers the end-of-program learning outcomes required of students in the MA in Clinical Mental Health Counseling degree program. Students must have successfully completed all required coursework, with the exception of practicum and internship, to be eligible to take the Comprehensive Examination. Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the Master's Degree Program Coordinator or department chair.

A student who fails the Comprehensive Examination is required to contact his/her faculty advisor who will assist in developing a remediation plan. Any student who fails the Comprehensive Examination a third time is automatically dismissed from the program.

Writing Program

Students' writing skills are evaluated over the course of the program. Students identified needing improvement will be referred to a professional writing course, which can be completed on campus or online through regularly scheduled writing courses offered by Argosy University, Northern Virginia. In

addition to the writing evaluation conducted as part of the first-semester classes, faculty may recommend students for additional writing assistance if the student is not meeting expectations for graduate-level professional writing skills.

Writing competency is essential for successful completion of any coursework at Argosy University, Northern Virginia. Students who do not demonstrate adequate writing skills may be referred to take a writing skills course at any time during their time in the program. Any student who receives a writing course referral must register for, and successfully complete, a developmental writing course by the end of the second full semester following the semester in which the referral was received in order to continue in the program.

Program Requirements (60 Credit Hours)

The MA in Clinical Mental Health Counseling degree program (60 credit hours) requires the satisfactory completion of 60 semester credit hours, distributed as follows: core course requirements, 45 credit hours; elective course requirements, 6 credit hours; practicum and internship requirements, 9 credit hours.

Core Course Requirements—Students Are Required to Take the Following

- PC6000 - Counseling Theory (3)
- PC6025 - Human Growth and Development (3)
- PC6104 - Counseling Skills I (3)
- PC6105 - Counseling Skills II (3)
- PC6106 - Foundations of Mental Health Counseling (3)
- PC6300 - Professional and Ethical Issues (3)
- PC6505 - Group Counseling (3)
- PC6515 - Multicultural Diversity and Advocacy (3)
- PC6521 - Research and Program Evaluation (3)
- PC6525 - Appraisal and Assessment (3)
- PC6600 - Career and Lifestyle Development (3)
- PC6700 - Couples and Family Counseling (3)
- PC6712 - Diagnosis and Treatment of Behavioral and Emotional Disorders (3)
- PC6803 - Trauma Impact and Counseling (3)
- PC6900 - Substance Abuse Counseling (3)

Core Course Requirements—45 Credit Hours

Elective Requirements—Students Choose Two Electives

- PC6200 - Human Sexuality (3)
- PC6030 - Psychopathology and Assessment (3)
- PC6440 - Child and Adolescent Counseling (3)

Elective Requirements—6 Credit Hours

Practicum and Internship Requirements—Students Are Required to Take the Following

- PC6410 - Counseling Practicum (3)
- PC6416 - Counseling Internship I (3)
- PC6417 - Counseling Internship II (3)

Practicum and Internship Requirements—9 Credit Hours

Additional Practicum Requirements

Students may apply for placement in a practicum and seminar during the second year of study after completing all prerequisite coursework or wait until all coursework is completed before beginning the practicum experience at the end of their educational experience.

Practicum Prerequisites

- PC6000 - Counseling Theory (3)
- PC6712 - Diagnosis and Treatment of Behavioral and Emotional Disorders (3)
- PC6104 - Counseling Skills I (3)
- PC6105 - Counseling Skills II (3)
- PC6300 - Professional and Ethical Issues (3)
- PC6505 - Group Counseling (3)
- PC6515 - Multicultural Diversity and Advocacy (3)

Course/Credit Transfer

The following courses may not be transferred to the MA in Clinical Mental Health Counseling degree program at Argosy University, Northern Virginia:

Non-Transferrable Courses

- PC6104 - Counseling Skills I (3)
- PC6105 - Counseling Skills II (3)

Note: Practicum and Internship courses are non transferable and must be completed at the Northern Virginia campus.

Master of Arts in Clinical Mental Health Counseling Degree Program (63 Credit Hours)

Offering Campuses

Argosy University, San Francisco Bay Area

Program Overview

The Master of Arts (MA) in Clinical Mental Health Counseling degree program (63 credit hours) at Argosy University is designed to prepare students strategically for the clinical practice of professional counseling. The faculty and staff work with the students to promote their unique development of attitudes, knowledge, and skills essential to becoming thoughtful, skilled, multiculturally competent, and ethical professionals who can provide counseling services in a wide variety of government, community, and private settings.

The MA in Clinical Mental Health Counseling program will require students to complete 63 credits hours.

Mission Statement

The mission of the Master of Arts in Clinical Mental Health Counseling degree program (63 credit hours) at Argosy University is to create a learning environment that promotes academic excellence, professional competence, and personal integrity. This mission is achieved through a curriculum that integrates counseling and interpersonal skills, sound ethical values, and professional clinical practice for utilization in a variety of settings with diverse client populations.

Program Outcomes

Program Outcome One: Professional Orientation and Ethical Practice

Value all aspects of professional functioning, including history, roles, organizational structures, ethical standards, legalities, advocacy, and credentialing.

Program Outcome Two: Social and Cultural Diversity

Apply core theory and research of the cultural context of relationships, issues, and trends in a multicultural and diverse society to the counseling profession.

Program Outcome Three: Human Growth and Development

Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels and in multicultural contexts.

Program Outcome Four: Career Development

Apply core theory and research of career development, the psychology of work, and related factors in career planning and decision making.

Program Outcome Five: Helping Relationships

Deliver ethical and effective counseling and consultation services consistent with professional research and practice across a range of settings in a multicultural society.

Program Outcome Six: Group Work

Apply methods, skills, and other group approaches in a multicultural society using theories of group counseling, principles of group dynamics, facilitation styles, and direct experiences.

Program Outcome Seven: Assessment

Analyze principles of testing and measurement, and incorporate social, ethical, and cultural factors in both individual and group methods of assessment and evaluation.

Program Outcome Eight: Research and Program Evaluation

Apply research methods, statistical analysis, needs assessment, and program evaluation to inform ethical and culturally relevant evidence-based practice and to advance the counseling profession.

Professional Conduct

Students are expected to adhere to professional standards outlined by the American Counseling Association (ACA) Code of Ethics. Additionally, students are expected to demonstrate professional behavior:

- Interpersonal interactions with others,
- Appropriate self-awareness and self-evaluation,
- Openness to professional feedback and supervision, and
- Ability to resolve problems effectively and professionally.

Students who fail to demonstrate professional behavior may be subject to a variety of campus-specific interventions up to and including referral to the Student Professional Development Committee (SPDC) and/or Student Conduct Committee (SCC). Outcomes may include advisement, remediation, or dismissal from the program. Students will receive feedback regarding personal, academic and professional strengths, weaknesses, and performance as they progress through the program.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.

- o 3.0 for the last 60 hours of coursework (including graduate work).
- o Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Such Admission must be recommended by the Admissions Committee and department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or career summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all post-secondary schools attended.

Application to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Enrollment Requirements

Once matriculated into the program, students must remain continuously enrolled for at least 3 credit hours per semester — fall, spring, and summer — unless they formally request a temporary withdrawal through the Student Services Department. Students are expected to remain enrolled full-time (at least 6 credit hours) each semester. While on internship or practicum, students may be enrolled in the practicum or internship alone. Students should confirm minimum enrollment requirements for financial aid and international student status with the appropriate Student Services representative.

Additional Requirements for Academic Progress

- Students must make satisfactory progress toward earning their degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0. Student progress in the MA in Clinical Mental Health Counseling degree program (63 credit hours) is formally evaluated after the first five courses.

- Students who receive a grade below "B-" in any course must repeat the course. Students, who receive two grades below "B-" in the first five courses, including a repeat of the same course, will not be permitted to continue in the program.
- Students are required to complete 63 credit hours (45 credit hours of core courses, 9 credit hours of concentration courses, and 9 credit hours of practicum and internship).
- Students must complete this program within five years after matriculation. Students who have temporarily withdrawn from Argosy University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Timeframe Completion Rates*

- End of Year One: 12 credit hours
- End of Year Two: 24 credit hours
- End of Year Three: 36 credit hours
- End of Year Four: 48 credit hours
- End of Year Five: 63 credit hours

* The suggested incremental maximum time frame requirements are not a replacement for the specific program sequencing and enrollment requirements, which may be stricter than the incremental maximum time frame requirements.

Faculty Advisement

Students are assigned a faculty academic advisor upon admission to the MA in Clinical Mental Health Counseling degree program (63 credit hours). Students must meet with their faculty advisor to complete a plan of study within the first two courses. Students are expected to consult with their advisors at least once per semester regarding curriculum and academic and professional progress.

Student-At-Large Status

In limited circumstances and with permission of the department chair, students who wish to take courses without completing the admission application requirements may enroll as students at-large (non-degree students). Applicants for student-at-large status must provide transcripts for the highest degree attained and any subsequent coursework. An immunization form may also be required.

Students-at-large pay the standard fees and tuition rate and are ineligible for financial aid.

Credit hour is granted, grades are recorded, and students are required to satisfy all academic requirements, including prerequisites, for courses taken. Students may be permitted to apply up to nine (9) credit hours to a degree program upon acceptance to the program.

Students-at-large who are planning to apply formally for admission to a program should have their intended course selection approved by the appropriate department chair to ensure their relevance and later applicability to the program.

Individuals who have previously matriculated at the campus but are not in attendance currently, or who previously have been denied regular admission, must petition the department chair in order to register as a student-at-large.

Some courses relating to the clinical skills of counseling may be restricted depending on the student's prior education.

Endorsement Policy

Argosy University faculty will endorse students for professional placement and licensure only if they have completed all formal coursework, including all practicum/internship requirements. Recommendations for job placement, both oral and written, will be specific to the practice of counseling.

Professional Liability Insurance

All students enrolled in field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University and are also encouraged to purchase their own personal liability insurance.

Prerequisites for Field Experience

In order for students to apply for field experience they must be in good academic standing, possessing a GPA of 3.0 (on a scale of 4.0) and have completed the academic planning which will allow for all the field experience prerequisite courses to be completed prior to the beginning of the field experience.

Eligibility for Licensure

The MA in Clinical Mental Health Counseling is designed to prepare students to fulfill the academic requirements for licensure as clinical counselors in most states. Licensure requirements vary by state and date. Students should determine the current requirements for the state in which they wish to practice. Students should check with their respective state licensing board. The American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) frequently publish information online on professional issues of importance to professional counselors, including licensure at: www.counseling.org and www.nbcc.org.

Program Formats

Classes for new students conveniently begin several times a year, allowing students to enter the program throughout the year. New classes start each fall, spring, and summer semester. Contact the Admissions Department for details concerning entrance times.

Argosy University offers a variety of flexible formats designed for the convenience of adult students. Courses may be offered in-residence, blended/in-residence, blended with technology and in online formats in 7.5 week and 15 week sessions. Students should consult with their campus for specific course schedules and delivery formats.

Graduation Requirements

Students admitted into the MA in Clinical Mental Health Counseling degree program (63 credit hours) are responsible for completing the program requirements in effect at the time of admission. The school retains the right to modify these requirements in accordance with the demands of the counseling profession. Coursework and degree requirements should be completed in the order recommended by the department administration. Academic advisors must approve any changes.

To be eligible for graduation, students must meet the following requirements:

- Completion of 63 semester credit hours which include
 - o 45 credit hours of core counseling courses
 - o 9 credit hours of practicum and internship
 - o 9 credit hours of concentration courses
- GPA of at least 3.0 (on a scale of 4.0)
- Successful completion of the Clinical Application Evaluation (CAE is a Comprehensive Clinical Case Presentation)
- Successful completion of Counselor Preparation Comprehensive Exam (CPCE)
- Successful completion of all practicum and internship requirements and assessments
- Completion of all requirements within five years of matriculation into the program
- Completed Petition to Graduate form submitted to campus administration

Program Requirements

Students enrolled in the MA in Clinical Mental Health Counseling degree program (63 credit hours) are required to successfully complete 63 semester credit hours as follows: core course requirements, 45 credit hours; concentration course requirements, 9 credit hours; practicum and internship requirements, 9 credit hours.

Core Course Requirements—Students Are Required to Take the Following

- PC6000 - Counseling Theory (3)
- PC6025 - Human Growth and Development (3)
- PC6104 - Counseling Skills I (3)
- PC6105 - Counseling Skills II (3)
- PC6106 - Foundations of Mental Health Counseling (3)
- PC6300 - Professional and Ethical Issues (3)
- PC6505 - Group Counseling (3)
- PC6515 - Multicultural Diversity and Advocacy (3)
- PC6521 - Research and Program Evaluation (3)
- PC6525 - Appraisal and Assessment (3)
- PC6600 - Career and Lifestyle Development (3)
- PC6700 - Couples and Family Counseling (3)
- PC6712 - Diagnosis and Treatment of Behavioral and Emotional Disorders (3)
- PC6803 - Trauma Impact and Counseling (3)
- PC6900 - Substance Abuse Counseling (3)

Core Course Requirements—45 Credit Hours

Concentration Requirements

Students enrolled in the MA in Clinical Mental Health Counseling degree program (63 credit hours) are required to complete 3 concentration courses (9 credit hours) in one of the following areas.

Addictions Counseling Concentration Requirements—Students Choose Three of the Following

- PC6806 - Addiction and Family Counseling (3)
- PC6808 - Ethics and Professional Orientation of Addictions Counseling (3)
- PC6812 - Assessment, Diagnosis, Treatment and Relapse Prevention in Addictions Counseling (3)
- PC6820 - Advanced Theories and Techniques of Addictions Counseling (3)
- PC6822 - Alternative Approaches to Addiction Treatment (3)

Addictions Counseling Concentration Course Requirements—9 Credit Hours

Crisis and Trauma Counseling Concentration Requirements—Students Choose Three of the Following

- PC6030 - Psychopathology and Assessment (3)
- PC6816 - Psychopharmacology for Counselors (3)
- PC6818 - Integrating Spirituality in Counseling (3)
- PC6825 - Psychological Change Strategies (3)
- PC6826 - Crisis and Trauma Counseling with Special Populations (3)

Crisis and Trauma Counseling Concentration Course Requirements—9 Credit Hours

Military Family Counseling Concentration Requirements—Students Choose Three of the Following

- PC6030 - Psychopathology and Assessment (3)
- PC6806 - Addiction and Family Counseling (3)
- PC6825 - Psychological Change Strategies (3)
- PC6826 - Crisis and Trauma Counseling with Special Populations (3)
- *PC6828 - Counseling Military Families (3)

*Required course for students enrolling in the Military Family Counseling Concentration

Military Family Counseling Concentration Course Requirements—9 Credit Hours

Marriage, Family and Child Counseling Concentration Requirements—Students Choose Three of the Following

- PC6030 - Psychopathology and Assessment (3)
- PC6200 - Human Sexuality (3)
- PC6806 - Addiction and Family Counseling (3)
- PC6816 - Psychopharmacology for Counselors (3)
- PC6828 - Counseling Military Families (3)
- *PC6440 - Child and Adolescent Counseling (3)

*Required course for students enrolling in the Military Family Counseling Concentration

Marriage, Family and Child Counseling Concentration Course Requirements—9 Credit Hours

Practicum and Internship Requirements—Students Are Required to Take the Following

- PC6410 - Counseling Practicum (3)
- PC6416 - Counseling Internship I (3)
- PC6417 - Counseling Internship II (3)

Practicum and Internship Requirements—9 Credit Hours

Practicum and Internship Seminar Requirements

Practicum and Internship experiences are a required and essential part of counselor training. They provide students with the opportunity to practice and learn counseling and other professional skills under the guidance of an appropriately licensed supervisor. Practicum and internship students apply their theoretical knowledge, implement and develop clinical techniques based on this knowledge, and develop the professional and personal attitudes important to counseling practice. All students enrolled in the practicum and internship are concurrently enrolled in a seminar.

Students typically complete all coursework before beginning the training experience. Students may be eligible, **with faculty advisor approval**, to begin their training experience during the second year of study. The practicum and internship carry 3 credit hours per semester and 9 credit hours per academic year. A practicum and internship must last a minimum of 9 months and can typically last for 12 months.

Throughout the year, students will be required to spend a minimum of 100 hours in practicum and up to 600 hours in internship for a maximum required total of 700 hours. Total hours required vary by campus to align with state licensure. Consult with the campus for the specific hours required. A Practicum and Internship may not be done in a student's place of past or present direct employment, nor may students waive the practicum and internship requirements. A professional liability insurance is included in the cost of the practicum and internship. However, students may be required to purchase additional personal liability insurance before beginning practicum/internship.

Practicum Prerequisites and Eligibility

Students enrolled in the MA in Clinical Mental Health Counseling degree program (63 credit hours) at Argosy University, are required to successfully complete all core courses (see Program Requirements section) prior to beginning practicum.

To be eligible for practicum, students must be in good academic and professional standing after completing all core coursework, having a minimum grade point average of 3.0 on a 4.0 scale. The student must apply for practicum to the clinical director and be approved prior to contacting any sites to set up an interview.

Practicum and Internship Evaluation

The goal of the field experiences is to focus on the formation and training of competent counselors capable of providing basic and effective counseling and therapeutic intervention. Evaluation of student progress in supervised field training focuses on three areas:

- Theoretical Knowledge Base
- Counseling and Interpersonal Skills
- Professional Attitudes and Ethics

A thorough review of site and seminar evaluations is conducted by the Director of Training, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

The Practicum and Internship Handbook is available from the Clinical Training Department or the department chair of the MA in Clinical Mental Health Counseling degree program (63 credit hours). This manual describes the practicum and internship processes, procedures, and requirements in detail.

Program Assessment and Checkpoints

Students undergo formative and summative assessments throughout the MA Clinical Mental Health Counseling program. Students will be evaluated at designated program benchmarks as outlined below.

Potential Intervention

If issues are identified, they can result in the following:

- Follow up by the course faculty for intervention.

- Follow up by the faculty advisor and development of an intervention plan.
- Referral to the Student Professional Development Committee to develop a formal remediation plan.
- Referral to the Student Conduct Committee for more severe cases such as plagiarism, ethical violations, or harm.

Initial Five Courses Requirement

The first five courses of the MA in Clinical Mental Health Counseling degree program (63 credit hours) must be completed satisfactorily before a student may take additional courses in the program.

After successful completion of these courses, a formal evaluation process is used to review each student's academic performance and professional conduct. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and have satisfactory faculty evaluations will be considered for continuation in the program. Students who receive a grade below "B-" in any course must retake the course and improve the grade. Any of the five courses in which a grade below "B-" is received must be repeated. Any student who receives two grades below "B-" in the first five courses (including grades received on courses retaken) will be dismissed from the program. To graduate, a student must have a cumulative GPA of 3.0 or higher (on a scale of 4.0).

Initial Five Courses Requirement — Students Must Complete the Following Courses before Taking Additional Courses in the Program

- PC6000 - Counseling Theory (3)
- PC6300 – Professional and Ethical Issues (3)
- PC6025 - Human Growth and Development (3)
- PC6106 - Foundations of Mental Health Counseling (3)
- PC6104 –Counseling Skills I (3)

Initial Five Courses Requirement — 15 Credit Hours

Note: Students will receive details of the required course sequence upon admission to the program from their respective campuses.

Portfolio Requirement

Student in the MA Clinical Mental Health Counseling program are required to create a portfolio documenting both their academic work and professional activities completed during their time in the program.

Portfolio Review

Designated faculty members will review and evaluate student portfolios at specific program points. The first portfolio review will occur at the end of the term in which students complete their first five courses

in the recommended program sequence. This will allow faculty to meet with students and provide additional guidelines in helping them prepare for the second portfolio review. The second portfolio review occurs at the end of the term in which students complete their first ten courses in the recommended program sequence. The third portfolio review occurs at the end of the term in which students complete all core coursework and before they begin PC6410, Counseling Practicum. The final portfolio review will occur at the end of the program, which will be concurrent with the completion of PC6417, Counseling Internship II. It is students' responsibility to submit their portfolio for each review by the posted deadlines and as instructed by the designated faculty. Additional details are provided in the Portfolio Guide that will be provided to students by their faculty advisor.

Clinical Application Evaluation Requirement

The Clinical Application Evaluation (CAE) requires each student to present a case study and conceptual analysis in writing, resulting in a case formulation, conceptual formulation, and recommendations for treatment relevant to the case conceptualization. The purpose of the CAE is to monitor the growth and development of the school's standard of competency for mental health counselors.

The CAE ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied counseling skills in class and in supervised field training. Faculty evaluators assess the student's knowledge base regarding the foundations of mental health counseling, the student's ability to manage an interview, and the student's ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment recommendations based on their case formulation. The document is written in either one or two semesters (PC6410 Counseling Practicum and PC6416 Counseling Internship I / or just PC6416 Counseling Internship I), and the oral examination of the CAE is taken during the second semester of the student's internship.

The CAE requirement is met by submitting a written diagnostic case formulation report, including a self-critique along with a digital recording and transcript. The CAE is submitted to the student's seminar faculty at a designated date. The digital recording cannot have been submitted either in the school or outside of it for review, supervision, or critique.

Students should refer to the Clinical Application Evaluation Handbook for complete information concerning the requirements and process for completing the CAE.

Counselor Preparation Comprehensive Examination (CPCE)

All students who are enrolled in the MA in Clinical Mental Health Counseling degree program (63 credit hours) are required to complete the Counselor Preparation Comprehensive Examination (CPCE) successfully. The information tested by the exam covers the end-of-program learning outcomes required of students in the MA in Clinical Mental Health Counseling degree program (63 credit hours). Students must have successfully completed all required coursework, with the exception of practicum and

internship, to be eligible to take the Comprehensive Exam. Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the department chair.

A student who fails the Comprehensive Exam is required to contact his/her faculty advisor who will assist in developing a remediation plan. Any student who fails the Comprehensive Examination a third time is automatically dismissed from the program.

Recommended Course Sequence

All coursework is scheduled according to a specific sequence. Students should make every effort to follow the recommended sequence and complete the first block of courses before moving to the next block of courses. The course sequence can be obtained through the Admissions Department, faculty advisor, or the department chair.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important information for the Master of Arts in Clinical Mental Health Counseling degree program (63 credit hours) offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, San Francisco Bay Area	<u>ge.argosy.edu/programoffering/5208</u>

Doctor of Education in Counselor Education & Supervision Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Salt Lake City; Argosy University, Sarasota; Argosy University, Tampa

Program Overview

The field of counselor education and supervision is dedicated to both the academic preparation and comprehensive supervision of counselors across multiple settings. The Doctor of Education (EdD) in Counselor Education & Supervision degree program aligns with the master's-level Counselor Education programs in order to encourage entry-level counseling students to work toward becoming doctoral-level practitioners, educators, and supervisors. The EdD in Counselor Education & Supervision degree program is designed to prepare counselors for a variety of settings by providing the advanced skills and knowledge necessary to provide leadership and advocacy, as well as serve in supervisory, training, and teaching positions in the counseling profession.

The EdD in Counselor Education & Supervision degree program is designed to help current practitioners with existing master's-level preparation to advance their careers. This doctorate degree can provide expanded opportunities to compete in the market place, on par with the growing number of doctoral-level counseling practitioners.

Program Learning Outcomes

Program Learning Outcome One: Counselor Supervision

Competency 1: Effectively apply theories and practices of counselor supervision.

Program Learning Outcome Two: Research (Understanding and Applying Qualitative and Quantitative Research)

Competency 1: Apply scientific foundations of counseling and scientific methodology to the design of research and analysis of counseling topics: case material, counselor education and counselor supervision.

Program Learning Outcome Three: Advanced Practice/Assessment

Competency 1: Effectively apply theory pertaining to the principles and practice of counseling, career development, group work, systems, assessment and consultation.

Program Learning Outcome Four: Counselor Education

Competency 1: Effectively apply instructional theory and methods relevant to counselor education.

Program Learning Outcome Five: Ethics

Competency 1: Commit to, demonstrate, and engage in ethical practice and ethical decision making strategies in counselor education and supervision, grounded in the ACA Code of Ethics as well as socially responsible practice and living.

Program Learning Outcome Six: Social & Cultural Issues/Multicultural Competence

Competency 1: Demonstrate multicultural awareness, knowledge, and skills with regard to the role of racial, ethnic, and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical, and mental status, local, regional, national, international perspective, and equity issues in counseling practice, counselor education, and supervision.

Program Learning Outcome Seven: Interpersonal Effectiveness

Competency 1: Develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.

Program Learning Outcome Eight: Written and Oral Presentation

Competency 1: Using appropriate media and technology, present counseling information orally and in writing that is concise, organized, well supported, created in a professional manner, and appropriate to the audience.

Admission Requirements

To be admitted to the EdD in Counselor Education & Supervision degree program, a prospective student needs the following:

- A master's degree in a CACREP accredited program or a master's program where they fulfilled CACREP entry-level counseling degree requirements from a regionally accredited educational institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average of 3.25 (on a scale of 4.0) for graduate level work toward the master's degree and any subsequent graduate study.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Personal/professional goal statement with specific personal and professional goals and a self-appraisal of specific strengths and challenges

- Current résumé (or career summary)
- Three completed Professional Applicant Recommendation Forms
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.
- Entering students must have a master's degree in counseling from a CACREP accredited program or equivalent coursework from a regionally accredited institution, a nationally accredited institution approved by Argosy University, or an appropriately certified foreign institution. CACREP, or The Council for Accreditation of Counseling and Related Educational programs, is an independent agency recognized by the Council for Higher Education Accreditation for the accreditation of degree programs in counseling.

Applicants who have completed a master's degree that does not meet the specific curricular or credit hour requirements listed by the campus may be admitted to the program, but will be required to meet prerequisite requirements at the master's level. Decisions about the applicability of prior master's-level coursework will be made by the department chair based upon CACREP core curriculum requirements and state licensure laws for counselors. Applicants will be notified during the admissions process if prerequisite courses are needed.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Professional Conduct

Students are expected to adhere to professional standards outlined by the American Counseling Association (ACA) Code of Ethics. Students who fail to demonstrate professional behavior may be subject to a variety of campus-specific interventions up to and including referral to the Student Professional Development Committee (SPDC) and/or Student Conduct Committee (SCC). Outcomes may include advisement, remediation, or dismissal from the program. Students will receive feedback regarding personal, academic and professional strengths, weaknesses, and performance as they progress through the program.

Graduation Requirements

In order to graduate, students must meet the following requirements:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members
- Satisfactory completion of 60 credit hours beyond the master's degree
- Successful completion of the advanced training experiences
- A grade point average of 3.0 or higher (on a scale of 4.0)
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- A completed Petition to Graduate submitted to the campus administration

Dissertation Requirements

Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit hour extension course (tuition based on a credit hour equivalent as defined in Appendix III, Tuition and Fee Schedule). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 credit hours for dissertation. A student may only receive any combination of two NC, W, or WF grades during the dissertation sequence. Upon receiving the third NC, W, or WF within the dissertation sequence, the student will be dismissed from the program. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Academic Progress Requirements

- Students must maintain a grade point average of 3.0 or higher (on a scale of 4.0)
- Students who earn a grade below a "B-" in any course are required to retake the course. It is recommended that the course be retaken as soon as possible, due to the continued negative impact on the student's GPA until a new grade has been received for the course.
- Students enrolled in the EdD in Counselor Education & Supervision degree program are dismissed from the program for:
 - o Receipt of a second grade of "F"
 - o Receipt of two grades below "B-" during the same semester or

- o Receipt of a third grade below "B-"
 - o Failure to raise a low GPA to 3.0 or higher within two semesters

* Students must complete this program within seven years after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Program Requirements

The EdD in Counselor Education & Supervision degree program requires the satisfactory completion of 60 credit hours distributed as follows: professional development requirements, 12 credit hours; advanced practice and specialty requirements, 18 credit hours; writing and research requirements, 15 credit hours; dissertation requirements, 12 credit hours; and advanced training experiences requirements, 3 credit hours.

Professional Development Requirements— Students Are Required to Take the Following

- C7444 - Multicultural Issues in Counselor Education and Supervision (3)
- C7454 - Models of Clinical Supervision (3)
- C7464 - Ethics and Professional Development (3)
- C7465 - Teaching in Higher Education (3)

Professional Development Requirements—12 Credit Hours

Advanced Practice and Specialty Requirements—Students Are Required to Take the Following

- C7410 - Assessment in Counseling (3)
- C7430 - Advanced Theory and Practice in Counselor Education and Supervision (3)
- C7480 - Counseling Specialty Seminar I (1)
- C7481 - Counseling Specialty Seminar II (1)
- C7482 - Counseling Specialty Seminar III (1)
- C7475 - Advanced Clinical Practice (3)
- C7433 - Advanced Group Counseling (3)

Students Choose One of the Following

- C7445 - Brief Psychotherapies (3)
- C7453 - Clinical Consultation (3)
- C7455 - Addictions Counseling (3)
- C7458 - Diagnosis and Treatment Planning (3)
- C7537 - Special Topics in Counseling (3)
- C7542 - Advanced Career and Lifestyle Assessment (3)
- C7834 - Directed Independent Study: Counseling (3)
- Alternative elective approved by department chair (3)

Advanced Practice and Specialty Requirements—18 Credit Hours

Writing and Research Requirements—Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- W7000 - Advanced Academic Study and Writing (3)

Students Choose One of the Following

- R7034 - Advanced Statistical Methods (3)
- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)
- Alternative elective approved by the department chair (3)

Writing and Research Requirements—15 Credit Hours

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks*

Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D (3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements—12 Credit Hours

*Note ** Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Advanced Training Experiences Requirements—Students Are Required to Take the Following

- C7500 - Advanced Counseling Practicum (1)
- C7505 - Advanced Counseling Internship I (1)
- C7506 - Advanced Counseling Internship II (1)

Advanced Training Experiences Requirements—3 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Counselor Education & Supervision degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	<u>ge.argosy.edu/programoffering/578</u>
Argosy University, Chicago	<u>ge.argosy.edu/programoffering/1380</u>
Argosy University, Dallas	<u>ge.argosy.edu/programoffering/2046</u>
Argosy University, Denver	<u>ge.argosy.edu/programoffering/618</u>
Argosy University, Nashville	<u>ge.argosy.edu/programoffering/657</u>
Argosy University, Northern Virginia	<u>ge.argosy.edu/programoffering/1561</u>
Argosy University, Salt Lake City	<u>ge.argosy.edu/programoffering/2338</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/761</u>
Argosy University, Tampa	<u>ge.argosy.edu/programoffering/838</u>

Marriage & Family Therapy Programs

Master of Arts in Marriage & Family Therapy Degree Program

Offering Campuses

Argosy University, Chicago; Argosy University, Denver; Argosy University Hawai'i; Argosy University, Salt Lake City; Argosy University, Sarasota; Argosy University, Tampa; Argosy University, Twin Cities

Program Overview

The Master of Arts (MA) in Marriage & Family Therapy degree program recognizes the need to provide marriage and family therapists with the extensive knowledge and range of skills necessary to function effectively in their profession. The program introduces students to basic skills that integrate systemic theoretical foundations of marriage and family therapy into appropriate client interaction and intervention skills. The program is designed to emphasize the development of attitudes, knowledge, and skills essential in the formation of marriage and family therapists who are committed to the ethical provision of quality services. The program has been developed by the school faculty members and is designed to provide working students with the opportunity to pursue personal and professional goals through completion of a master's degree program.

The MA in Marriage & Family Therapy degree program is committed to educating and training students to seek employment as master's level practitioners who can function ethically and effectively as skilled professionals with demonstrated knowledge of social and cultural diversity. This goal is achieved through a curriculum designed to integrate basic therapy, and practicum/field experience into appropriate client interaction and intervention skills for utilization in a wide variety of settings with diverse clients.

Marriage and family therapy is recognized by the Public Health Service Act as one of the five core mental health professions, and the National Institute of Mental Health accepts marriage and family therapists as qualified mental health professionals.

Program Outcomes

Program Outcome One: Theoretical Knowledge

Competency 1. Apply principles and constructs of various systems theories in marriage and family practice.

Program Outcome Two: Clinical Knowledge

Competency 1. Apply family therapy skills and techniques to structure and direct therapy, help clients to find solutions, identify strengths, and stay engaged in the therapeutic process.

Program Outcome Three: Individual Development and Family Relations

Competency 1. Integrate the relationship between individual development and family lifespan development within the context of the various schools of family therapy and real world influences.

Program Outcome Four: Professional Identity and Ethics

Competency 1. Develop professional identity consistent with professional attitudes and behaviors outlined in the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics, and applicable laws and regulations.

Program Outcome Five: Research

Competency 1. Analyze research, and translate research findings for improvement of family therapy services using statistics and program evaluation methods.

Program Outcome Six: Interpersonal Effectiveness

Competency 1. Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Program Outcome Seven: Diversity

Competency 1. Describe the impact of contextual dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context) on the therapeutic process.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 3.0 for the last 60 hours of coursework (including graduate work).
 - o Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Such Admission must be recommended by the Admissions Committee and department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- Personal/professional goal statement with a self-appraisal of qualification for the profession of marriage and family therapy.
- Current résumé (or career summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all post-secondary schools attended.

Committee Decisions

A member of the program admissions committee reviews completed applications. Upon approval of the application, the applicant will be offered an interview with the admissions committee.

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of new applicants. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Application Deadlines

Application deadlines vary by campus. Refer to campus-specific program requirements for further information.

Deadlines may be extended if there are continuing openings in the program.

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Graduation Requirements

Students who are admitted into the Master of Arts in Marriage & Family Therapy degree program will be responsible for completing the program requirements in effect at the time of admission. Argosy University retains the right to modify requirements in accordance with the demands of the profession. The courses must be completed in the order recommended. To receive the Master of Arts in Marriage & Family Therapy degree, the student must fulfill the graduation requirements of the campus attended.

Graduation requirements include:

- Satisfactory completion of all requirements in the program of study as detailed in the campus-specific program requirements.
- Successfully complete all program requirements within a specified time frame.
- GPA of 3.0 (on a scale of 4.0), and a grade of “B-” or better in all courses.
- A completed Petition to Graduate submitted to campus administration

Program Requirements

For more detailed information, refer to the campus-specific program requirements for your campus of record.

Eligibility for Licensure

The curriculum at the various campuses offering a Master of Arts degree in Marriage & Family Therapy includes the core curricular content required to meet licensing requirements for that state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. The American Association for Marriage and Family Therapy frequently publishes information on professional issues of importance to marriage and family therapists, including licensure, on their Web site at www.aamft.org.

Standards of Conduct

Students in the Master of Arts in Marriage & Family Therapy degree program are expected to conduct themselves at all times in a manner consistent with the ethical and professional standards outlined in the *Codes of Ethics* of the American Association for Marriage and Family Therapy. In addition, consistent with the mission of Argosy University, respect for human difference in all its many forms is practiced at all times.

Students who violate the ethical and professional principles and standards of conduct will be referred to an appropriate Committee for evaluation of suitability for training. Students should familiarize themselves with the Argosy University Ethical Code of Conduct (see Section Four, Student Rights and Responsibilities) as well as the formal codes of ethics of American Association for Marriage and Family Therapy (AAMFT).

Writing Program

Students are expected to be proficient in written and oral communication and to produce graduate-level written work consistent with the accepted standards in the field.

Those who are identified by faculty as needing further development of writing skills will be referred to their academic advisors for the development of a writing remediation plan.

Practicum/Field Experience and Seminar Requirements

The practicum/field experience is the initial opportunity provided to Argosy University students for clinical field training. Within the series of practicum/field experience courses, students have the opportunity to work under supervision of an appropriate clinician in an approved setting with a clinical population. The practicum/field experience is an essential part of clinical training, and all students are required to participate in the practicum/field experience. See campus-specific program descriptions for detailed requirements.

The practicum/field experience is designed to emphasize therapeutic intervention skills. Theoretical orientations, specific treatment options and opportunities and client populations will vary across training settings. Argosy University encourages students to explore a variety of therapeutic perspectives. The faculty and curriculum represent the major theoretical orientations. Students are encouraged to keep an open mind to get the full benefit of general theoretical exposure, and to explore and experiment with a variety of treatment approaches. Practicum/field experience sites provide knowledge and modeling of therapy within an organized theoretical framework so that students may learn to use the framework to guide conceptualizations and interventions. It is hoped that students will, with time and experience, recognize strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style. The practicum/field experience presents an excellent opportunity for this kind of learning.

Course/Credit Transfer

For information about course/credit transfers, please refer to Section Seven, Academic Policies and Procedures.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts (MA) in Marriage & Family Therapy degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Chicago	<u>ge.argosy.edu/programoffering/3476</u>
Argosy University, Denver	<u>ge.argosy.edu/programoffering/1447</u>
Argosy University, Hawai'i	<u>ge.argosy.edu/programoffering/634</u>
Argosy University, Salt Lake City	<u>ge.argosy.edu/programoffering/1860</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/767</u>
Argosy University, Tampa	<u>ge.argosy.edu/programoffering/844</u>
Argosy University, Twin Cities	<u>ge.argosy.edu/programoffering/865</u>

Master of Arts in Marriage & Family Therapy Degree Program—Argosy University, Chicago; Argosy University, Salt Lake City; Argosy University, Twin Cities

Program Overview

The Master of Arts (MA) in Marriage & Family Therapy degree program is designed to educate and train students to function effectively as marriage and family therapists. Coursework and practicum experiences integrate individual and relational foundations of therapy into appropriate client interaction and intervention skills within the context of marriage, couples, and family systems.

Eligibility for Licensure

Licensure eligibility requirements for marriage and family therapists vary by state. It is the student's responsibility to determine the requirements for professional licensure in the state he or she wishes to practice. Further information may be obtained from the American Association for Marriage and Family Therapy (AAMFT) Directory of MFT Licensure and Certification Boards, http://www.aamft.org/iMIS15/AAMFT/Content/Directories/MFT_Licensing_Boards.aspx?hkey=2f66f29c-ca16-4a58-8fff-30d176311f87.

Marriage & Family Therapist Training Overview

Practical training is the supervised out-of-class contact of students under supervision in a mental health delivery setting. Through this contact, students apply their theoretical knowledge, implement therapy techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional therapist. By the end of training, graduate students possess effective intervention skills and are able to practice in an ethical manner.

Student Professional Development

The faculty regularly reviews student progress and evaluates any special academic, ethical or professional problems that may arise. The major goals of the review are to identify student problems early and to initiate remediation efforts, where appropriate, as soon as possible. Please refer to "Student Professional Development Committee".

Additional Graduation Requirements (Argosy University, Chicago and Argosy University, Twin Cities)

In addition to graduation requirements stated previously, students must also complete the following requirements:

- Satisfactory completion of 48 semester credit hours, which must include
 - o 36 credit hours of required courses
 - o 3 credit hours of Professionalization Groups I, II, and III
 - o 9 credit hours (45 weeks) of required practicum and practicum seminar groups
- Successful completion of both the Portfolio and the Clinical Competency Examination
- Completion of all requirements within four years of matriculation into the program
- Submission of a Completion of Coursework Audit Form to the Student Services Department

Additional Graduation Requirements (Argosy University, Salt Lake City)

In addition to graduation requirements stated previously, students must also complete the following requirements:

- Satisfactory completion of 48 semester credit hours, which must include
 - o 36 credit hours of required courses
 - o 3 credit hours of Professionalization Groups I, II, and III
 - o 9 credit hours (45 weeks) of required practicum and practicum seminar groups
- B- or better in all graded courses; pass in all pass/fail courses
- Successful completion of both the Portfolio and the Clinical Competency Examination
- Successful completion of 600 clinical hours, which must include
 - o 500 direct therapy hours 250 of which must be relational
 - o 100 supervision hours
- Completion of all requirements within four years of matriculation into the program
- Submission of a Completion of Coursework Audit Form to the Student Services Department

Program Requirements

The MA in Marriage & Family Therapy degree program requires the satisfactory completion of 48 semester credit hours distributed as follows: course requirements, 36 credit hours; professionalization group requirements, 3 credit hours; and practicum and practicum seminar requirements, 9 credit hours.

Course Requirements—Students Are Required to Take the Following

- MF6020 - Theories of Family Process and Development (3)
- MF6021 - Schools of Family Therapy (3)
- MF6030 - Psychopathology and Assessment (3)
- MF6091 - Couples and Relational Therapy Skills (3)

- MF6100 - Individual and Relational Therapy (3)
- MF6102 - Group Therapy (3)
- MF6200 - Human Sexuality (3)
- MF6300 - Professional and Ethical Issues (3)
- MF6441 - Child and Adolescent Psychotherapy (3)
- MF6500 - Individual and Personality Development (3)
- MF6510 - Social and Cultural Foundations of Therapy (3)
- MF6526 - Research: Systematic Assessments and Appraisals (3)

Course Requirements—36 Credit Hours

Professionalization Group Requirements—Students Are Required to Take the Following

- MF6010 - Professionalization Group I (1)
- MF6011 - Professionalization Group II (1)
- MF6012 - Professionalization Group III (1)

Professionalization Group Requirements—3 Credit Hours

Practicum and Practicum Seminar Requirements—Students Are Required to Take the Following

- MF6400 - Practicum I (3)
- MF6401 - Practicum II (3)
- MF6402 - Practicum III (3)

Practicum and Practicum Seminar Requirements—9 Credit Hours

Professionalization Group Requirements

The Professionalization Group is a required experience for all first-year students and typically meets once a week for an hour during the first three semesters the student is in the program.

Students discuss topics and themes of the program curriculum, critical issues in the profession of marriage and family therapy as well as actively participate in their own personal and professional development in interaction with student colleagues and their professor. The Professionalization Group professor is the student's advisor for the first year of the program.

Additional Practicum and Practicum Seminar Requirements

The practicum and seminar combination carries 3 credit hours per semester and 9 credit hours per academic year. The student will be required to spend a minimum of 20 hours per week (including practicum and practicum seminar) in the practicum training experience for a total of 600 hours.

Practicum Prerequisites

At the completion of MF6012 - Professionalization Group III, students will be evaluated by the faculty on academic performance and interpersonal skill. Students will be given a "satisfactory" rating and recommended to practicum, or students will be given an "unsatisfactory" rating and a remediation plan will be proposed.

Requirements for the practicum include good academic standing after completing the following courses:

Practicum Prerequisites

- MF6010 - Professionalization Group I (1)
- MF6011 - Professionalization Group II (1)
- MF6012 - Professionalization Group III (1)
- MF6020 - Theories of Family Process and Development (3)
- MF6021 - Schools of Family Therapy (3)
- MF6030 - Psychopathology and Assessment (3)
- MF6100 - Individual and Relational Therapy (3)
- MF6300 - Professional and Ethical Issues (3)

Clinical Competency Evaluation and Portfolio Processes Requirements (Argosy University, Chicago and Argosy University, Twin Cities)

Clinical Competency Evaluation

The Clinical Competency Evaluation (CCE) is a series of competency-based tasks designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. The tasks occur through the program and culminate in the practicum seminar. The CCE monitors the student's development of therapeutic competency, in accordance with the standards of Argosy University and ensures the acquisition of the appropriate skill level for subsequent supervised therapeutic practice. Demonstrating competency on each section of the CCE is a prerequisite for advancing to the next level of training.

The CCE assesses competency in assessment, case formulation/analysis, and psychotherapy.

This requirement is accomplished through a combination of passing specific courses with a grade of "B-" or better and, finally, through in-class (practicum seminar) presentations (both written and oral) of therapy. Successful completion of coursework and practicum alone does not guarantee passing a given CCE task.

Portfolio Process

The portfolio process, introduced in the Professionalization Group experience, is an opportunity for the MA in Marriage & Family Therapy degree program student to demonstrate growth and competency in five areas:

- Theory of change
- Assessment competency
- Skill demonstration
- Clinical skill progression
- Overall professional development and clinical competency (case, cultural, ethical, written/oral competency) through the Clinical Competency Evaluation and other appropriate artifacts.

The portfolio is assembled by the student throughout out his/her coursework and is minimally comprised of selected student papers, audio/video tape examples of skills chosen by the student, competed Basic Skills Evaluation Devices (BSED), and other products from the Clinical Competency Evaluation (CCE).

Submitted the semester before graduation, the portfolio is evaluated for adequacy by the full-time faculty of the MA in Marriage & Family Therapy Department and is essential for graduation.

Comprehensive Examination and Portfolio Processes Requirements (Argosy University, Salt Lake City)

Comprehensive Examination

The Comprehensive Examination graduation requirement is fulfilled by passing the national Marriage & Family Therapy practice exam. This exam was developed by the Association of Marital and Family Therapy Regulatory Boards (AMFTRB), and can be taken on-line through the AMFTRB website (amftrb.org).

Students are given two hours to complete the exam. The AMFTRB exam is comprised of 100 multiple choice items, which must be passed at the national passing rate (currently 66%).

The Comprehensive Exam assesses competency in the following domains: the practice of marital and family therapy; assessing, hypothesizing and diagnosing; designing and conducting treatment; evaluating ongoing process and terminating treatment; maintaining ethical, legal and professional standards.

Passing the AMFTRB practice exam suggests that a student has retained the appropriate information and gained a level of clinical experience appropriate for graduation from the MFT program.

If a student fails the exam, it may be retaken until passed. The exam must be passed in order for a student to be eligible for graduation.

The Portfolio Process

The portfolio process, introduced in the Professionalization Group and described in the graduate handbook, is an opportunity for the MA in Marriage & Family Therapy degree program student to demonstrate growth and competency in each of the Argosy University Marriage & Family Therapy degree program student learning outcome areas, and AAMFT content areas:

- Theoretical knowledge (Theory of Change paper)
- Clinical knowledge (skill demonstration)
- Individual Development and Family Relations (Self-of the Therapist paper)
- Professional Identity and Ethics (personal statement and professional vita)
- Research (literature review)
- Interpersonal Effectiveness (letters of reference and recommendation)
- Additional Learning (15 Continuing Education hours)

The portfolio is assembled by the student throughout his or her coursework in the program. Submitted at least four weeks prior to graduation, each section of the Portfolio is evaluated for adequacy by the faculty of the MA in Marriage & Family Therapy degree program. The portfolio must be found adequate in order for the student to be eligible for graduation.

Any incidence of cheating, plagiarism, or falsification of information on the CCE or portfolio will result in automatic dismissal from the MA in Marriage & Family Therapy degree program.

Course/Credit Transfer

Students may transfer a maximum of 12 credit hours or four courses toward the MA in Marriage & Family Therapy degree program. The following is a list of courses that may not be transferred:

Non-Transferable Courses

- MF6030 - Psychopathology and Assessment (3)
- MF6091 - Couples and Relational Therapy Skills (3)
- MF6100 - Individual and Relational Therapy (3)
- MF6300 - Professional and Ethical Issues (3)
- MF6400 - Practicum I (3)
- MF6401 - Practicum II (3)
- MF6402 - Practicum III (3)
- MF6441 - Child and Adolescent Psychotherapy (3)

Optional Forensic Counseling Concentration²

Students enrolled in the MA in Marriage & Family Therapy degree program at Argosy University, Twin Cities may choose an optional concentration in Forensic Counseling. Building on a solid foundation in systemic and relational theory and practice, the forensic counseling concentration will explore the influences contributing to justice and correctional system involvement, recidivism and release, custody and divorce processes as well as mediation and rehabilitation interventions.

The course sequence will provide further theoretical and practical experiences for students interested in community corrections and rehabilitation, community-based organizations, school settings (particularly alternative and charter schools), and adult/juvenile correctional settings.

Forensic Counseling Concentration Requirements—Students Are Required to Take the Following

- FP6010 - Psychology and the Legal System (3)
- FP6015 - Psychology of Criminal Behavior (3)
- FP6035 - Evaluation and Treatment of Offenders (3)
- FP6525 - Psychology of the Victim (3)
- FP6535 - Consultation, Triage and Testimony in Forensic Psychology (3)

Forensic Counseling Concentration Requirements—15 Credit Hours

² The optional concentration in Forensic Counseling is offered only at Argosy University, Twin Cities. This concentration is not offered at Argosy University, Chicago or Argosy University, Salt Lake City.

Master of Arts in Marriage & Family Therapy Degree Program—Argosy University, Denver

Colorado Disclaimer

Over the past four years, there were 72 graduates of Argosy University, Denver's Master of Arts in Marriage & Family Therapy degree program. Of the admitted students, there is an average 52.5% of students who graduate from the program in the five year time period while 63% of graduates actively seeking jobs are employed within 6 months of graduating. Approximately 3% of graduates acquired the LMFT license, 38.9% are still working on completing the experiential prerequisites, and 55.6% did not respond to our request for information.

Program Requirements

The Master of Arts in Marriage & Family Therapy degree program requires the satisfactory completion of 48 credit hours distributed as follows: Family Studies Requirements, 9 credit hours; Family Therapy Requirements, 12 credit hours; Development Requirements, 12 credit hours; Ethics and Professional Studies Requirements, 3 credit hours; Research Requirements, 3 credit hours; Practicum Requirements, 9 credit hours.

Family Studies Requirements — Students Are Required to Take the Following

- MF6007 - Theories of Family Therapy and Development (3)
- MF6020 - Theories of Family Process and Development (3)
- MF6510 - Social and Cultural Foundations of Therapy (3)

Practicum Requirements — 9 Credit Hours

Family Therapy Requirements — Students Are Required to Take the Following

- MF6023 - Advanced Family Therapy Skills (3)
- MF6091 - Couples and Relational Therapy Skills (3)
- MF6103 - Advanced Individual, Couples, and Family Therapy (3)
- MF6311 - Substance Abuse Therapy for Individuals and Families (3)

Family Therapy Requirements — 12 Credit Hours

Development Requirements — Students Are Required to Take the Following

- MF6030 - Psychopathology and Assessment (3)
- MF6200 - Human Sexuality (3)
- MF6441 - Child and Adolescent Psychotherapy (3)

- MF6501 - Human Development: Lifespan (3)

Development Requirements — 12 Credit Hours

Ethics and Professional Studies — Students Are Required to Take the Following

- MF6300 - Professional and Ethical Issues (3)

Ethics and Professional Studies Requirements— 3 Credit Hours

Research Requirements — Students Are Required to Take the Following

- MF6520 - Research and Assessment (3)

Research Requirements — 3 Credit Hours

Practicum Requirements — Students Are Required to Take the Following

- MF6400 - Practicum I (3)
- MF6401 - Practicum II (3)
- MF6402 - Practicum III (3)

Practicum Requirements — 9 Credit Hours

Graduation Requirements

To be eligible for graduation in the MA in Marriage & Family Therapy degree program, students must meet the following requirements:

- Satisfactory completion of 48 credit hours of coursework
- Successful completion of practicum requirements
- Successful completion of the comprehensive exam
- Grade Point Average (GPA) of at least 3.0 (on a scale of 4.0)
- Completion of all requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Comprehensive Examination and Portfolio Process Requirements

Students fulfill the Comprehensive Examination requirement by passing the Association of Marital and Family Therapy Regulatory Boards (AMFTRB) Marriage & Family Therapy practice exam. This exam was developed by the AMFTRB, and can be taken online through the AMFTRB website (amftrb.org).

The exam is comprised of 100 multiple choice items. Students are given two hours to complete the exam and must receive a grade of at least 66%, which corresponds to the national passing rate. The exam assesses competency in the following domains: the practice of marital and family therapy; assessing, hypothesizing and diagnosing; designing and conducting treatment; evaluating ongoing process and terminating treatment; maintaining ethical, legal and professional standards.

Passing the exam suggests that a student has retained the appropriate information and gained a level of clinical experience essential for graduation from the Marriage & Family Therapy program. Students must pass the exam in order to be eligible for graduation. If a student fails the exam, it may be retaken two additional times. A student who does not successfully pass the Comprehensive Examination within three attempts will be immediately dismissed from the program.

Prior to taking the Comprehensive Examination, students must successfully complete a minimum of one full semester of practicum and have a GPA of 3.0 or higher. Students must register for the Comprehensive Examination the semester before they plan to sit for the exam. The exam must be taken on campus during the registered time in order to fulfill the graduation requirement.

Professional Development Portfolio

The Professional Development Portfolio is introduced to students in their first course and described in the graduate handbook. It is designed to assess growth and competency in each of the Argosy University Marriage & Family Therapy program students.

Learning Outcome areas, and AAMFT content areas:

- Theoretical Knowledge (Theory of Change paper and Family Conceptualization paper)
- Clinical Knowledge (clinical skill demonstration and case study presentation)
- Individual Development and Family Relations (Self-of-the Therapist paper)
- Professional Identity and Ethics (ethical and developmental autobiography and legal competency review)
- Research (literature review)
- Interpersonal Effectiveness (letters of reference and recommendation and personal statement and professional vita)
- Diversity (self-awareness and experience interview)

The Professional Development Portfolio is assembled by the student throughout his or her coursework in the program. Submitted at least four weeks prior to graduation, each section of the portfolio is evaluated by the faculty of the Marriage & Family Therapy program. In order for the student to be eligible for graduation, the faculty must determine that the Professional Development Portfolio meets all of the programmatic requirements and standards.

Any incidence of cheating, plagiarism, or falsification of information on the AMFTRB Practice Exam or Professional Development Portfolio will result in automatic dismissal from the MA in Marriage & Family Therapy degree program.

Master of Arts in Marriage & Family Therapy Degree Program—Argosy University, Hawai'i

Program Overview

The Master of Arts (MA) in Marriage & Family Therapy degree program has been designed to educate and train students to function effectively as marriage and family therapists. Argosy University, Hawai'i provides for its master's degree program students an educational program that is designed to provide the necessary theoretical and clinical elements that will allow them to be effective therapists of couples, families, groups and individuals. The program introduces students to therapeutic foundations of systemic theory and the development of appropriate clinical relationships. Coursework in addiction studies and substance abuse counseling is designed to prepare students to work with families affected by the burgeoning substance abuse problem in Hawai'i and elsewhere.

Course Delivery Formats

The MA in Marriage & Family Therapy degree program at Argosy University, Hawai'i is offered in a cohort model. Coursework must be completed in the order specified by the campus. To meet the needs of working adults, all courses with the exception of practicum, are offered on the weekends and online.

Attendance Policy

The intensive weekend format of the program makes attendance crucial. Any amount of class time missed negatively impacts the grade. More than four hours (cumulative) of missed class time will result in automatic loss of one full letter grade. More than eight hours missed will result in automatic failure for the class. Instructors may have more stringent requirements that will be supported by the program administration.

Students who have emergencies or other circumstances that prevent them from attending or from being able to fully participate in class will be encouraged to withdraw from the class. Students are required to notify instructors concerning any anticipated absences.

Eligibility for Licensure

While the program attempts to prepare students to become eligible for licensure as marriage and family therapists, eligibility requirements by the state of Hawai'i may require additional coursework or clinical contact hours beyond the scope of the current program design. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice.

In addition, the program is designed to prepares students to pursue certification as certified substance abuse counselors (CSAC) in the state of Hawai'i. As eligibility requirements may change, it is the student's responsibility to determine requirements for CSAC certification.

Admission Requirements

Please see the section under general program description for requirements for admission.

Application Deadlines

Applications are accepted for the fall and spring semesters. Early application is encouraged.

Applications will be considered as they are received, based on the applicant's qualifications. Admission of later applicants may be limited by space availability.

All admission materials for the Master of Arts in Marriage & Family Therapy degree program must be submitted by the following dates:

Fall Admission

July 15: Final deadline

Spring Admission

November 15: Final deadline

Deadlines may be extended at the discretion of the department chair.

Enrollment Requirements

Students in the MA in Marriage & Family Therapy degree program enroll for the equivalent of 6 credit hours per semester with possible exception during practicum. Students should complete the coursework in a lock-step sequence. Any student who wishes to take a course or courses out of sequence must have the permission of the department chair.

Requirements for Academic Progress

To maintain academic progress towards a degree, students must maintain the required cumulative GPA and meet cumulative maximum time frames for the program.

All students are reviewed each academic year at the completion of the spring semester by the Student Services Department to determine if students meet requirements for the following criteria:

- *Cumulative Maximum Time Frame* Students must complete the program within five years after matriculation. Students who have temporarily withdrawn from Argosy University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.
- *Incremental Maximum Time Frame Schedule* The minimum amount of work that a full time student must complete by the end of each year in the program following matriculation to successfully complete the program appears below.

Students should complete 51 credit hours within the suggested incremental maximum time frame requirement listed below:

Suggested Incremental Time Frame Completion Rates

End of Year One: 12 credit hours

End of Year Two: 24 credit hours

End of Year Three: 33 credit hours

End of Year Four: 42 credit hours

End of Year Five: 51 credit hours

The incremental maximum time frame requirements are not a replacement for the specific program sequencing and enrollment requirements, which may be stricter than the incremental maximum time frame requirements.

Students who achieve a grade point average (GPA) of 2.5 or below will not be permitted to continue in the program. Students with a grade point average above 2.5 but below 3.0 will be advised of their status and may request in writing to the department chair to remain in the program.

Students with favorable evaluation for potential success may be permitted to take additional courses at the discretion of the department chair. Students who are given permission to continue must achieve a 3.0 GPA during the next semester of study and meet all further academic and other requirements of the program.

Student's progress through the MA in Marriage & Family Therapy degree program at Argosy University, Hawai'i is intended to be sequential. Introductory courses are offered to first year students which provide a theoretical and practical foundation for courses and practicum that follow. In addition, certain courses require the student to have the background for more basic courses in order to benefit fully from the course experience. A minimum of 18 credit hours of successful coursework including MF6300 - Professional and Ethical Issues, MF6032 - Psychopathology and Assessment, and two semesters of Professionalization Group (MF6010 Professionalization Group I and MF6011 Professionalization Group II) is required for a student to be eligible to start practicum.

The student's potential for completing the program and performing as professional marriage and family therapists will be assessed from a variety of perspectives throughout the program. Students must meet the academic requirements and demonstrate appropriate professional and personal conduct and development throughout the program to be considered for continuation in the program. At the beginning of the program, students will sign an Informed Consent Agreement that outlines personal and professional competencies they are expected to meet throughout the program.

Repeating Courses and Academic Dismissal

Students who receive a grade below "B-" or a "NC" (No Credit) in any course within their program must repeat and pass that course with at least a "B."

All "NC" grades or grades below "B-" appearing on transcripts may be used in assessing the academic performance, however when a student retakes a course, only the grade earned for the course when it is retaken is used to calculate the student's GPA.

Students will receive a letter of academic warning for:

- Receipt of a grade of "F"
- Receipt of a second "NC" grade or grade below "B-"

In addition, students placed on warning may be referred to an appropriate committee.

Students are dismissed from the program for:

- Receipt of a second grade of "F"
- Receipt of two grades below "B-" during the same semester, including "NC" grades
- Receipt of a third grade below "B-" , including "NC" grades

Writing Program

Students who are identified by faculty as needing development of writing skills will be referred to their academic advisor for the development of a writing remediation plan. Written notification of the referral will be provided to students via the Writing Course Recommendation form. Students whose remediation plan requires them to take an appropriate writing course must fulfill the requirement before the end of the term following the one in which the referral was made. Proof of satisfactory completion must be submitted to the Student Services Department. Failure to fulfill this requirement within the specified time frame may result in referral to an appropriate committee. Students who continue to demonstrate deficits in writing skills after completing an approved course will be referred to the Student Professional Development Committee.

Additional Graduation Requirements

Graduation requirements include:

- 51 credit hours that must be completed by the end of the fourth year of matriculation. The total hours must include:
 - o 42 credit hours of required courses
 - o 9 credit hours of required practicum and practicum seminar
- Satisfactory completion of the Comprehensive Examination
- Satisfactory completion of the Practicum Seminar Final Project

Students enrolled in the MA in Marriage & Family Therapy degree program are required to complete all graduation requirements within five years of the date of matriculation.

All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the Petition to Graduate form and fees to the Student Services Department at least eight weeks prior to the date of commencement. In addition, all graduation requirements must be completed prior to the commencement, including satisfactory completion of the Comprehensive Examination.

Although commencement is held annually on O'ahu, students who complete graduation requirements at other times during the year will be recognized as a graduated student and will receive a letter of completion.

Program Requirements

The MA in Marriage & Family Therapy degree program requires the satisfactory completion of 51 semester credit hours, distributed as follows: required courses, 42 credit hours; and practicum requirements, 9 credit hours.

Required Courses — Students Are Required to Take the Following

- MF6008 - Advanced Theories of Family Therapy and Development (3)
- MF6010 - Professionalization Group I (0)
- MF6011 - Professionalization Group II (0)
- MF6022 - Family Therapy Skills (3)
- MF6024 - Theories of Family Therapy and Development (3)
- MF6032 - Psychopathology and Assessment (3)
- MF6090 - Couples and Relational Counseling Skills (3)
- MF6101 - Theories of Group Counseling (3)
- MF6200 - Human Sexuality (3)

- MF6300 - Professional and Ethical Issues (3)
- MF6305 - Basic Addiction Studies (3)
- MF6310 - Substance Abuse Counseling for Individuals and Families (3)
- MF6440 - Child and Adolescent Counseling (3)
- MF6501 - Human Development: Lifespan (3)
- MF6511 - Social and Cultural Foundations of Counseling (3)
- MF6520 - Research and Assessment (3)

Required Courses — 42 Credit Hours

Practicum Requirements — Students Are Required to Take the Following

- MF6400 - Practicum I (3)
- MF6401 - Practicum II (3)
- MF6402 - Practicum III (3)

Practicum Requirements — 9 Credit Hours

Some courses in the curriculum may be delivered in an online format.

Practicum and Practicum Seminar Requirements

Prerequisites for Practicum

To be eligible to enroll in practicum, students must submit a written Petition for Practicum form. Upon receipt of the form, the student's academic record will be audited to verify that they have successfully completed a minimum of 18 credit hours of coursework including MF6300 - Professional and Ethical Issues, MF6032 - Psychopathology and Assessment and two semesters of Professionalization Group (MF6010 Professionalization Group I and MF6011 Professionalization Group II). Students must also attend a practicum orientation meeting with the Director of Training prior to being cleared to participate in practicum.

Additional Practicum Requirements

The practicum is a required 600-hour (minimum) 45-week training experience. Practicum carries 3 credit hours per semester. All students enrolled in practicum are concurrently enrolled in a mandatory weekly, 1.5-hour practicum seminar which meets throughout each semester and is led by a faculty member.

Students are placed in a practicum and practicum seminar during the second year of study. A student may also wait until all coursework is completed before beginning the practicum experience. For registration purposes, the practicum and practicum seminar are treated as a single course (MF6400, MF6401 or MF6402). The practicum carries 3 credit hours per semester for three consecutive semesters. Credit hour is assigned on a "Credit/No Credit" basis by the instructor.

Practicum Evaluation

The practicum is the primary mechanism of applied training and evaluation in the MA in Marriage & Family Therapy degree program. The purpose of practicum training is to provide the environment and opportunity for students to apply theoretical knowledge, to implement and develop clinical techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a marriage and family therapist. Evaluation of student progress in practicum training focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes and conduct.

The foundation of student practicum training in marriage and family therapy is the accurate assessment and understanding of human clinical problems from a systemic perspective. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client. Ethical standards of the American Association for Marriage and Family Therapy are incorporated into student training. The Argosy University, Hawai'i program administration closely monitors academic and clinical development during all stages of progress throughout a student's graduate career. Monitoring includes assessment of clinical suitability as well as academic achievement. Aspects of student's personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals. Students who are identified as not meeting training or professional development standards will receive a plan for remediation to help resolve identified problems. Students who are removed from the practicum site because they are not meeting training or professional standards will lose credit hours for the term and will be required to repeat the semester of practicum. They will also be referred to an appropriate committee for further evaluation and disciplinary action, including possible dismissal from the program.

Practicum Clinical Application Examinations

The refinement of criteria for clinical competency and assessment of competency are ongoing institutional concerns. Students are required to demonstrate their clinical competency at the end of each semester of practicum through the presentation of a Clinical Application Examination (CAE), which is designed to assess each student's ability to apply learning in the core curricular areas of systemic theory, human development, social and cultural foundations, ethics and therapeutic skills to an actual clinical case. Successful completion of the CAE is required before the student can progress to the next semester of practicum.

All students are responsible for being familiar with and abiding by the information contained in the *Training Manual*.

Comprehensive Examination Requirements

Students in the MA in Marriage & Family Therapy degree program are required to successfully complete a Comprehensive Examination. The Comprehensive Examination is an in-class, essay format examination. It covers knowledge base expected of students at the conclusion of a graduate program in marriage and family therapy and is designed to assess student's ability to use their knowledge in an integrative, reflective and critical manner to address issues relevant to marriage and family therapy. The examination covers all domains of the marriage and family therapy curriculum, including:

- Professional and ethical issues
- Psychopathology, assessment and case conceptualization
- Social, cultural and human diversity
- Interventions and clinical skills
- Systemic theory
- Lifespan and family development
- Research

Prior to each exam, students will be given materials to help them prepare for the exam.

Students must successfully complete all required courses, excluding the practicum, in order to take the Comprehensive Examination. Courses transferred from another institution are considered successfully completed. Students taking the Comprehensive Examination must be students in good academic standing, having a GPA of 3.0 on a 4.0 scale. Students are required to turn in a completed Application for Comprehensive Examination at least two months before they intend to take the exam.

Students must pass all four questions in order to receive a "Full Pass" for the examination. Students who pass at least two of the four examination questions will receive a "Conditional Pass" for the examination. Students receiving a "Conditional Pass" will be given the opportunity to remediate the question(s) they failed.

Students must pass all questions on remediation in order to earn a full pass for the exam. Students who fail the exam, either on first attempt, or on remediation, will be given the opportunity to retake the examination two additional times. Students who need to retake the examination must do so at the time of the next regular administration at their program site. They may also retake the examination at another program site. A student who fails the comprehensive exam a second time will be reviewed by the Student Professional Development Committee (SPDC). After completion of required remediation, students may be eligible to retake the Comprehensive Examination. Any student who fails the examination a third time will be automatically dismissed from the program. Students are required to successfully complete the Comprehensive Examination within the maximum program completion timeframe.

Students who need special accommodations during the examination are required to request them in writing and provide any necessary documentation with the request.

Additional Course/Credit Transfer Information at Argosy University, Hawai'i

The following courses are not eligible for transfer credit:

Non-Transferrable Courses

- MF6022 - Family Therapy Skills (3)
- MF6024 - Theories of Family Therapy and Development (3)
- MF6032 - Psychopathology and Assessment (3)
- MF6400 - Practicum I (3)
- MF6401 - Practicum II (3)
- MF6402 - Practicum III (3)
- MF6520 - Research and Assessment (3)

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Degree Program from the Master of Arts in Marriage & Family Therapy Degree Program

Overlapping coursework in the Argosy University Hawai'i MA in Marriage & Family Therapy degree program with the Argosy University, Hawai'i Doctor of Psychology (PsyD) in Clinical Psychology degree program will be automatically transferred to the PsyD in Clinical Psychology degree program for those students who are accepted for transfer from the MA in Marriage & Family Therapy degree program to the PsyD in Clinical Psychology degree program at Argosy University, Hawai'i.

Master of Arts in Marriage & Family Therapy Degree Program—Argosy University, Sarasota

Enrollment Requirements

Students must complete the program within five years after matriculation. Students who have temporarily withdrawn from Argosy University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates:

End of Year One: 9 credit hours

End of Year Two: 18 credit hours

End of Year Three: 27 credit hours

End of Year Four: 36 credit hours

End of Year Five: 45 credit hours

Students are responsible for monitoring and maintaining an enrollment status that ensures their progress towards completion of their programs within the maximum time frame.

Program Requirements

The Master of Arts (MA) in Marriage & Family Therapy degree program requires the satisfactory completion of 45 credit hours distributed as follows: core course requirements, 27 credit hours; marriage and family therapy specialty requirements, 12 credit hours; and field experience requirements, 6 credit hours. Students may not complete 50 percent or more of their required program credit hours in an online or distance learning format. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination.

Core Course Requirements — Students Are Required to Take the Following

- C6035 - Human Growth and Development * (3)
- C6036 - Essentials of Interviewing * (3)
- C6432 - Diagnosis and Treatment of Psychopathology * (3)
- C6435 - Individual Evaluation and Assessment (3)

- C6439 - Human Sexuality (3)
- C6446 - Substance Abuse Counseling (3)
- MF6021 - Schools of Family Therapy (3)
- MF6300 - Professional and Ethical Issues (3)
- R6032 - Research and Program Evaluation in Counseling (3)

Core Course Requirements — 27 Credit Hours

Marriage and Family Therapy Specialty Requirements — Students Are Required to Take the Following

- C6445 - Social and Cultural Competencies for Counselors (3)
- PC6021 - Schools of Family Therapy (3)
- PC6230 - Theories in Counseling Families and Individuals (3)
- PC6700 - Couples and Family Counseling (3)

Marriage & Family Specialty Requirements — 12 Credit Hours

Field Experience Requirements — Students Are Required to Take the Following

- C6501 - Marriage & Family Therapy Practicum I * (3)
- C6502 - Marriage & Family Therapy Practicum II (3)

Field Experience Requirements — 6 Credit Hours

** Students must have successfully completed at least one semester of coursework, which must include the above noted courses, prior to enrolling in C6501 - Marriage & Family Therapy Practicum I. In some cases, students may be required to complete additional coursework prior to enrolling in C6502 - Marriage & Family Therapy Practicum II.*

Field Experiences for this degree must be 500 clock hours completed in a marriage and family therapy setting — with 200 direct client contact hours.

Additional Practicum/Field Experience Requirements

The practicum/field experience is a required training experience. Students may begin practicum/field experience after the successful completion of the required prerequisites. Students are required to attend informational meetings and apply for practicum/field study two semesters before they plan to enroll for this experience.

Students earn 3 credit hours each time they register for practicum/field experience. All students enrolled in practicum/field experience are concurrently enrolled in a practicum/field experience seminar led by a faculty member. The seminar meets on-campus throughout the academic year. Special arrangements will be made for students taking practicum/field experience at distant locations.

MA in Marriage & Family Therapy degree program students must complete 500 hours of practicum/field experience in a marriage and family therapy setting.

Students spend 10 – 25 hours per week in a site that has been approved by Argosy University, Sarasota. A minimum of one-third of the hours is spent in “direct service” as defined below. The remainder of the students’ time is spent in “indirect service”, supervision, and “training activities”. Students must receive at least one hour of on-site, individual supervision per week.

- “Direct service” includes face-to-face provision of therapy services to individuals designated as clients by the site. “Face-to-face” service includes hours spent co-counseling with a licensed/credentialed professional.
- “Indirect service” may include community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).
- “Training activities” include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars. (Hours spent in attendance at practicum seminar count towards the total number of hours of the practicum/field experience.)

Policy on Training Sites with Creedal Statements

Argosy University, Sarasota has a policy of nondiscrimination against students with regard to race, age, ethnic background, and sexual orientation. In addition, Argosy University, Sarasota is committed to fostering the training of individuals who are members of groups that are currently under-represented in the profession of counseling. Practicum/field experience sites approved by the school are expected to conduct selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, sex, age, ethnic background, or sexual orientation unless compelling legal or therapeutic reasons exist for limiting the applicant pool. Sites with a selection policy that disallows students based on any of the above criteria, must notify the school and clarify the legal and/or therapeutic rationale for such policies. Such sites will be approved by the school only if the department chair determines that an adequate legal and/or therapeutic rationale exists for the selection policies.

Capstone Examination Requirements

Overview

Students in the MA in Marriage & Family Therapy degree program are required to successfully complete a Comprehensive Examination no later than the end of the fifth year after entering the program. The material covered by the Comprehensive Examination reflects all coursework and material required of students in the program.

Prerequisites

To be eligible to sit for the Comprehensive Examination, students must have successfully completed all courses, excluding practicum/field experience. Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must be students in good standing and have a GPA of at least 3.0 (on a scale of 4.0). An application to take the exam must be submitted to the campus dean or department chair at least one month prior to the date of the examination.

Procedures

The Comprehensive Examination is offered twice a year. Consult the department chair for the specific dates of the examination. All students must submit an application for the Comprehensive Examination. Although letters are sent to students, it is the student's responsibility to know when they are eligible to take the exam and to submit an application.

The department chair reviews students who register to sit for the Comprehensive Examination for eligibility. Students who need special accommodations during the examination are required to request them in writing at the time of application and provide any necessary documentation with the request. Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures. The format of the examination may change from year to year. The format will be discussed at the meetings prior to each exam.

Students are notified in writing of their exam grade. Possible outcomes are "Pass" or "Fail." If students do not pass, they are required to retake the examination.

Students who fail the Comprehensive Examination are expected to meet with the department chair or appointed faculty to review the problems evident in the examination. The department chair, in consultation with the faculty, will advise the student of specific areas of weakness and possible strategies for remediation. The student will then be allowed to retake the examination one time within the time frame of program completion.

A student who fails the comprehensive exam a second time will be reviewed by the program faculty. The student may be dismissed from the program or may be required to successfully repeat coursework as determined by the department chair after reviewing recommendations made by the program faculty.

After completion of required remediation, student may be eligible to retake the Comprehensive Examination. Any student who fails the examination a third time will be automatically dismissed from the program.

Master of Arts in Marriage & Family Therapy Degree Program—Argosy University, Tampa

Admission Deadlines

Applications are accepted for all 6 terms. Early application is encouraged. Applications will be considered as they are received, based upon the applicant's qualifications. Admission of later applicants may be limited by space availability.

Deadlines may be extended if there are continuing openings in the program.

Course Delivery Formats

Weekend Format

The Master of Arts (MA) in Marriage & Family Therapy degree program is designed to allow students flexibility while pursuing a graduate degree. In addition to weeknight classes, courses are offered in a weekend format with weekly online instructional contact with instructors and peers. These courses span 7.5 weeks and consist of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy University campuses. Students may register for these classes by permission from Argosy University. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, students may not complete more than 49 percent of their required program credit hours in an online or distance learning format.

Additional Enrollment Requirements

Students are advised not to take more than one course at a time. Students wishing to take more than one course at a time should consult with an advisor or the department chair before doing so. While on field experience, students may enroll in classes and the field experience each semester, or they may enroll in the field experience alone if they have already completed other coursework.

Suggested Incremental Time Frame Completion Rates

The minimum amount of work that a student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Suggested Incremental Time Frame Completion Rates

End of Year One: 10 credit hours

End of Year Two: 20 credit hours

End of Year Three: 30 credit hours

End of Year Four: 40 credit hours

End of Year Five: 45 credit hours

Additional Requirements for Academic Progress

Students must successfully complete their first four courses with a grade of "B-" and a grade point average (GPA) of 3.0 or better (on a scale of 4.0) before the student is allowed to take additional courses in the program.

Upon successful completion of these four courses, each student's academic performance and professional conduct is reviewed. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and receive satisfactory faculty evaluations will be eligible to continue in the program.

Students who achieve a cumulative GPA of 2.5 or below (on a scale of 4.0) will not be allowed to continue in the program. Students with a cumulative GPA above 2.5, but below 3.0 (on a scale of 4.0) will be advised of their status and may be allowed to continue in the program, providing they request to do so in writing to the department chair. The request will be reviewed by the Student Professional Development Committee (SPDC). If approved to continue, students may be allowed to take two additional courses to raise their cumulative GPA to 3.0. Students who do not achieve a cumulative GPA of 3.0 (on a scale of 4.0) after completing the two additional courses will not be allowed to continue in the program. The SPDC may require that a student retake any course in which a grade below "B-" was earned. Students who receive two grades below "B-" in the first four courses, or three grades below "B-" in their academic experience, will automatically be dismissed from the program.

Additional Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- Successful completion of 45 credit hours including field experience and a Comprehensive Examination
- A GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to Campus Administration

Program Requirements

The MA in Marriage & Family Therapy degree program requires the satisfactory completion of 45 credit hours, distributed as follows: core course requirements, 27 credit hours; additional course requirements, 12 credit hours; and practicum/ field experience requirements, 6 credit hours. At least 51 percent of required coursework must be completed in-residence. Note that practicum/field experience courses are usually taken in the last year of the program. In addition to these credit hour requirements, students must successfully the Comprehensive Examination.

Core Course Requirements (Prerequisite to Field Experience) — Students Are Required to Take the Following

- C6035 - Human Growth and Development (3)
- C6036 - Essentials of Interviewing (3)
- C6432 - Diagnosis and Treatment of Psychopathology (3)
- C6445 - Social and Cultural Competencies for Counselors (3)
- PC6021 - Schools of Family Therapy * (3)
- PC6230 - Theories in Counseling Families and Individuals (3)
- PC6700 - Couples and Family Counseling (3)
- MF6021 - Schools of Family Therapy (3)
- MF6300 - Professional and Ethical Issues (3)

Core Course Requirements — 27 Credit Hours

** Prerequisite courses: Social and Cultural Competencies for Counselors (C6445) and Theories in Counseling Families and Individuals (PC6230).*

Additional Course Requirements — Students Are Required to Take the Following

- C6435 - Individual Evaluation and Assessment (3)
- C6439 - Human Sexuality (3)
- C6446 - Substance Abuse Counseling (3)
- R6032 - Research and Program Evaluation in Counseling (3)

Additional Course Requirements — 12 Credit Hours

Practicum/Field Experience Requirements — Students Are Required to Take the Following

- C6501 - Marriage & Family Therapy Practicum I (3)
- C6502 - Marriage & Family Therapy Practicum II (3)

Practicum/Field Experience Requirements — 6 Credit Hours

Practicum/Field Experience and Seminar Requirements

The field experience is the primary mechanism of applied training and evaluation in the MA in Marriage & Therapy degree program. Field experience training is the supervised out of class contact of students with a client population that takes place within a marriage and family therapy setting. The purpose of field experience training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop counseling techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a marriage and family therapist.

Practicum/Field experiences for this degree must be 500 clock hours done in a marriage and family therapy setting — with 180 direct client contact hours.

Evaluation of student progress in field experience training focuses on three areas:

- Theoretical knowledge
- Counseling skills
- Professional attitudes

The foundation of Argosy University, Tampa's student practicum/field experience training in marriage and family therapy is the accurate assessment and understanding of human problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client.

Ethical standards of the American Association for Marriage and Family Therapy are incorporated into student training. The Argosy University, Tampa administration closely monitors academic and professional development during all stages of progress throughout a student's graduate career. This monitoring includes assessment of clinical suitability as well as academic achievement. Thus, aspects of student's personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress in their program. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

Students who are identified as not meeting training or professional development standards will receive a plan for remediation to help resolve identified problems. Students who are removed from the field experience site because they are not meeting training or professional standards will lose credit hours for the term and will be required to repeat the semester of field experience. They will also be referred to an

appropriate committee for further evaluation and disciplinary action, including possible dismissal from the program.

All students are responsible for being familiar with the information contained in the *Training Manual*.

General Information

The field experience is a required training experience. Students may begin the field experience after the successful completion of the required prerequisites. Students are required to attend informational meetings and apply for field study one semester before they plan to enroll for this experience.

Students earn 3 credit hours each time they register for field experience. All students enrolled in field experience are concurrently enrolled in a practicum/field experience seminar led by a faculty member. The seminar meets on-campus throughout the semester. Special arrangements will be made for students taking field experience at distant locations.

MA in Marriage & Family Therapy degree program students must complete 500 hours of practicum/field experience in a marriage and family therapy setting.

Students spend a minimum of 15 hours per week in a pre-approved site. A minimum of 180 hours is spent in “direct service” as defined below. The remainder of the students’ time is spent in “indirect service”, supervision, and “training activities”. Students must receive at least one hour of on-site, individual supervision per week.

- “Direct service” includes face-to-face provision of therapy services to individuals designated as clients by the site. “Face-to-face” service includes hours spent co-counseling with a licensed/credentialed professional.
- “Indirect service” may include community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).
- “Training activities” include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars. (Hours spent in attendance at field experience seminar count towards the total number of hours of the field experience.)

Argosy University approves a wide variety of field training sites. All field experience sites are within the local area unless a student speaks with the director of training to make other arrangements. The director of training shall make this decision on a case-by-case basis.

The training site and seminar leaders evaluate students in writing once each semester. Grades are assigned on a “Credit/No Credit” basis.

Restrictions

Students may not train in settings in which they are employed unless the field experience supervisor is clearly different from the employment supervisor.

Professional Liability Insurance

All students enrolled in field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University, Tampa, in addition to their own personal liability insurance.

Prerequisites for Field Experience

In order for students to apply for field experience, they must be in good academic standing (a GPA of 3.0 on a scale of 4.0) and have completed the academic planning which will allow for all of the field experience prerequisite courses to be completed prior to the beginning of the field experience.

Comprehensive Examination Requirements

Students in the MA in Marriage & Family Therapy degree program are required to successfully complete a Comprehensive Examination no later than the end of the fifth year after entering the program. The material covered by the Comprehensive Examination reflects all coursework and material required of students in the program.

Prerequisites

To be eligible to sit for the Comprehensive Examination, students must have successfully completed all courses, excluding field experience. Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must be in good standing and have a GPA of at least 3.0 (on a scale of 4.0). An application to take the exam must be submitted to the department head at least one month prior to the date of the examination.

Procedures

The Comprehensive Examination is offered 3 times a year. Consult the department chair for the specific dates of the examination. All students must submit an application for the Comprehensive Examination. Although notification of exam dates is sent to students, it is the student's responsibility to know when they are eligible to take the exam and to submit an application.

The department chair reviews students who register to sit for the Comprehensive Examination for eligibility. Students who need special accommodations during the examination are required to request them in writing at the time of application and provide any necessary documentation with the request.

Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures. The format of the examination may change from year to year. The format will be discussed at the meetings prior to each exam.

Students are notified in writing of their exam grade. Possible outcomes are “Pass” or “Fail.” If students do not pass, they are required to retake the examination. Students who fail the Comprehensive Examination are expected to meet with their advisor to review the problems evident in the examination. The advisor will discuss with the student specific areas of weakness and possible strategies for remediation. The student will then be allowed to retake the examination one time within the time frame of program completion.

A student who fails the Comprehensive Exam a second time will be reviewed by the Student Professional Development Committee (SPDC). After completion of required remediation, student may be eligible to retake the Comprehensive Examination. Any student who fails the examination a third time will be automatically dismissed from the program.

Doctor of Marriage & Family Therapy Degree Program

Offering Campuses

Argosy University, Denver; Argosy University, Salt Lake City; Argosy University, Twin Cities

Program Overview

The Doctor of Marriage and Family Therapy (DMFT) degree program is a 60-credit-hour terminal, practice-oriented degree. The program seeks to build upon students' prior learning and professional experience by expanding and deepening their knowledge of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories and practices, and the cultural contexts within which these are embedded.

The DMFT degree program curriculum is designed to provide opportunities for advanced study and research of systemic concepts and methods as applied to clinical work with children, couples, individuals, and families as well as to larger systems of organizations and communities. In addition to supporting the continuing development of clinical skills, the focus of the curriculum includes the development of skills related to leadership and service to the field in the areas of teaching and supervision.

In regard to training in supervision, the DMFT degree program curriculum is generally designed to meet the American Association for Marriage and Family Therapy (AAMFT) requirements to become an Approved Supervisor. (Those students who are already AAMFT Approved Supervisors may petition for an alternative learning experience equivalent to the 9 credit hours devoted to training and supervision.)

Colorado Disclaimer

Over the past three years, there was one graduate of Argosy University, Denver's Doctor of Marriage and Family Therapy degree program. Of the admitted students, there is an average of 16.7% of students who graduated from the program in the seven year time period. No information exists on this one student's employment history at this time.

Program Learning Outcomes

Program Learning Outcome One: Theoretical Knowledge

Articulate an advanced knowledge of classical and contemporary theories of systemic intervention for effective practice, teaching and supervision in diverse marriage and family therapy settings.

Program Learning Outcome Two: Clinical Knowledge

Analyze appraisals and apply appropriate assessments and diagnosis based on the integration of systemic theory and practice.

Program Learning Outcome Three: Supervision and Teaching Skills

- a. Integrate current theories of systemic supervision and professional practices to develop and apply clinical supervision skills.
- b. Integrate current theories of pedagogy and professional practices to develop and apply teaching skills within the behavioral sciences in higher education.

Program Learning Outcome Four: Professional Identity and Ethics

Apply the appropriate laws and ethics of their respective state and the American Association of Marriage and Family Therapy to demonstrate an evolved professional identity as a clinician, instructor, supervisor and emerging leader in the field.

Program Learning Outcome Five: Research

Analyze professional literature as well as conduct research to advance systemic theory, clinical practice, program evaluation, supervision, and involvement in the community.

Program Learning Outcome Six: Diversity

Exemplify knowledge of the bioecological evolution of contextual dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, etc.) as applied in the academic, supervisory and therapeutic process.

Admission Requirements

- A master's degree in marriage and family therapy or related field of study from a regionally accredited institution, nationally accredited institution approved and documented by the faculty and dean of the College of Counseling, Psychology and Social Sciences, or an appropriately certified foreign institution with a minimum of two three-credit hour graduate level courses covering basic family theories and concepts of intervention, as well as one course on individual or group psychotherapy. An applicant who has not had one or more of these three courses or their equivalent may be accepted into the program, but may not register for courses in the DMFT degree program curriculum until this prerequisite has been met. A plan of study incorporating these prerequisite courses may be made available during the admissions interview.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with a member of the program Admissions Committee

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to assist interested applicants in completing the following required documentation:

- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current resume
- Three completed Applicant Recommendation forms
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

- Satisfactory completion of 60 credit hours beyond the master's degree, including 54 credit hours of coursework and 6 credit hours of Applied Clinical Project.
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Satisfactory performance on Comprehensive Qualifying Exam
- Successful completion of internship
- Successful completion and defense of the Applied Clinical Project
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The DMFT degree program requires the satisfactory completion of 60 semester credit hours distributed as follows: core requirements, 18 credit hours; research requirements, 9 credit hours; practicum experiences in supervision and teaching requirements, 15 credit hours; customized concentration requirements, 12 credit hours; Applied Clinical Project requirements, 6 credit hours.

Core Requirements — Students Are Required to Take the Following

- MF7000 - Advanced Systemic Theory and Practice I (3)
- MF7001 - Advanced Systemic Theory & Practice II (3)
- MF7100 - Systemic Appraisals & Assessments I (3)
- MF7101 - Systemic Appraisals & Assessments II (3)
- MF7200 - Doctoral Seminar I (1)
- MF7201 - Doctoral Seminar II (1)
- MF7202 - Doctoral Seminar III (1)
- MF8510 - Teaching Systemic Theory and Practice (3)

Core Requirements — 18 Credit Hours

Research Requirements — Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- W7000 - Advanced Academic Study and Writing (3)

Students Choose One of the Following

- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)

Research Requirements — 9 Credit Hours

Customized Concentration Requirements --Students Are Required to Take the Following

Students choose 4 courses with the approval of the department chair

Customized Concentration Requirements —12 Credit Hours

Applied Clinical Project Requirements — Students Are Required to Take the Following

- MF7900 - Clinical Research Project in Marriage and Family Therapy I: Review of Literature (3)
- MF7901 - Clinical Research Project in Marriage and Family Therapy II: Application (3)

Applied Clinical Project Requirements — 6 Credit Hours

Practicum Experiences in Supervision and Teaching Requirements --Students Are Required to Take the Following

- MF7300 - Fundamentals of Supervision (3)
- MF7401 - Teaching Practicum in Systemic Theory and Practice I (3)
- MF7402 - Teaching Practicum in Systemic Theory and Practice II (3)
- MF7600 - Supervision Practicum I (3)
- MF7601 - Supervision Practicum II (3)

Practicum Experiences in Supervision and Teaching Requirements — 15 Credit Hours

Internship — Students are Required to Take the Following

- MF7801 - DMFT Internship (0)

Internship Requirement — 0 credit Hours

Customized Concentration Requirements

Students work with a faculty advisor to develop a learning contract tailored to individual and professional development needs in the field of marriage and family therapy. The Customized Concentration is designed to provide the foundation and context for the Internship and Applied Clinical Project. Students are required to take 12 credit hours to complete the Customized Concentration requirements. All courses must be selected from those listed as 7000 to 8000 level with department chair approval. A maximum of two courses (6 credit hours) may be directed independent study. The Customized Concentration must be approved by the department chair.

Practicum Experiences

Students participate in two clinical practicum and corresponding seminars:

Comprehensive Qualifying Examination

Students in the DMFT degree program must pass a Comprehensive Qualifying Examination in order to advance in the program. The exam evaluates the student's theoretical knowledge, fluency, and integrative skill regarding the seven (7) listed above under "Core Requirements" and the three (3) courses listed above under "Research Requirements." The exam may be scheduled after the completion of these courses.

The exam is administered by a faculty committee which is formed in consultation with the student's advisor and/or the department chair. The examination may involve writing a single essay or a series of brief essays or taking an objective examination or a combination of two or all three above. The conclusions and/or recommendations of the majority of the faculty on the committee become the final decision of the committee. The criteria for evaluation of the examination include breadth and depth of knowledge and theory; integration and application of concepts; organization and clarity; and understanding of issues related to diversity and ethics. Students will be expected to provide complete and focused answers to the comprehensive questions. Students failing the exam the first time may retake the exam after meeting with the faculty committee to discuss plans for remediation. A student has a year to complete the remediation and retake the exam. Failing the exam on two occasions will result in dismissal from the program.

Internship

Students in the DMFT degree program must complete a nine month internship of 600 hours. Students develop an Internship Plan that reflects the area of concentration and is subject to the approval of the advisor and faculty committee. The internship may be completed at the student's place of employment as long as relatively new learning experiences are included in the plan.

Applied Clinical Project

Students are required to complete the Applied Clinical Project (ACP). The student's ACP is developed and completed in two sequential research courses. Minimal components include theory, practice, and research.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Marriage & Therapy (DMFT) degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Denver	<u>ge.argosy.edu/programoffering/1693</u>
Argosy University, Salt Lake City	<u>ge.argosy.edu/programoffering/2456</u>
Argosy University, Twin Cities	<u>ge.argosy.edu/programoffering/1666</u>

Certificate in Addiction Studies—Argosy University, Twin Cities

Offering Campus

Argosy University, Twin Cities

Program Overview

The Certificate in Addiction Studies offered by Argosy University, Twin Cities provides students the knowledge, skills, and competencies related to working in the field of chemical dependency. Students completing this certificate may wish to pursue licensure in Minnesota as a Licensed Alcohol and Drug Counselor (LADC) provided all requirements are met as outlined by the Minnesota Board of Behavioral Health and Therapy. For more information and application materials to apply for LADC licensure in the state of Minnesota, see the Minnesota Board of Behavioral Health and Therapy at <http://www.bbht.state.mn.us>. LADC licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice.

Admission Requirements

Current students must be in good standing in an approved master's program of study such as Marriage and Family Therapy, Clinical Psychology, Forensic Psychology, or Human Services and must have the approval of their faculty advisor prior to application. Post graduate students of a master's degree program interested in enrolling in the Additions Studies Certificate Program must have the following:

- A master's degree in from a regionally accredited institution or an appropriately certified foreign institution in the field of psychology or a closely related field.
- A grade point average (GPA) of 3.0 on a scale of 4.0 as described below.
 - Applicants with grade point averages lower than the state certificate minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Such Admission must be recommended by Certificate Coordinator must be justified, documented, signed, placed, and retained in the student's academic file.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Completion of an interview with the Certificate Coordinator.

Post undergraduate students of a Bachelor degree program who desire to enroll in the certificate must have:

- A Bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution in the field of psychology or a closely related field.
- A grade point average (GPA) of 3.0 on a scale of 4.0 as described below.
 - Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Such Admission must be recommended by Certificate Coordinator must be justified, documented, signed, placed, and retained in the student's academic file.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy ."
- Completion of an interview with the Certificate Coordinator.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- One completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Certificate Completion Requirements

Students enrolled in the Addiction Studies Certificate Program offered by Argosy University, Twin Cities are required to successfully complete nine courses (24 credit hours). The total credit hours must include:

- 18 credit hours of courses with a grade of B or better
- 6 credit hours of practicum courses which required 880 hours of practicum experience over nine months

Addiction Studies Certificate Requirements—Students are Required to Take the Following

- PP6550 - Introduction to Addiction Studies (2)
- PP6560 - Psychopharmacology of Addiction (2)

- PP6570 - Assessment and Treatment of Addiction and Co-occurring Disorders (2)
- PP6100 - Ethics and Professional Issues (3)
Or
- MF6300 - Professional and Ethical Issues (3)
- PP6160 - Working with Diverse Populations (3)
Or
- MF6510 - Social and Cultural Foundations of Therapy (3)
- PP6045 - Psychopathology (3)
Or
- MF6030 - Psychopathology and Assessment (3)
- PP6060 - Group Therapy (3)
Or
- MF6102 - Group Therapy (3)
- PP6201 - Master's Practicum I (3)
Or
- MF6400 - Practicum I (3)
- PP6202 - Master's Practicum II (3)
Or
- MF6401 - Practicum II (3)

Addiction Studies Certificate Program Requirements—24 Credit Hours

Gainful Employment Information

The following link provides program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Post Graduate Certificate in Marriage & Family Therapy program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Twin Cities	

Section Eleven, College of Education

College of Education

Mission Statement

The mission of Argosy University's College of Education is to support and challenge educational scholar-practitioners to demonstrate professional competence, personal growth and interpersonal effectiveness within diverse environments. As such, learning community practices reflect awareness of social issues, commitment to social justice, and responsiveness to all facets of a pluralistic society to effect positive change in the lives of candidates and students.

The College of Education programs includes learner-centered opportunities for all students in a wide range of practitioner fields; experienced competent faculty; a focus on the individual student's needs and goals; standards-based programs of study; and convenient delivery formats.

Graduates of Argosy University's College of Education possess the advanced knowledge base, skills, and dispositions that characterize confident and principled leaders who are ethical practitioners, effective communicators, productive collaborators and well informed consumers, synthesizers, and evaluators of educational research.

Note: Only campuses in Arizona, California, Colorado, Florida, Texas, and Utah offer programs that lead to administrator, school counseling, or school psychologist certification, licensure, or endorsement in any State in the United States. The programs, offered through Argosy University Online Programs DO NOT lead to teacher or administrator certification, licensure, or endorsement in any State in the United States, regardless of the State in which the student resides.

Non-Certification Education Programs

Note: These programs do not lead to state teacher or administrator certification, licensure, or endorsement. These programs are designed to enhance the skills and knowledge of individuals already certified, licensed or endorsed and for individuals interested in pursuing these degrees for reasons other than obtaining teacher or administrator certification, licensure, or endorsement. Additionally, the credit hours earned through participating in these programs offered by Argosy University are unlikely to be transferable to any other similar program that is approved for teacher or administrator certification, licensure or endorsement in any State.

Master of Arts in Education in Curriculum and Instruction Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Phoenix; Argosy University, Sarasota; Argosy University, Tampa

Program Overview

The Master of Arts in Education (MAEd) in Curriculum and Instruction degree program is intended to prepare educators who work in the P-12 setting as change agents who engage actively in their communities, using appropriate pedagogy and technology to foster the development of global citizens. This degree program does not lead to certification or credential endorsement.

Argosy University, Atlanta Students

The programs offered through the College of Education at Argosy University, Atlanta DO NOT lead to teacher or administrator certification, licensure, or endorsement in any State in the United States. Further, due to recent rule changes by the Georgia Professional Standards Commission (PSC), students must meet program completion deadlines and rules issued by the PSC in order to be eligible for possible certification upgrade.

Program Learning Outcomes

Program Learning Outcome One: Commitment to Student Learning

1.a Apply developmentally appropriate practices regarding individual academic and socio cultural differences for optimal student learning.

Program Learning Outcome Two: Knowledge of Pedagogy

2.a Identify, discriminate, select, and apply relevant research method(s) to plan, implement and evaluate curricular and instructional practices that support improved teaching and learning.

2. b Use data to guide school improvement efforts, implementation, assessment, and resource allocation.

Program Learning Outcome Three: Facilitation of classroom instruction and environment

3.a Develop appropriate strategies to create a positive and engaging learning environment.

Program Learning Outcome Four: Self-Assessment

4.a Develop personal and professional development plans using self-assessment processes to think systematically from practice and learn from experience.

Program Learning Outcome Five: Collaboration with Community

5.a Work collaboratively with various constituencies to develop local and global perspectives to further educational success and productive citizenship.

Admission Requirements

- A bachelor's degree in education or an aligned field from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution;
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 for the bachelor's degree, or
 - o 3.0 for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students seeking admission with a GPA between 2.0 and 2.7 will be required to submit a personal/professional goal statement with a self-appraisal of qualifications for the profession and current résumé (or career summary). Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 38 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
 - Between 2.0 – 2.4, applicants will be required to submit three academic and/or professional letters of recommendation. Admission between 2.0 and 2.4 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file. Student admitted with a GPA between 2.0-2.4 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 38 weeks.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- An initial teaching certificate and/or current experience working in the P-12 setting with students
- A criminal background check or fingerprint check
–OR–
- Evidence of current criminal background check or fingerprint check (typically a copy of a teaching certificate/license)

An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study

Graduation Requirements

Students enrolled in the MAEd in Curriculum and Instruction degree program are eligible for graduation when the following requirements are met:

- Satisfactory completion of 30 credit hours in the program of study
- A grade point average of 3.0 or higher (on a scale of 4.0) and a grade of B- or better in all required courses
- A completed Petition to Graduate submitted to campus administration

Program Requirements (30 Credit Hours)

Students enrolled in the MAEd in Curriculum and Instruction degree program complete ten core courses (30 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- E6037 - Improving School Decisions Through Data Driven Change (3)
- E6100 - Research in Education (3)
- E6361 - Foundations of Exceptional Student Education (3)
- E6420 - Multicultural Education in Contemporary Society (3)
- E6434 - Community Relations and Collaboration (3)
- E6443 - Assessments and the ELL/ESL Student (3)
- E6501 - Current Trends in School Curriculum (3)
- E6530 - Reading Strategies and Learning Theories for the P-16 Classroom (3)
- E6536 - Teaching Literacy to ELL Students (3)
- E6840 - Reflections in Practice (3)

Core Course Requirements—30 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts in Education (MAEd) in Curriculum and Instruction degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/3538
Argosy University, Phoenix	ge.argosy.edu/programoffering/3749
Argosy University, Sarasota	ge.argosy.edu/programoffering/3755
Argosy University, Tampa	ge.argosy.edu/programoffering/3761

Master of Arts in Education in Teaching and Learning Degree Program

Offering Campuses

Argosy University, Dallas; Argosy University, Hawai'i; Argosy University, San Francisco Bay Area

Program Overview

The Master of Arts in Education (MAEd) in Teaching & Learning degree program is intended to prepare educators who work in the P-12 setting as change agents who engage actively in their communities, using appropriate pedagogy and technology to foster the development of global citizens. This degree program does not lead to certification or credential endorsement.

Program Learning Outcomes

Program Learning Outcome One: Commitment to Student Learning

1.a Apply developmentally appropriate practices regarding individual academic and socio cultural differences for optimal student learning.

Program Learning Outcome Two: Knowledge of Pedagogy

2.a Identify, discriminate, select, and apply relevant research method(s) to plan, implement and evaluate curricular and instructional practices that support improved teaching and learning.

2. b Use data to guide school improvement efforts, implementation, assessment, and resource allocation.

Program Learning Outcome Three: Facilitation of classroom instruction and environment

3.a Develop appropriate strategies to create a positive and engaging learning environment.

Program Learning Outcome Four: Self-Assessment

4.a Develop personal and professional development plans using self-assessment processes to think systematically from practice and learn from experience.

Program Learning Outcome Five: Collaboration with Community

5.a Work collaboratively with various constituencies to develop local and global perspectives to further educational success and productive citizenship.

Admission Requirements

- A bachelor's degree in education or an aligned field from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution;
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 for the bachelor's degree, or
 - o 3.0 for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students seeking admission with a GPA between 2.0 and 2.7 will be required to submit a personal/professional goal statement with a self-appraisal of qualifications for the profession and current résumé (or career summary). Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 Academic Writing within the first 15 week semester and pass within the first 38 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
 - Between 2.0 – 2.4, applicants will be required to submit three academic and/or professional letters of recommendation. Admission between 2.0 and 2.4 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file. Student admitted with a GPA between 2.0-2.4 must enroll in W5096 Academic Writing within the first 15 week semester and pass within the first 38 weeks.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- An initial teaching certificate and/or current experience working in the P-12 setting with students
- A criminal background check or fingerprint check
–OR–
- Submission of evidence of current criminal background check or fingerprint check (typically a copy of a teaching certificate/license)

An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all postsecondary schools attended during the 60 hours of study

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are

accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

Students enrolled in the MAEd in Teaching and Learning degree program are eligible for graduation when the following requirements are met:

- Satisfactory completion of 30 credit hours in the program of study that includes
 - o 18 credit hours of core course requirements
 - o 12 credit hours of integrated concentration course requirements
- A grade point average of 3.0 or higher (on a scale of 4.0) and a grade of B- or better in all required courses
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the MAEd in Teaching & Learning degree program are required to complete 30 credit hours distributed as follows: core course requirements, 18 credit hours; integrated concentration requirements, 12 credit hours.

Core Course Requirements

Students enrolled in the MAEd in Teaching & Learning degree program are required to take 6 core courses (18 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- E6037 - Improving School Decisions Through Data Driven Change (3)
- E6100 - Research in Education (3)
- E6420 - Multicultural Education in Contemporary Society (3)
- E6434 - Community Relations and Collaboration (3)
- E6501 - Current Trends in School Curriculum (3)
- E6840 - Reflections in Practice (3)

Core Course Requirements—18 Credit Hours

Integrated Concentration Requirements

Students enrolled in the MAEd in Teaching & Learning degree program are required to complete an Integrated Concentration comprised of 4 courses (12 credit hours).

Integrated Concentration Requirements—Students Are Required to Take the Following

- E6361 - Foundations of Exceptional Student Education (3)
- E6443 - Assessments and the ELL/ESL Student (3)
- E6530 - Reading Strategies and Learning Theories for the P-16 Classroom (3)
- E6536 - Teaching Literacy to ELL Students (3)

Integrated Concentration Requirements—12 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts in Education (MAEd) in Teaching & Learning degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Dallas	<u>ge.argosy.edu/programoffering/3598</u>
Argosy University, Hawai'i	<u>ge.argosy.edu/programoffering/3936</u>
Argosy University, San Francisco Bay Area	<u>ge.argosy.edu/programoffering/4601</u>

Education Specialist in Advanced Educational Administration Degree Program (non-certification)

Offering Campuses

Argosy University, Salt Lake City; Argosy University, Sarasota

Overview

The purpose of Argosy University's Education Specialist (EdS) in Advanced Educational Administration non-certification degree program is to prepare currently certified or licensed school administrators for advanced positions or increase professional expertise. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution and currently hold principal or initial administrative licensure. The EdS in Advanced Educational Administration non-certification degree program does not lead to certification or licensure for building and district administrative positions.

Program Learning Outcomes

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the district level, an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: At the district level, an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: At the district level, an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the district level, an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: At the district level, an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the district level, an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12 or related education services experience in grades Prekindergarten-12. If teaching or related education services experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Evidence of Criminal Background check
- Interview with Program Admissions Committee and recommendation for admittance.
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all postsecondary schools attended

Graduation Requirements

To qualify for graduation, the following conditions must be met:

- Successful completion of 30 credit hours that includes:
 - o 24 credit hours of core courses
 - o 3 credit hours of elective courses
 - o 3 credit hours of practicum/internship
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Comprehensive Examination
- Completion of all requirements within seven years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Program Requirements

The EdS in Advanced Educational Administration degree program requires the satisfactory completion of 30 credit hours distributed as follows: Core Course requirements, 24 credit hours; Elective Requirements, 3 credit hours; Practicum requirements, 3 credit hours.

Core Course Requirements

Students in the EdS in Advanced Educational Administration degree program complete six courses (24 credit hours) to fulfill the Core Course requirements.

Core Course Requirements--Students Are Required to Take the Following

- E7000 - Education Public Policy Analysis (3)
- E7001 - Comprehensive Planning (3)
- E7002 - Change Theory: The District (3)
- E7004 - Improving School Leadership Through Data Driven Inquiry (3)
- E7005 - Advanced Education Law (3)
- E7006 - Human and Fiscal Resources Management in Public Schools (3)
- E7007 - Ethics and Interpersonal Effectiveness for Educational Leaders (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements--24 Credit Hours

Elective Requirements

Students select one elective course with advisor approval.

Elective Requirements--Students Are Required to Take the Following

- Elective (3)

Elective Requirements--3 Credit Hours

Practicum Requirements

Students in the EdS in Advanced Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements--Students Are Required to Take the Following

- E8380 - School District Practicum/Internship I (1.5)
- E8381 - School District Practicum/Internship II (1.5)

Practicum Requirements--3 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Education Specialist (EdS) in Advanced Educational Administration degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/2945
Argosy University, Sarasota	ge.argosy.edu/programoffering/3850

Doctor of Education in Advanced Educational Administration Degree Program (non-certification)

Offering Campuses

Argosy University, Salt Lake City; Argosy University, Sarasota; Argosy University, San Francisco Bay Area; Argosy University, Tampa

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Advanced Educational Administration non-certification degree program is to prepare currently certified or licensed school administrators for advanced positions or increase professional expertise. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution and currently hold principal or initial administrative licensure. The EdD in Advanced Educational Administration non-certification degree program does not lead to certification or licensure for building and district administrative positions.

Program Learning Outcomes

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the district level, an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: At the district level, an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: At the district level, an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the district level, an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: At the district level, an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity

- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the district level, an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Research Outcome

Students as scholar-practitioners develop skills in inquiry, critical thinking, scholarly writing, and decision-making by:

1. Analyzing and evaluating professional literature to make evidence-based decisions related to current practices in the field.
2. Analyzing, designing, conducting, and defending research in their disciplinary context using appropriate research designs.
3. Producing and defending a rigorous and credible dissertation.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Initial administrative certificate or license
- Based on state requirements, candidates should have full-time teaching experience in a state-approved school. If teaching experience is from another state, applicant must submit formal verification of length of teaching experience in schools approved by that specific state
- Presentation of evidence of passage of the Standardized Test of Basic Skills (where required)
- Interview with Program Admissions Committee and recommendation for admittance
- Evidence of Criminal Background check
- OR–
- Current employment in a state-approved school
- A writing sample submitted with application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Personal goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Two letters of recommendation (one from a source familiar with student's academic abilities and one from a current school administrator)
- Official transcripts from all postsecondary schools attended

Graduation Requirements

To qualify for graduation, the following conditions must be met:

- Successful completion of 60 credit hours that includes
 - o 45 credit hours of coursework
 - o 12 credit hours of dissertation
 - o 3 credit hours of practicum (minimum of 240 clock hours)
- A grade point average of 3.0 or higher (on a scale of 4.0) and a grade of "B-" or better in all required courses
- Successful defense of dissertation
- Passage of Comprehensive Examination
- Completion of all requirements within seven years
- Completed Petition to Graduate Form submitted to campus administration

Dissertation Requirements

Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit hour extension course (tuition based on a credit hour equivalent as defined in Appendix III, Tuition and Fee Schedule). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense, earning 12 semester credit hours for dissertation. A student may only receive any combination of two NC, W, or WF grades during the dissertation sequence. Upon receiving the third NC, W, or WF within the dissertation sequence, the student will be dismissed from the program. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Program Requirements

The EdD in Advanced Educational Administration non-certification degree program requires the satisfactory completion of 60 semester credit hours distributed as follows: Core Course requirements, 21 credit hours; Academic Writing and Research requirements, 18 credit hours; Elective requirements, 6 credit hours; Practicum requirements, 3 credit hours; Dissertation requirements, 12 credit hours.

Core Course Requirements

Students in the EdD in Advanced Educational Administration non-certification degree program complete seven courses (21 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- E7000 - Education Public Policy Analysis (3)
- E7001 - Comprehensive Planning (3)
- E7002 - Change Theory: The District (3)
- E7004 - Improving School Leadership Through Data Driven Inquiry (3)
- E7005 - Advanced Education Law (3)
- E7006 - Human and Fiscal Resources Management in Public Schools (3)
- E7007 - Ethics and Interpersonal Effectiveness for Educational Leaders (3)

Core Course Requirements—21 Credit Hours

Academic Writing and Research Requirements

Students in the EdD in Advanced Educational Administration non-certification degree program complete six courses (18 credit hours) to fulfill the Academic Writing and Research requirements.

Academic Writing and Research Requirements—Students Are Required to Take the Following

- E7834 - Writing for Research and Professional Publications (3)
- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- W7000 - Advanced Academic Study and Writing (3)

Students Choose One of the Following

- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Academic Writing and Research Requirements—18 Credit Hours

Elective Requirements

Students in the EdD in Advanced Educational Administration non-certification degree program choose two elective courses (6 credit hours) with the approval of their advisor.

Elective Requirements—Students Are Required to Take the Following

- Elective (3)
- Elective (3)

Elective Requirements—6 Credit Hours

Practicum Requirements

Students in the EdD in Advanced Educational Administration non-certification degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8380 - School District Practicum/Internship I (1.5)
- E8381 - School District Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Dissertation Requirements

Students in the EdD in Advanced Educational Administration non-certification degree program complete 12 credit hours of dissertation courses as outlined below.

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks*

Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D(3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements—12 Credit Hours

*Note ** Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Advanced Educational Administration non-certification degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/2946
Argosy University, Sarasota	ge.argosy.edu/programoffering/3667
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/5273
Argosy University, Tampa	ge.argosy.edu/programoffering/3659

Doctor of Education in Curriculum and Instruction Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Phoenix; Argosy University, Sarasota; Argosy University, Tampa

Program Overview

The Doctor of Education (EdD) in Curriculum and Instruction degree program is designed to prepare educators as change agents and leaders in the P-12 setting who engage actively in their communities, using appropriate pedagogy and technology to foster the development of global citizens. This program does not lead to certification or credential endorsement.

Eligibility for Licensure

The Doctor of Education in Curriculum and Instruction degree program is not intended to lead to certification or licensure.

Argosy University, Atlanta Students

The programs offered through Argosy University, Atlanta College of Education DO NOT lead to teacher or administrator certification, licensure, or endorsement in any State in the United States. Further, due to recent rule changes by the Georgia Professional Standards Commission (PSC), students must meet program completion deadlines and rules issued by the PSC in order to be eligible for possible certification upgrade.

Program Learning Outcomes

Program Learning Outcome One: Commitment to Student Learning

1.a Evaluate developmentally appropriate practices regarding individual academic and socio cultural differences for optimal student learning.

Program Learning Outcome Two: Knowledge of Pedagogy

2.a Apply relevant research method(s) to plan, implement and evaluate curricular and instructional practices that support improved teaching and learning.

2. b Use and disseminate data to guide school improvement efforts, implementation, assessment, and resource allocation.

Program Learning Outcome Three: Promoting Teaching and Learning

3.a Evaluate and implement appropriate strategies to ensure positive and engaging learning environments.

Program Learning Outcome Four: Self-Assessment

4.a Practice and promote personal and professional development plans using self-assessment processes.

Program Learning Outcome Five: Collaboration with Community

5.a Work collaboratively with various constituencies to develop local and global perspectives to further educational success and productive citizenship.

Program Learning Outcome Six: Research and Scholarly Application

6.a Investigate and contribute evidence based research to address current P-12 education issues.

Admission Requirements

- A master's degree in education or an aligned field from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- An initial teaching certificate and/or current experience working in the P-12 setting with students
- A criminal background check or fingerprint check
–OR–
- Submission of evidence (typically a copy of a teaching certificate/license) of current criminal background or fingerprint check

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

Graduation Requirements

Students are eligible for graduation from the EdD in Curriculum and Instruction degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor
- Satisfactory completion of 60 credit hours beyond the master's degree that includes
 - o 21 credit hours of core courses
 - o 12 credit hours of research courses
 - o 3 credit hours of elective courses
 - o 12 credit hours of concentration courses
 - o 12 credit hours of doctoral research courses
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- Satisfactory performance on the Doctoral Qualifying Examination
- Successful completion and defense of the Doctoral Research Project
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the EdD in Curriculum and Instruction degree program are required to complete 60 credit hours distributed as follows: core course requirements, 21 credit hours; research requirements, 12 credit hours; elective requirements, 3 credit hours; concentration requirements, 12 credit hours; doctoral research requirements, 12 credit hours.

Core Course Requirements

Students enrolled in the EdD in Curriculum and Instruction degree program complete seven core courses (21 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- E7134 - Comprehensive Planning and Implementation (3)
- E7331 - Curriculum Theory and Design (3)
- E7410 - Critical Analysis of Trends and Policy: Power and Privilege (3)
- E7412 - Advanced Educational Psychology (3)
- E7803 - Instructional Design (3)
- E7834 - Writing for Research and Professional Publications (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements—21 Credit Hours

Research Requirements

Students enrolled in the EdD in Curriculum and Instruction degree program are required to take four research courses (12 credit hours).

Research Requirements—Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Research Requirements—12 Credit Hours

Elective Requirements

Students enrolled in the EdD in Curriculum and Instruction degree program choose one elective course (3 credit hours).

Elective Requirements—Students Choose One of the Following

- E7414 - Teaching and Learning Theories (3)
- E7416 - Organizational Communication Systems (3)

Elective Requirements - 3 Credit Hours

Concentration Requirements

Students enrolled in the EdD in Curriculum and Instruction degree program complete a four concentration courses (12 credit hours):

Concentration Requirements – Students are required to take the following:

- E7418 - Response to Intervention (3)
- E7422 - Data Informed Decision-Making I (Elementary and Secondary—Classroom Level) (3)
- E7462 - Assessment for the Classroom Teacher (3)
- E7464 - Understanding and Communicating Assessment Data (3)

Concentration Requirements - 12 Credit Hours

Doctoral Qualifying Examination

Students are required to successfully complete a Doctoral Qualifying Examination (DQE) that focuses on the learner outcomes that are associated with the required core courses of their programs. Students must take the DQE the session after successfully completing all required core courses and must pass it within three sessions of successfully completing all required core courses.

Doctoral Research Requirements (12 Credit Hours)

Upon successful completion of the prerequisite coursework and the Doctoral Qualifying Exam (DQE), students enroll in doctoral research courses. To progress through each doctoral research course, students must successfully complete specified course objectives. If all objectives of the course are successfully met, students will earn a PR grade, permitting them to enroll in the next doctoral research course as outlined in the course sequence of their program of study. If objectives of a doctoral research course are substantively but not fully met (67% completed) by the end of the course (as determined by the research mentors) students will earn a grade of Incomplete Progressing (IP) for the course and must complete an IP contract outlining a plan for completion of the remaining course objectives. Students must successfully complete all remaining course objectives by the due date specified in the IP contract before enrollment is permitted in the next doctoral research course. If little to no progress has been made in a doctoral research course (less than 67% of the course objectives were successfully completed) or the IP contract is not successfully fulfilled within the specified timeframe, students will earn a grade of No Credit (NC). Students who earn a grade of NC in a doctoral research course are required to retake the course. A student may only receive any combination of two NC, W, or WF grades in doctoral research courses. Upon receiving the third NC, W, or WF grade in a doctoral research course, the student will be dismissed from the program. Published course objectives for each doctoral research course apply unless the student and research mentors agree to and confirm in writing alternative specified objectives more appropriate for a particular doctoral research topic. Students must fulfill the prerequisites of each doctoral research course before enrollment is permitted.

Doctoral Research Requirements - Students Are Required to Take the Following

- DR8801-A - Doctoral Research I - A (1.5)
- DR8801-B - Doctoral Research I - B (1.5)
- DR8802-A - Doctoral Research II - A (1.5)
- DR8802-B - Doctoral Research II - B (1.5)
- DR8803-A - Doctoral Research III - A (1.5)
- DR8803-B - Doctoral Research III - B (1.5)
- DR8804-A - Doctoral Research IV - A (1.5)
- DR8804-B - Doctoral Research IV - B (1.5)

Doctoral Research Requirements - 12 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Curriculum and Instruction degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	<u>ge.argosy.edu/programoffering/3536</u>
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/3753</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/3759</u>
Argosy University, Tampa	<u>ge.argosy.edu/programoffering/3765</u>

Doctor of Education in Educational Leadership Degree Program

Offering Campuses

Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, Sarasota; Argosy University, Tampa

Program Overview

The Doctor of Education (EdD) in Educational Leadership non-certification degree program is designed for those students preparing for or advancing their careers as educational leaders in professional position as school district, regional, state or national administrators.

Eligibility for Licensure

The Doctor of Education in Educational Leadership degree program is not intended to lead to certification or licensure.

Program Learning Outcomes

Program Learning Outcome One: Demonstrate professional competence.

Program Learning Outcome Two: Use personal growth and interpersonal effectiveness to effect positive change in the lives of candidates and students.

Program Learning Outcome Three: Develop ethically and culturally responsive practices that acknowledge all facets of a pluralistic society.

Program Learning Outcome Four: Develop learning community practices that reflect an awareness of social issues and a commitment to social justice.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution that has been approved, or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission form.
- Documentation of applicant employment with or access to a professional or educational organization.
- Official transcripts for the institution that conferred the master's degree and institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.
- Prior to matriculation, applicants will be required to submit a personal/professional goal statement.

Graduation Requirements

Students in the EdD in Educational Leadership degree program are eligible for graduation when the following requirements are met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor
- Satisfactory completion of 60 credit hours beyond the master's degree that includes
 - o 21 credit hours of core courses
 - o 12 credit hours of research courses
 - o 3 credit hours of elective courses
 - o 12 credit hours of concentration courses
 - o 12 credit hours of dissertation courses
- Minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all required courses
- Successful completion of the Comprehensive Examination
- Successful completion and defense of the Dissertation
- Completion of all degree requirements within seven years of matriculation in program
- Completed Petition to Graduate From submitted to Campus Administration

Program Requirements

Students in the EdD in Educational Leadership degree program are required to complete 60 credit hours distributed as follows: core course requirements, 21 credit hours; research requirements, 12 credit hours; elective requirements, 3 credit hours; concentration requirements, 12 credit hours; doctoral research requirements, 12 credit hours.

Core Course Requirements

Students in the EdD in Educational Leadership degree program are required to complete seven core courses (21 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- E7033 - Leading and Managing Change in a Diverse Society (3)
- E7034 - Critical Analysis of Problems and Issues in Education (3)
- E7134 - Comprehensive Planning and Implementation (3)
- E7137 - Educational Leadership in Theory and Practice (3)
- E7637 - Managing Human and Fiscal Resources in Education (3)
- E7834 - Writing for Research and Professional Publications (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements—21 Credit Hours

Research Requirements

Students in the EdD in Educational Leadership degree program complete four courses in research (12 credit hours).

Research Requirements—Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

- R7034 - Advanced Statistical Methods (3)
- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Research Requirements—12 Credit Hours

Concentration Requirements

Students in the EdD in Educational Leadership degree program are required to take four courses (12 credit hours) within the Higher Education concentration area.

Higher Education Concentration Requirements—Students are Required to Take the Following

- E7134 - Comprehensive Planning and Implementation (3)
- E7412 - Advanced Educational Psychology (3)
- E7512 - Navigating Law, Policy and Politics (3)
- E7520 - Online, Hybrid, and Emerging Technologies (3)

Higher Education Concentration Requirements—12 Credit Hours

Elective Requirements

Students in the EdD in Educational Leadership degree program are required to take one elective course (3 credit hours).

Elective Requirements—Students are Required to Take the Following

- Elective (3)*

*Elective course is selected upon Department Chair approval

Higher Education Elective Requirements—3 Credit Hours

Comprehensive Examination

Students are required to successfully complete a comprehensive examination that focuses on the learner outcomes that are associated with the required core, research, concentration and elective courses of the program. Students must take the comprehensive examination in the last semester of the coursework (core, research, concentration and elective) and just prior to enrolling in the dissertation courses.

Dissertation Requirements

Students in the EdD in Educational Leadership non-certification degree program complete 12 credit hours of dissertation courses as outlined below.

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks* Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D (3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements—12 Credit Hours

*Note** Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Educational Leadership degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Inland Empire	<u>ge.argosy.edu/programoffering/645</u>
Argosy University, Los Angeles	<u>ge.argosy.edu/programoffering/744</u>
Argosy University, Orange County	<u>ge.argosy.edu/programoffering/681</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/779</u>
Argosy University, Tampa	<u>ge.argosy.edu/programoffering/848</u>

Doctor of Education in Higher and Postsecondary Education Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Tampa; Argosy University, Twin Cities

Program Overview

The Doctor of Education (EdD) in Higher and Postsecondary degree program is designed for students desiring to enhance professional competence as educational leaders, instructors, or consultants in academic affairs, student affairs, or student services divisions within community colleges, technical schools and institutes, four-year colleges and universities as well as government, military, religious, profit or nonprofit postsecondary educational organizations and divisions.

Eligibility for Licensure

The Doctor of Education in Higher and Postsecondary degree program is not intended to lead to certification or licensure.

Program Learning Outcomes

The EdD in Higher and Postsecondary Education degree program is designed around four key learning areas.

Program Learning Outcome One: Advance Social Justice and Transformative Practice

- 1.a Foster democratic and empowering environments that promote understanding and respect for diversity
- 1.b Cultivate the active engagement of diverse communities in social justice initiatives that enhance student development and learning
- 1.c Demonstrate critical reflection that strengthens or improves themselves, their institutions, and their professional community

Program Learning Outcome Two: Design, implement, manage, and assess learning opportunities sensitive to stakeholder characteristics and collegiate and community environments

Program Learning Outcome Three: Promote Organizational and Administrative Development

- 3.a Employ ethical and collaborative management and leadership practices appropriate to the field and

role that assist institutions in accomplishing their mission

3.b Enhance the ability of institutions to provide safe and productive environments, to anticipate and prepare for change, crisis, and disruption

Program Learning Outcome Four: Conduct Assessment, Evaluation, and Research

4.a Select and apply appropriate research methodology to assess needs and effectiveness

4.b Use assessment and research data to inform practice and administrative decisions

4.c Design and conduct a research study, and effectively communicate the results using a variety of media (e.g., written, oral, electronic).

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution that has been approved, or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission form.
- Documentation of applicant employment with or access to a professional or educational organization.
- Official transcripts for the institution that conferred the master's degree and institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.
- Prior to matriculation, applicants will be required to submit a personal/professional goal statement.

Graduation Requirements

Students in the EdD in Higher and Postsecondary Education degree program are eligible for graduation when the following requirements are met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor
- Satisfactory completion of 60 credit hours beyond the master's degree that includes
 - o 24 credit hours of core courses
 - o 12 credit hours of research courses
 - o 12 credit hours of concentration courses
 - o 12 credit hours of doctoral research courses

- Minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all required courses
- Successful completion of the Doctoral Qualifying Examination
- Satisfactory performance on the Summative Assessment (E7514 Comprehensive Internship and Project)
- Successful completion and defense of the Doctoral Research Project
- Completion of all degree requirements within seven years of matriculation in program
- Completed Petition to Graduate From submitted to Campus Administration

Program Requirements

Students in the EdD in Higher and Postsecondary Education degree program are required to complete 60 credit hours distributed as follows: core course requirements, 24 credit hours; research requirements, 12 credit hours; concentration requirements, 12 credit hours; doctoral research requirements, 12 credit hours.

Core Course Requirements

Students in the EdD in Higher and Postsecondary Education degree program are required to complete eight core courses (24 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- E7038 - Leading and Managing Higher and Postsecondary Institutions (3)
- E7040 - Strategic Planning and Implementation in Higher and Postsecondary Education (3)
- E7042 - Transforming Practice in Higher and Postsecondary Education (3)
- E7510 - Financial and Resource Decision Making (3)
- E7512 - Navigating Law, Policy, and Politics (3)
- E7514 - Comprehensive Internship and Project (3)
- E7834 - Writing for Research and Professional Publications (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements—24 Credit Hours

Research Requirements

Students in the EdD in Higher and Postsecondary Education degree program complete four courses in research (12 credit hours).

Research Requirements—Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

- R7034 - Advanced Statistical Methods (3)
- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Research Requirements—12 Credit Hours

Concentration Requirements

Students in the EdD in Higher and Postsecondary Education degree program are required to take four courses (12 credit hours) within the Interdisciplinary Studies concentration area.

Interdisciplinary Studies Concentration Requirements—Students are Required to Take the Following

- E7044 - The Postsecondary Learner (3)
- E7046 - Designing Curriculum (3)
- E7518 - Development of Instructional Expertise (3)
- E7520 - Online, Hybrid, and Emerging Technologies (3)

Interdisciplinary Studies Concentration Requirements—12 Credit Hours

Doctoral Qualifying Examination

Students are required to successfully complete a Doctoral Qualifying Examination (DQE) that focuses on the learner outcomes that are associated with the required core courses of their programs. Students must take the DQE the session after successfully completing all required core courses and must pass it within three sessions of successfully completing all required core courses.

Doctoral Research Requirements (12 Credit Hours)

Upon successful completion of the prerequisite coursework and the doctoral qualifying exam (DQE), students enroll in doctoral research courses. To progress through each doctoral research course, students must successfully complete specified course objectives. If all objectives of the course are successfully met, students will earn a PR grade, permitting them to enroll in the next doctoral research course as outlined in the course sequence of their program of study. If objectives of a doctoral research course are substantively but not fully met (67% completed) by the end of the course (as determined by the- research mentors) students will earn a grade of Incomplete Progressing (IP) for the course and must complete an IP contract outlining a plan for completion of the remaining course objectives. Students must successfully complete all remaining course objectives by the due date specified in the IP contract before enrollment is permitted in the next doctoral research course. If little to no progress has been

made in a doctoral research course (less than 67% of the course objectives were successfully completed) or the IP contract is not successfully fulfilled within the specified timeframe, students will earn a grade of No Credit (NC). Students who earn a grade of NC in a doctoral research course are required to retake the course. A student may only receive any combination of two NC, W, or WF grades in doctoral research courses. Upon receiving the third NC, W, or WF grade in a doctoral research course, the student will be dismissed from the program. Published course objectives for each doctoral research course apply unless the student and research mentors agree to and confirm in writing alternative specified objectives more appropriate for a particular doctoral research topic. Students must fulfill the prerequisites of each doctoral research course before enrollment is permitted.

Doctoral Research Requirements - Students Are Required to Take the Following

- DR8801-A - Doctoral Research I - A (1.5)
- DR8801-B - Doctoral Research I - B (1.5)
- DR8802-A - Doctoral Research II - A (1.5)
- DR8802-B - Doctoral Research II - B (1.5)
- DR8803-A - Doctoral Research III - A (1.5)
- DR8803-B - Doctoral Research III - B (1.5)
- DR8804-A - Doctoral Research IV - A (1.5)
- DR8804-B - Doctoral Research IV - B (1.5)

Doctoral Research Requirements - 12 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Higher and Postsecondary Education degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	<u>ge.argosy.edu/programoffering/3351</u>
Argosy University, Dallas	<u>ge.argosy.edu/programoffering/3599</u>
Argosy University, Denver	<u>ge.argosy.edu/programoffering/3124</u>
Argosy University, Hawai'i	<u>ge.argosy.edu/programoffering/3559</u>
Argosy University, Inland Empire	<u>ge.argosy.edu/programoffering/3353</u>
Argosy University, Los Angeles	<u>ge.argosy.edu/programoffering/3355</u>
Argosy University, Nashville	<u>ge.argosy.edu/programoffering/3669</u>
Argosy University, Northern Virginia	<u>ge.argosy.edu/programoffering/3747</u>
Argosy University, Orange County	<u>ge.argosy.edu/programoffering/3357</u>
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/3511</u>
Argosy University, Salt Lake City	<u>ge.argosy.edu/programoffering/3358</u>
Argosy University, San Francisco Bay Area	<u>ge.argosy.edu/programoffering/3362</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/3626</u>
Argosy University, Tampa	<u>ge.argosy.edu/programoffering/3658</u>
Argosy University, Twin Cities	<u>ge.argosy.edu/programoffering/3365</u>
Argosy University Online Programs	<u>ge.argosy.edu/programoffering/5408</u>

Doctor of Education in Teaching and Learning Degree Program

Offering Campuses

Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Salt Lake City; Argosy University, San Francisco Bay Area; Argosy University, Twin Cities

Program Overview

The Doctor of Education (EdD) in Teaching and Learning is designed to prepare educators as change agents and leaders in the P-12 setting who engage actively in their communities, using appropriate pedagogy and technology to foster the development of global citizens. This program does not lead to certification or credential endorsement.

Eligibility for Licensure

The Doctor of Education in Teaching and Learning degree program is not intended to lead to certification or licensure.

Program Learning Outcomes

Program Learning Outcome One: Commitment to Student Learning

1.a Evaluate developmentally appropriate practices regarding individual academic and socio-cultural differences for optimal student learning.

Program Learning Outcome Two: Knowledge of Pedagogy

2.a Apply relevant research method(s) to plan, implement and evaluate curricular and instructional practices that support improved teaching and learning.

2. b Use and disseminate data to guide school improvement efforts, implementation, assessment, and resource allocation.

Program Learning Outcome Three: Promoting Teaching and Learning

3.a Evaluate and implement appropriate strategies to ensure positive and engaging learning environments.

Program Learning Outcome Four: Self-Assessment

4.a Practice and promote personal and professional development plans using self-assessment processes.

Program Learning Outcome Five: Collaboration with Community

5.a Work collaboratively with various constituencies to develop local and global perspectives to further educational success and productive citizenship.

Program Learning Outcome Six: Research and Scholarly Application

6.a Investigate and contribute evidence based research to address current P-12 education issues.

Admission Requirements

- A master's degree in education or an aligned field from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- An initial teaching certificate and/or current experience working in the P-12 setting with students
- A criminal background check or fingerprint check
–OR–
- Submission of evidence (typically a copy of a teaching certificate/license) of current criminal background or fingerprint check

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

Graduation Requirements

Students are eligible for graduation from the EdD in Teaching and Learning degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor
- Satisfactory completion of 60 credit hours beyond the master's degree that includes
 - o 21 credit hours of core courses

- o 12 credit hours of research courses
- o 3 credit hours of elective courses
- o 12 credit hours of concentration courses
- o 12 credit hours of doctoral research courses
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- Satisfactory performance on the Doctoral Qualifying Examination
- Successful completion and defense of the Doctoral Research Project
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the EdD in Teaching and Learning degree program are required to complete 60 credit hours distributed as follows: core course requirements, 21 credit hours; research requirements, 12 credit hours; elective requirements, 3 credit hours; concentration requirements, 12 credit hours; doctoral research requirements, 12 credit hours.

Core Course Requirements

Students in the EdD in Teaching and Learning degree program complete seven core courses (21 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- E7134 - Comprehensive Planning and Implementation (3)
- E7331 - Curriculum Theory and Design (3)
- E7410 - Critical Analysis of Trends and Policy: Power and Privilege (3)
- E7412 - Advanced Educational Psychology (3)
- E7803 - Instructional Design (3)
- E7834 - Writing for Research and Professional Publications (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements—21 Credit Hours

Research Requirements

Students in the EdD in Teaching and Learning degree program are required to take four research courses (12 credit hours).

Research Requirements—Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Research Requirements—12 Credit Hours

Elective Requirements

Students in the EdD in Teaching and Learning degree program choose one elective course (3 credit hours).

Elective Requirements—Students Choose One of the Following

- E7414 - Teaching and Learning Theories (3)
- E7416 - Organizational Communication Systems (3)

Elective Requirements—3 Credit Hours

Concentration Requirements

Students in the EdD in Teaching and Learning degree program complete a four concentration courses (12 credit hours).

Concentration Requirements – Students are required to take the following:

- E7418 - Response to Intervention (3)
- E7422 - Data Informed Decision-Making I (Elementary and Secondary—Classroom Level) (3)
- E7462 - Assessment for the Classroom Teacher (3)
- E7464 - Understanding and Communicating Assessment Data (3)

Customized Concentration Requirements - 12 Credit Hours

Doctoral Qualifying Examination

Students are required to successfully complete a Doctoral Qualifying Examination (DQE) that focuses on the learner outcomes that are associated with the required core courses of their programs. Students must take the DQE the session after successfully completing all required core courses and must pass it within three sessions of successfully completing all required core courses.

Doctoral Research Requirements (12 Credit Hours)

Upon successful completion of the prerequisite coursework and the Doctoral Qualifying Exam (DQE), students enroll in doctoral research courses. To progress through each doctoral research course, students must successfully complete specified course objectives. If all objectives of the course are successfully met, students will earn a PR grade, permitting them to enroll in the next doctoral research course as outlined in the course sequence of their program of study. If objectives of a doctoral research course are substantively but not fully met (67% completed) by the end of the course (as determined by the- research mentors) students will earn a grade of Incomplete Progressing (IP) for the course and must complete an IP contract outlining a plan for completion of the remaining course objectives. Students must successfully complete all remaining course objectives by the due date specified in the IP contract before enrollment is permitted in the next doctoral research course. If little to no progress has been made in a doctoral research course (less than 67% of the course objectives were successfully completed) or the IP contract is not successfully fulfilled within the specified timeframe, students will earn a grade of No Credit (NC). Students who earn a grade of NC in a doctoral research course are required to retake the course. A student may only receive any combination of two NC, W, or WF grades in doctoral research courses. Upon receiving the third NC, W, or WF grade in a doctoral research course, the student will be dismissed from the program. Published course objectives for each doctoral research course apply unless the student and research mentors agree to and confirm in writing alternative specified objectives more appropriate for a particular doctoral research topic. Students must fulfill the prerequisites of each doctoral research course before enrollment is permitted.

Doctoral Research Requirements - Students Are Required to Take the Following

- DR8801-A - Doctoral Research I - A (1.5)
- DR8801-B - Doctoral Research I - B (1.5)
- DR8802-A - Doctoral Research II - A (1.5)
- DR8802-B - Doctoral Research II - B (1.5)
- DR8803-A - Doctoral Research III - A (1.5)
- DR8803-B - Doctoral Research III - B (1.5)
- DR8804-A - Doctoral Research IV - A (1.5)
- DR8804-B - Doctoral Research IV - B (1.5)

Doctoral Research Requirements - 12 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Teaching and Learning degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Dallas	<u>ge.argosy.edu/programoffering/3600</u>
Argosy University, Denver	<u>ge.argosy.edu/programoffering/3118</u>
Argosy University, Hawai'i	<u>ge.argosy.edu/programoffering/3553</u>
Argosy University, Inland Empire	<u>ge.argosy.edu/programoffering/3387</u>
Argosy University, Los Angeles	<u>ge.argosy.edu/programoffering/3391</u>
Argosy University, Nashville	<u>ge.argosy.edu/programoffering/3661</u>
Argosy University, Northern Virginia	<u>ge.argosy.edu/programoffering/3769</u>
Argosy University, Salt Lake City	<u>ge.argosy.edu/programoffering/3475</u>
Argosy University, San Francisco Bay Area	<u>ge.argosy.edu/programoffering/3403</u>
Argosy University, Twin Cities	<u>ge.argosy.edu/programoffering/3382</u>

State-Certification Education Programs

Master of Arts in Education in Educational Administration Degree Program

Offering Campuses

Argosy University, Dallas; Argosy University, Denver; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Tampa

Overview

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Administration degree programs is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a bachelor's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Program Outcomes

Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the building level, the education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: At the building level, the education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: At the building level, the education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the building level, the education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: At the building level, the education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the building level, the education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

- A. Advocate for children, families, and caregivers

- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Admission Requirements

Refer to the campus-specific program requirements.

Graduation Requirements

Refer to the campus-specific program requirements.

Campus-Specific Program Requirements

For more detailed information, refer to the program information published in the campus-specific program descriptions.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts in Education (MAEd) in Educational Administration degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Dallas	ge.argosy.edu/programoffering/2494
Argosy University, Denver	ge.argosy.edu/programoffering/3833
Argosy University, Inland Empire	ge.argosy.edu/programoffering/3414
Argosy University, Los Angeles	ge.argosy.edu/programoffering/3423
Argosy University, Phoenix	ge.argosy.edu/programoffering/2557
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/2943
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/3417
Argosy University, Sarasota	ge.argosy.edu/programoffering/3494
Argosy University, Tampa	ge.argosy.edu/programoffering/3495

Master of Arts in Education in Educational Administration Degree Program—Argosy University Sarasota; Argosy University, Tampa

Program Overview

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Administration degree program is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a bachelor's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The MAEd in Educational Administration degree program leads to Florida Level 1 Principal Certification upon completion of all state and program requirements, including passage of the Florida Educational Leadership Exam (FELE). This program is approved by the Florida Department of Education and only meets the certification requirements for the State of Florida. Students, who wish to work in a State other than Florida, are responsible for investigating the other states' criteria regarding reciprocity of the Florida Level 1 Principal Certification.

Admission Requirements

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of 3 credit hours of ESL/ESOL coursework*
- A minimum of 3 years of full-time experience under a valid teaching certificate in a state-approved school
- Evidence of a criminal background or fingerprint check
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (Two from a source familiar with student's academic abilities and one from a current school administrator)

- Official transcripts from all postsecondary schools attended

Additional Requirements*

If a student does not have an ESOL endorsement and coursework in the teaching of reading and math, the student must take and pass the following additional prerequisite courses in areas of deficiency within 4 terms of matriculation into the program:

- E6007 Foundations of Reading (3)
- E6320 Introduction to ESOL (3)

Graduation Requirements

A student is eligible for graduation from the MAEd in Educational Administration degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (36 credit hours) that includes
 - o 33 credit hours of coursework
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Florida Educational Leadership Exam (FELE)
- Completion of all requirements within five years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Florida Principal Certification Requirements

Graduation from the MAEd in Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Mastery of the Florida Competencies and Skills as demonstrated by the passage of the Florida Educational Leadership Exam (FELE)

Program Requirements

The MAEd in Educational Administration degree program requires the satisfactory completion of 36 credit hours distributed as follows: core course requirements, 33 credit hours; practicum requirements, 3 credit hours.

Core Course Requirements

Students in the MAEd in Educational Administration degree program complete eleven courses (33 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- E6034 - Introduction to Educational Leadership (3)
- E6035 - Supervision and Evaluation of Instruction (3)
- E6036 - School Law (3)
- E6037 - Improving School Decisions Through Data Driven Change (3)
- E6038 - Education in a Diverse Society (3)
- E6039 - Administration of Human Resources (3)
- E6100 - Research in Education (3)
- E6233 - Educational Finance (3)
- E6610 - Learning Theories and Teaching Strategies (3)
- E6804 - Managing and Evaluating Instructional Technology and Distance Education (3)
- E6901 - Foundations of Education (3)

Core Course Requirements—33 Credit Hours

Practicum Requirements

Students in the MAEd in Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E6580 - School Administrative Practicum/Internship I (1.5)
- E6581 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Master of Arts in Education in Educational Administration Degree Program—Argosy University, Dallas

Program Overview

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Administration is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a bachelor's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The MAEd in Educational Administration degree program leads to Texas Principal Certificate upon completion of all state and program requirements, including passage of the Texas Examination of Education Standards (TExES) Principal Examination. This program is approved by the Texas Education Agency State Board for Educator Certification and only meets the certification requirements for the State of Texas. Students who wish to work in a State other than Texas are responsible for investigating the other states' criteria regarding reciprocity of the Texas Education Agency Principal Certificate.

Additional Program Outcomes

In addition to meeting the ISLLC standards, students in the MAEd in Educational Administration degree program offered at Argosy University, Dallas must meet the Texas Principal standards stipulated by the State Board for Educator Certification.

- a. Principal Certificate Standards. The knowledge and skills identified in this section must be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).
- b. Learner-Centered Values and Ethics of Leadership. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:
 1. model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;
 2. implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);
 3. model and promote the continuous and appropriate development of all learners in the campus community;

4. promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and
 5. articulate the importance of education in a free democratic society
- c. **Learner-Centered Leadership and Campus Culture.** A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:
1. create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;
 2. ensure that parents and other members of the community are an integral part of the campus culture;
 3. use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;
 4. respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;
 5. use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;
 6. facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;
 7. facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;
 8. align financial, human, and material resources to support the implementation of the campus vision;
 9. establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;
 10. support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and
 11. acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.
- d. **Learner-Centered Human Resources Leadership and Management.** A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements for personnel management. At the campus level, a principal understands, values, and is able to:
1. collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;
 2. facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;
 3. ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;

4. implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;
 5. use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;
 6. diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and
 7. engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.
- e. **Learner-Centered Communications and Community Relations.** A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:
1. demonstrate effective communication through oral, written, auditory, and nonverbal expression;
 2. use effective conflict management and group consensus building skills;
 3. implement effective strategies to systematically gather input from all campus stakeholders;
 4. develop and implement strategies for effective internal and external communications;
 5. develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;
 6. provide varied and meaningful opportunities for parents to be engaged in the education of their children;
 7. establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and
 8. respond to pertinent political, social, and economic issues that exist in the internal and external environment.
- f. **Learner-Centered Organizational Leadership and Management.** A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:
1. implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;
 2. gather and organize information from a variety of sources for use in creative and effective campus decision making;
 3. frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;
 4. develop, implement, and evaluate change processes for organizational effectiveness;
 5. implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;
 6. apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

7. acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;
 8. collaboratively plan and effectively manage the campus budget;
 9. use technology to enhance school management; and
 10. use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.
- g. **Learner-Centered Curriculum Planning and Development.** A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:
1. use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;
 2. facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;
 3. facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;
 4. facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and
 5. facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.
- h. **Learner-Centered Instructional Leadership and Management.** A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:
1. facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;
 2. facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;
 3. implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);
 4. use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;
 5. facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;

6. facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;
7. facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and
8. acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Two years of creditable full-time K–12 teaching experience in a Texas- approved school. If teaching experience is from another state, applicant must submit formal verification that the school is state-approved
- Current Texas teaching certificate
- Residency in Texas
- Criminal background check, including fingerprinting, where required
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all post-secondary schools attended

Graduation Requirements

A student is eligible for graduation from the MAEd in Educational Administration degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (30 credit hours) that includes
 - o 27 credit hours of core courses
 - o 3 credit hours of practicum
- Passage of the Dispositional Assessment
- Passage of the Texas Examinations of Educator Standards (TExES) Principal Examination
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- Completion of all requirements within five years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Texas Principal Certification Requirements

Graduation from the MAEd in Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Mastery of the Texas Competencies and Skills as demonstrated by the passage of the Texas Examination of Educator Standards (TExES) Principal Examination.

Program Requirements

The MAEd in Educational Administration degree program requires the satisfactory completion of 30 credit hours distributed as follows: core course requirements, 27 credit hours; practicum requirements, 3 credit hours.

Core Course Requirements

Students in the MAEd in Educational Administration degree program complete nine courses (27 credit hours) to fulfill the Core Course requirements.

Core Course Requirements--Students Are Required to Take the Following

- E6034 - Introduction to Educational Leadership (3)
- E6035 - Supervision and Evaluation of Instruction (3)
- E6036 - School Law (3)
- E6037 - Improving School Decisions Through Data Driven Change (3)
- E6038 - Education in a Diverse Society (3)
- E6039 - Administration of Human Resources (3)

- E6100 - Research in Education (3)
- E6233 - Educational Finance (3)
- E6579 - Texas Principalship (3)

Core Course Requirements--27 Credit Hours

Practicum Requirements

Students are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Practicum Requirements--Students Are Required to Take the Following

- E6580 - School Administrative Practicum/Internship I (1.5)
- E6581 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements--3 Credit Hours

Master of Arts in Education in Educational Administration Degree Program—Argosy University, Denver

Program Overview

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Administration degree program is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a bachelor's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The MAEd in Educational Administration degree program leads to the Colorado Initial Principal Certificate upon completion of all state and program requirements, including passage of the Program Licensing Assessment for Colorado Educators (PLACE) exam. This program is approved by the Colorado Department of Education and only meets the certification requirements for the State of Colorado. Students, who wish to work in a state other than Colorado, are responsible for investigating the other states' criteria regarding reciprocity of the Colorado Initial Principal Certificate.

Admission Requirements

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of 3 years of full-time successful teaching experience, if teaching experience is from another state, applicant must submit formal verification that school was state approved
- Evidence of valid educational certificate
- Evidence of a criminal background or fingerprint check
- Evidence of Dispositional Assessment
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé

- Three letters of recommendation (Two from a source familiar with student's academic abilities and one from a current school administrator)
- Official transcripts from all postsecondary schools attended

Graduation Requirements

A student is eligible for graduation from the MAEd in Educational Administration degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (30 credit hours) that includes
 - o 24 credit hours of core courses
 - o 3 credit hours of elective courses
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Program for Licensing Assessment for Colorado Educators (PLACE) requirement for administrators
- Completion of all requirements within five years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Colorado Principal Certification Requirements

Graduation from the MAEd in Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Minimum of three years of full-time successful teaching experience or experience in P-12 schools as a certified salaried employee
- Passage of the Program for Licensing Assessment for Colorado Educators (PLACE) for administrators

Note

Upon completion of all state and program requirements, only the MAED in Educational Administration, the EdS in Initial Educational Administration, and the EdD in Initial Educational Administration programs offered through the College of Education at Argosy University, Denver meet all Colorado Principal Licensure requirements.

All other programs offered through the College of Education at Argosy University, Denver **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States.

The programs offered through Argosy University, Online Programs **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.

The first MAEd in Educational Administration, EdS in Initial Educational Administration, and EdD in Initial Educational Administration program cohorts began in January 2015. There is no licensure or employment information to disclose for graduates of the EdS in Initial Educational Administration or EdD in Initial Educational Administration programs. Over the past year, there were 9 graduates of Argosy University, Denver's Master of Education in Educational Administration degree program. Of the admitted students, there is an average of 15.3% of students who graduated from the program in the five year time period while 89% of graduates actively seeking jobs are employed within 6 months of graduating. Approximately 22.2% of graduates acquired licensure, 22.2% are still working on completing the experiential prerequisites, and 55.6% did not respond to our request for information.

Program Requirements

The MAEd in Educational Administration degree program requires the satisfactory completion of 30 credit hours distributed as follows: core course requirements, 24 credit hours; elective requirements, 3 credit hours; practicum requirements, 3 credit hours.

Core Course Requirements

Students enrolled in the MAEd in Educational Administration degree program complete eight courses (24 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- E6034 - Introduction to Educational Leadership (3)
- E6035 - Supervision and Evaluation of Instruction (3)
- E6036 - School Law (3)
- E6037 - Improving School Decisions Through Data Driven Change (3)
- E6038 - Education in a Diverse Society (3)
- E6039 - Administration of Human Resources (3)
- E6100 - Research in Education (3)
- E6233 - Educational Finance (3)

Core Course Requirements—24 Credit Hours

Elective Requirements

Students enrolled in the MAEd in Educational Administration degree program choose one elective course (3 credit hours) with the approval of their advisor.

Elective Requirements—Students Are Required to Take the Following

- Elective (3)

Elective Requirements—3 Credit Hours

Practicum Requirements

Students enrolled in the MAEd in Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E6580 - School Administrative Practicum/Internship I (1.5)
- E6581 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Master of Arts in Education in Educational Administration Degree Program—Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, San Francisco Bay Area

Program Overview

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Administration degree program is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a bachelor's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The MAEd in Educational Administration degree program leads to the California Commission on Teaching Tier I Preliminary Administrative Services Credential upon completion of all state and program requirements, including passage of the California Basic Skills Requirement. This program is approved by the California Commission on Teaching and only meets the certification requirements for the State of California. Students, who want to work in any other state, are responsible for investigating the other states' criteria about the reciprocity of the California Commission on Teaching Tier I Preliminary Administrative Services Credential.

Admission Requirements

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of 3 years of full-time successful teaching experience or experience in P-12 schools as a salaried certified employee (If teaching experience is from another state, applicant must submit formal verification that school was state approved)
- Evidence of valid educational certificate
- Evidence of a criminal background or fingerprint check
- The principal at the school where the aspirant is employed must sign a Memorandum of Understanding that the potential candidate will be permitted to perform most of the 240-hour practicum at that site.
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (Two from a source familiar with student's academic abilities and one from a current school administrator)
- Official transcripts from all postsecondary schools attended

Graduation Requirements

A student is eligible for graduation from the MAEd in Educational Administration degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (30 credit hours) that includes
 - o 27 credit hours of coursework
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the California Basic Skills Requirement (CBEST)
- Completion of all requirements within five years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

California Principal Certification Requirements

Graduation from the MAEd in Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Minimum of three years of full-time successful teaching experience or experience in P-12 schools as a certified salaried employee
- Passage of the California Basic Skills Requirement (CBEST)

Program Requirements

The MAEd in Educational Administration degree program requires the satisfactory completion of 30 credit hours distributed as follows: core course requirements, 27 credit hours; practicum requirements, 3 credit hours.

Core Course Requirements

Students in the MAEd in Educational Administration degree program complete nine courses (27 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- E6034 - Introduction to Educational Leadership (3)
- E6035 - Supervision and Evaluation of Instruction (3)
- E6036 - School Law (3)
- E6037 - Improving School Decisions Through Data Driven Change (3)
- E6038 - Education in a Diverse Society (3)
- E6039 - Administration of Human Resources (3)
- E6100 - Research in Education (3)
- E6233 - Educational Finance (3)
- E6522 - The School, Family, and Community (3)

Core Course Requirements—27 Credit Hours

Practicum Requirements

Students are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E6580 - School Administrative Practicum/Internship I (1.5)
- E6581 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Master of Arts in Education in Educational Administration Degree Program—Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Administration degree program is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a bachelor's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The MAEd in Educational Administration degree program leads to the State of Arizona Department of Education Principal Certificate upon completion of all state and program requirements, including passage of the principal portion of the Arizona Educator Proficiency Assessment (AEPA). This program is approved by the State of Arizona Department of Education and only meets the certification requirements for the State of Arizona. Students, who wish to work in a state other than Arizona, are responsible for investigating the other states' regarding the reciprocity of the Arizona Department of Education Principal Certificate.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Photocopy of valid Identity Verified Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety
- Verification of state approved Structured English Immersion (SEI) training[†]
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all post-secondary schools attended

Note: † Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the MAEd in Educational Administration degree program will need to meet this requirement in order to complete the program.

Graduation Requirements

A student is eligible for graduation from the MAEd in Educational Administration degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (30 credit hours), including
 - o 24 credit hours of core course requirements
 - o 3 credit hours of practicum
 - o 3 credit hours of elective courses†
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the principal portion of the Arizona Educator Proficiency Assessment (AEPA)
- Completion of all requirements within five years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Arizona Principal Certification Requirements

Graduation from this program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including E6580 School Administrative Practicum/Internship I and E6581 School Administrative Practicum/Internship II
- Verification of Arizona approved Structured English Immersion (SEI) training†
- Passage of United States Constitution and Arizona state constitution examinations
- Passage of the principal portion of the Arizona Educator Proficiency Assessment (AEPA)

Note: † Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the MAEd in Educational Administration degree program will need to meet this requirement in order to complete the program.

Program Requirements

The MAEd in Educational Administration degree program requires the satisfactory completion of 30 credit hours distributed as follows: core course requirements, 24 credit hours; practicum requirements, 3 credit hours; elective requirements, 3 credit hours.

Core Course Requirements

Students in the MAEd in Educational Administration degree program complete 8 courses (24 credit hours) to fulfill the Core Course requirements.

Core Course Requirements--Students Are Required to Take the Following

- E6034 - Introduction to Educational Leadership (3)
- E6035 - Supervision and Evaluation of Instruction (3)
- E6036 - School Law (3)
- E6037 - Improving School Decisions Through Data Driven Change (3)
- E6038 - Education in a Diverse Society (3)
- E6039 - Administration of Human Resources (3)
- E6100 - Research in Education (3)
- E6233 - Educational Finance (3)

Core Course Requirements--24 Credit Hours

Elective Requirements†

Students in the MAEd in Educational Administration degree program choose one elective course (3 credit hours) with the approval of their advisor.

Elective Requirements--Students Are Required to Take the Following

- Elective (3)

Elective Requirements--3 Credit Hours

Note: † *Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the MAEd in Educational Administration degree program will need to meet this requirement in order to complete the program.*

Practicum Requirements

Students are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements--Students Are Required to Take the Following

- E6580 - School Administrative Practicum/Internship I (1.5)
- E6581 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements--3 Credit Hours

Master of Arts in Education in Educational Administration Degree Program—Argosy University, Salt Lake City

Program Overview

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Administration degree program is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a bachelor's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The MAEd in Educational Administration degree program leads to the Utah State Office of Education School Administrator Licensure upon completion of all state and program requirements, including passage of the principal portion of the PRAXIS (0411). This program is approved by the State of Utah Office of Education and only meets the certification requirements for the State of Utah. Students, who wish to work in a state other than Utah, are responsible for investigating the other states' regarding the reciprocity of the State of Utah State Office of Education School Administrator Licensure.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Utah Professional Educator Level 2 license
- Three years of successful education experience within a five-year period in a Utah public or accredited private school
- At least 21 years of age as required by Utah State Board of Education requirements.
- Evidence of cleared background/fingerprint check
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé

- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all post-secondary schools attended

Graduation Requirements

A student is eligible for graduation from the MAEd in Educational Administration degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (36 credit hours) that includes
 - o 27 credit hours of core courses
 - o 3 credit hours of elective courses
 - o 6 credit hours of practicum
- Satisfactory rating on the Dispositional Assessments during practicum
- Passage of the Principal Assessment in the Praxis (0411) prior to program completion
- Completion of all requirements within 5 years of matriculation in program
- A completed Petition to Graduate submitted to campus administration

Utah Initial Principal Licensure Requirements

Graduation from the MAEd in Educational Administration degree program does not guarantee licensure. To qualify for licensure, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Passage of Praxis (0411)
- Appropriate application and supporting documents presented to the Utah State Board of Education.

Program Requirements

The MAEd in Educational Administration degree program requires the satisfactory completion of 36 semester credit hours distributed as follows: core course requirements, 27 credit hours; practicum requirements, 6 credit hours; elective requirements, 3 credit hours.

Core Course Requirements

Students in the MAEd in Educational Administration degree program complete nine courses (27 credit hours) to fulfill core course requirements.

Core Course Requirements--Students Are Required to Take the Following

- E6034 - Introduction to Educational Leadership (3)
- E6035 - Supervision and Evaluation of Instruction (3)
- E6036 - School Law (3)
- E6037 - Improving School Decisions Through Data Driven Change (3)
- E6038 - Education in a Diverse Society (3)
- E6039 - Administration of Human Resources (3)
- E6100 - Research in Education (3)
- E6233 - Educational Finance (3)
- E6314 - Administration of Special Education Programs (3)

Core Course Requirements--27 Credit Hours

Elective Requirements

Students in the MAEd in Educational Administration degree program choose one elective course (3 credit hours) with the approval of their advisor.

Elective Requirements--Students Are Required to Take the Following

- Elective (3)

Elective Requirements--3 Credit Hours

Practicum Requirements

Students in the MAEd in Educational Administration degree program are required to complete 6 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements--Students Are Required to Take the Following

- E6580 - School Administrative Practicum/Internship I (3)
- E6581 - School Administrative Practicum/Internship II (3)

Practicum Requirements--6 Credit Hours

Education Specialist in Advanced Educational Administration Degree Program

Offering Campuses

Argosy University, Phoenix

Overview

The purpose of Argosy University's Education Specialist (EdS) in Advanced Educational Administration degree program is to prepare individuals to serve as school administrators in advanced positions. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution and currently hold principal or initial administrative licensure.

Program Learning Outcomes

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the district level, an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: At the district level, an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction

- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: At the district level, an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the district level, an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: At the district level, an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the district level, an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Education Specialist in Advanced Educational Administration Degree Program—Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Education Specialist (EdS) in Advanced Educational Administration degree program is to prepare individuals to serve as school administrators in advanced positions. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution and currently hold principal or initial administrative licensure.

Note: The Advanced EA Ed.S in Educational Administration degree program leads to the State of Arizona Department of Education Superintendent Certificate upon completion of all state and program requirements, including passage of the superintendent portion of the Arizona Educator Proficiency Assessment (AEPA). This program is approved by the State of Arizona Department of Education and only meets the certification requirements for the State of Arizona. Students, who wish to work in a state other than Arizona, are responsible for investigating the other states' regarding the reciprocity of the Arizona Department of Education Superintendent Certificate.

There are limits to the number of online courses students may take and remain eligible for certification by the State of Arizona. When considering taking courses online, students must seek guidance from the department chair or academic advisor to avoid jeopardizing their eligibility to obtain an Arizona Department Superintendent Certificate.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12 or related education services experience in grades Prekindergarten-12. If teaching or related education services experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Photocopy of valid Identity Verified Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety
- Verification of state approved Structured English Immersion (SEI) training. †
- Interview with Program Admissions Committee and recommendation for admittance.
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all postsecondary schools attended

Note: † Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdS in Advanced Educational Administration degree program will need to meet this requirement in order to complete the program.

Graduation Requirements

To qualify for graduation, the following conditions must be met:

- Successful completion of 30 credit hours that includes:
 - o 24 credit hours of core courses
 - o 3 credit hours of elective courses
 - o 3 credit hours of practicum/internship
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Comprehensive Examination
- Passage of the Supervisor or Superintendent portion of the Arizona Educator Proficiency Assessment (AEPA)
- Completion of all requirements within seven years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Arizona Superintendent Certification Requirements

Graduation from the EdS in Advanced Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Verification of Arizona approved Structured English Immersion (SEI) training†
- Passage of United States Constitution and Arizona state constitution examinations
- Passage of the Supervisor or Superintendent portion of the Arizona Educator Proficiency Assessment (AEPA)

Note: † Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdS in Advanced Educational Administration degree program will need to meet this requirement in order to complete the program.

Program Requirements

The EdS in Advanced Educational Administration degree program requires the satisfactory completion of 30 credit hours distributed as follows: Core Course requirements, 24 credit hours; Elective Requirements, 3 credit hours; Practicum requirements, 3 credit hours.

Core Course Requirements

Students in the EdS in Advanced Educational Administration degree program complete six courses (24 credit hours) to fulfill the Core Course requirements.

Core Course Requirements--Students Are Required to Take the Following

- W7000 - Advanced Academic Study and Writing (3)
- E7000 - Education Public Policy Analysis (3)
- E7001 - Comprehensive Planning (3)
- E7002 - Change Theory: The District (3)
- E7004 - Improving School Leadership Through Data Driven Inquiry (3)
- E7005 - Advanced Education Law (3)
- E7006 - Human and Fiscal Resources Management in Public Schools (3)
- E7007 - Ethics and Interpersonal Effectiveness for Educational Leaders (3)

Core Course Requirements--24 Credit Hours

Elective Requirements†

Students select one elective course with advisor approval.

Elective Requirements--Students Are Required to Take the Following

- Elective (3)

Elective Requirements--3 Credit Hours

Note: † Students who have not successfully completed the Structured English Immersion certification requirement prior to enrolling in the EdS in Advanced Educational Administration degree program will need to meet this requirement in order to complete the program.

Practicum Requirements

Students in the EdS in Advanced Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Practicum Requirements--Students Are Required to Take the Following

- E8380 - School District Practicum/Internship I (1.5)
- E8381 - School District Practicum/Internship II (1.5)

Practicum Requirements--3 Credit Hours

Gainful Employment Information

The following link provides program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Education Specialist (EdS) in Advanced Educational Administration degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Phoenix	ge.argosy.edu/programoffering/2575

Education Specialist in Initial Educational Administration Degree Program

Offering Campus

Argosy University, Denver; Argosy University, Los Angeles; Argosy University, Phoenix; Argosy University Salt Lake City; Argosy University Sarasota

Overview

The purpose of Argosy University's Education Specialist (EdS) in Initial Educational Administration degree programs is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a master's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Program Learning Outcomes

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the building level, the education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: At the building level, the education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction

- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: At the building level, the education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the building level, the education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: At the building level, the education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the building level, the education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Admission Requirements

See campus-specific program requirements.

Graduation Requirements

See campus-specific program requirements.

Campus-Specific Program Requirements

For more detailed information, refer to the program information published in the campus-specific program descriptions.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdS) in Initial Educational Administration degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Denver	ge.argosy.edu/programoffering/3835
Argosy University, Los Angeles	ge.argosy.edu/programoffering/3422
Argosy University, Phoenix	ge.argosy.edu/programoffering/2558
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/2944
Argosy University, Sarasota	ge.argosy.edu/programoffering/3851

Education Specialist in Initial Educational Administration Degree Program—Argosy University, Denver

Program Overview

The purpose of Argosy University's Education Specialist (EdS) in Initial Educational Administration degree programs is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a master's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The EdS in Initial Educational Administration degree program leads to the Colorado Initial Principal Certificate upon completion of all state and program requirements, including passage of the Program Licensing Assessment for Colorado Educators (PLACE) exam. This program is approved by the Colorado Department of Education and only meets the certification requirements for the State of Colorado. Students, who wish to work in a state other than Colorado, are responsible for investigating the other states' criteria regarding reciprocity of the Colorado Initial Principal Certificate.

Upon completion of all state and program requirements, only the MAEd in Educational Administration, the EdS in Initial Educational Administration, and the EdD in Initial Educational Administration programs offered through Argosy University, Denver College of Education meet all Colorado Principal Licensure requirements.

All other programs offered through Argosy University, Denver College of Education **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States.

The programs offered through Argosy University, Online Programs **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.

The first MAEd in Educational Administration, EdS in Initial Educational Administration, and EdD in Initial Educational Administration program cohorts began in January 2015. There is no licensure or employment information to disclose for graduates of the EdS in Initial Educational Administration or EdD in Initial Educational Administration programs. Over the past year, there were 9 graduates of Argosy University, Denver's Master of Education in Educational Administration degree program. Of the admitted students, there is an average of 15.3% of student who graduated from the program in the five year time period while 89% of graduates actively seeking jobs are employed within 6 months of graduating. Approximately 22.2% of graduates acquired licensure, 22.2% are still working on completing the experiential prerequisites, and 55.6% did not respond to our request for information.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of 3 years of verified full time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Evidence of valid educational certificate
- Evidence of a criminal background or fingerprint check
- Evidence of Dispositional Assessment
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all post-secondary schools attended

Graduation Requirements

A student is eligible for graduation from the EdS in Initial Educational Administration degree program when the following requirements are met:

- Successful completion of all requirements in the program of study (30 credit hours), including
 - o 24 credit hours of core course requirements
 - o 3 credit hours of practicum
 - o 3 credit hours of elective courses
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Comprehensive Examination
- Passage of the Program for Licensing Assessment for Colorado Educators (PLACE) requirement for administrators
- Completion of all requirements within five years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Colorado Principal Certification Requirements

Graduation from the EdS in Initial Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Passage of the Program for Licensing Assessment for Colorado Educators (PLACE) for administrators

Program Requirements

The EdS in Initial Educational Administration degree program requires the satisfactory completion of 30 credit hours distributed as follows: Core Course requirements, 24 credit hours; practicum requirements, 3 credit hours; elective requirements, 3 credit hours.

Core Course Requirements

Students in the EdS in Initial Educational Administration degree program complete eight courses (24 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- W7000 - Advanced Academic Study and Writing (3)
- E7009 - Educational Leadership in Administration (3)
- E7010 - Change Theory: The School (3)
- E7011 - Advanced Supervision (3)
- E7012 - Data Driven Change for School Improvement (3)
- E7013 - Survey of School Law (3)
- E7014 - Educational Finance and Business Management (3)
- E7015 - Human Resources in Education (3)

Core Course Requirements—24 Credit Hours

Elective Requirements

Students in the EdS in Initial Educational Administration degree program choose one elective courses (3 credit hours) with the approval of their advisor.

Elective Requirements—Students Are Required to Take the Following

- Elective (3)

Elective Requirements—3 Credit Hours

Practicum Requirements

Students in the EdS in Initial Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8383 - School Administrative Practicum/Internship I (1.5)
- E8384 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Education Specialist in Initial Educational Administration Degree Program—Argosy University, Los Angeles

Program Overview

The purpose of Argosy University's Education Specialist (EdS) in Initial Educational Administration degree programs is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a master's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The EdS in Initial Educational Administration degree program leads to the California Commission on Teaching Tier I Preliminary Administrative Services Credential upon completion of all state and program requirements, including passage of the California Basic Skills Requirement. This program is approved by the California Commission on Teaching and only meets the certification requirements for the State of California. Students, who want to work in any other state, are responsible for investigating the other states' criteria about the reciprocity of the California Commission on Teaching Tier I Preliminary Administrative Services Credential.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Evidence of valid educational certificate
- Evidence of a criminal background or fingerprint check
- The principal at the school where the aspirant is employed must sign a Memorandum of Understanding that the potential candidate will be permitted to perform most of the 240-hour practicum at that site.
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all post-secondary schools attended

Graduation Requirements

A student is eligible for graduation from the EdS in Initial Educational Administration degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (30 credit hours), including
 - o 24 credit hours of core course requirements
 - o 3 credit hours of practicum
 - o 3 credit hours of elective courses
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Comprehensive Examination
- Passage of the California Basic Skills Requirement (CBEST)
- Completion of all requirements within seven years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

California Principal Certification Requirements

Graduation from the EdS in Initial Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Minimum of three years of full-time successful teaching experience or experience in P-12 schools as a certified salaried employee
- Passage of the California Basic Skills Requirement (CBEST)

Program Requirements

The EdS in Initial Educational Administration degree program requires the satisfactory completion of 30 credit hours distributed as follows: Core Course requirements, 24 credit hours; practicum requirements, 3 credit hours; elective requirements, 3 credit hours.

Core Course Requirements

Students in the EdS in Initial Educational Administration degree program complete eight courses (24 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- W7000 - Advanced Academic Study and Writing (3)
- E7009 - Educational Leadership in Administration (3)
- E7010 - Change Theory: The School (3)
- E7011 - Advanced Supervision (3)
- E7012 - Data Driven Change for School Improvement (3)
- E7013 - Survey of School Law (3)
- E7014 - Educational Finance and Business Management (3)
- E7015 - Human Resources in Education (3)

Core Course Requirements—24 Credit Hours

Elective Requirements†

Students in the EdS in Initial Educational Administration degree program choose one elective courses (3 credit hours) with the approval of their advisor.

Elective Requirements—Students Are Required to Take the Following

- Elective (3)

Elective Requirements—3 Credit Hours

Note: † Students in California must complete E7120 Child, Family, and Community Relations and Collaboration to meet California requirements.

Practicum Requirements

Students in the EdS in Initial Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8383 - School Administrative Practicum/Internship I (1.5)
- E8384 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Education Specialist in Initial Educational Administration Degree Program—Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Education Specialist (EdS) in Initial Educational Administration degree program is designed to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a master's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The EdS in Initial Educational Administration degree program leads to the State of Arizona Department of Education Principal Certificate upon completion of all state and program requirements, including passage of the principal portion of the Arizona Educator Proficiency Assessment (AEPA). This program is approved by the State of Arizona Department of Education and only meets the certification requirements for the State of Arizona. Students, who wish to work in a state other than Arizona, are responsible for investigating the other states' regarding the reciprocity of the Arizona Department of Education Principal Certificate.

There are limits to the number of online courses students may take and remain eligible for certification by the State of Arizona. When considering taking courses online students must seek guidance from the department chair or their academic advisor to avoid jeopardizing their eligibility to obtain an Arizona Department of Education Superintendent Certificate.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Photocopy of valid Identity Verified Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety
- Verification of state approved Structured English Immersion (SEI) training†

- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all post-secondary schools attended

Note: † Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdS in Initial Educational Administration degree program will need to meet this requirement in order to complete the program.

Graduation Requirements

A student is eligible for graduation from the EdS in Initial Educational Administration degree program when the following requirements are met:

- Successful completion of all requirements in the program of study (30 credit hours), including
 - o 24 credit hours of core course requirements
 - o 3 credit hours of practicum
 - o 3 credit hours of elective courses†
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Comprehensive Examination
- Passage of the principal portion of the Arizona Educator Proficiency Assessment (AEPA)
- Completion of all requirements within five years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Arizona Principal Certification Requirements

Graduation from this program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Verification of Arizona approved Structured English Immersion (SEI) training†
- Passage of United States Constitution and Arizona state constitution examinations
- Passage of the principal portion of the Arizona Educator Proficiency Assessment (AEPA)

Note: † Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdS in Initial Educational Administration degree program will need to meet this requirement in order to complete the program.

Program Requirements

The EdS in Initial Educational Administration degree program requires the satisfactory completion of 30 credit hours distributed as follows: Core Course requirements, 24 credit hours; practicum requirements, 3 credit hours; elective requirements, 3 credit hours.

Core Course Requirements

Students in the EdS in Initial Educational Administration degree program complete eight courses (24 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- E7009 - Educational Leadership in Administration (3)
- E7010 - Change Theory: The School (3)
- E7011 - Advanced Supervision (3)
- E7012 - Data Driven Change for School Improvement (3)
- E7013 - Survey of School Law (3)
- E7014 - Educational Finance and Business Management (3)
- E7015 - Human Resources in Education (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements—24 Credit Hours

Elective Requirements†

Students in the EdS in Initial Educational Administration degree program choose one elective courses (3 credit hours) with the approval of their advisor.

Elective Requirements—Students Are Required to Take the Following

- Elective (3)

Elective Requirements—3 Credit Hours

Note: † Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdS in Initial Educational Administration degree program will need to meet this requirement in order to complete the program.

Practicum Requirements

Students in the EdS in Initial Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8383 - School Administrative Practicum/Internship I (1.5)
- E8384 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Education Specialist in Initial Educational Administration Degree Program—Argosy University, Salt Lake City

Program Overview

The purpose of Argosy University's Education Specialist (EdS) in Initial Educational Administration degree programs is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a master's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The EdS in Initial Educational Administration degree program leads to the Utah State Office of Education School Administrator Licensure upon completion of all state and program requirements, including passage of the principal portion of the PRAXIS (0411). This program is approved by the State of Utah Office of Education and only meets the certification requirements for the State of Utah. Students, who wish to work in a state other than Utah, are responsible for investigating the other states' regarding the reciprocity of the State of Utah State Office of Education School Administrator Licensure.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Utah Professional Educator Level 2 license
- Three years of successful education experience within a five-year period in a Utah public or accredited private school
- At least 21 years of age as required by Utah State Board of Education requirements.
- Evidence of cleared background/fingerprint check
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé

- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all post-secondary schools attended

Graduation Requirements

A student is eligible for graduation from the EdS in Initial Educational Administration degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study, including:
 - o 27 credit hours of core course requirements
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Principal Assessment in the Praxis (0411)
- Passage of the Comprehensive Examination
- Completion of all requirements within seven years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Utah Principal Certification Requirements

Graduation from the EdS in Initial Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Passage of the Principal Assessment in the Praxis (0411)
- Appropriate application and supporting documents presented to the Utah State Board of Education.

Program Requirements

The EdS in Initial Educational Administration degree program requires the satisfactory completion of 30 credit hours distributed as follows: Core Course requirements, 27 credit hours; practicum requirements, 3 credit hours.

Core Course Requirements

Students in the EdS in Initial Educational Administration degree program complete nine courses (27 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- E7009 - Educational Leadership in Administration (3)
- E7010 - Change Theory: The School (3)
- E7011 - Advanced Supervision (3)
- E7012 - Data Driven Change for School Improvement (3)
- E7013 - Survey of School Law (3)
- E7014 - Educational Finance and Business Management (3)
- E7015 - Human Resources in Education (3)
- E7615 – Special Education Administration (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements—27 Credit Hours**Practicum Requirements**

Students in the EdS in Initial Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8383 - School Administrative Practicum/Internship I (1.5)
- E8384 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Education Specialist in Initial Educational Administration Degree Program—Argosy University, Sarasota

Program Overview

The purpose of Argosy University's Education Specialist (EdS) in Initial Educational Administration degree programs is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a master's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The EdS in Initial Educational Administration degree program leads to Florida Level 1 Principal Certification upon completion of all state and program requirements, including passage of the Florida Educational Leadership Exam (FELE). This program is approved by the Florida Department of Education and only meets the certification requirements for the State of Florida. Students, who wish to work in a State other than Florida, are responsible for investigating the other states' criteria regarding reciprocity of the Florida Level 1 Principal Certification.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of 3 credit hours of ESL/ESOL coursework
- A minimum of 3 years of full-time experience under a valid teaching certificate in a state approved school
- Evidence of a criminal background or fingerprint check
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé

- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all post-secondary schools attended

Additional Requirements

If a student does not have an ESOL endorsement and coursework in the teaching of reading and math, the student must take and pass the following additional prerequisite courses in areas of deficiency within 4 terms of matriculation into the program:

- E6007 Foundations of Reading (3)
- E6320 Introduction to ESOL (3)

Graduation Requirements

A student is eligible for graduation from the EdS in Initial Educational Administration degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (36 credit hours), including
 - o 33 credit hours of core course requirements
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Florida Educational Leadership Exam (FELE)
- Passage of the Comprehensive Examination
- Completion of all requirements within seven years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Florida Principal Certification Requirements

Graduation from the EdS in Initial Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Passage of the Florida Educational Leadership Exam (FELE)

Program Requirements

The EdS in Initial Educational Administration degree program requires the satisfactory completion of 36 credit hours distributed as follows: Core Course requirements, 33 credit hours; practicum requirements, 3 credit hours.

Core Course Requirements

Students in the EdS in Initial Educational Administration degree program complete eleven courses (33 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- E7009 - Educational Leadership in Administration (3)
- E7010 - Change Theory: The School (3)
- E7011 - Advanced Supervision (3)
- E7012 - Data Driven Change for School Improvement (3)
- E7013 - Survey of School Law (3)
- E7014 - Educational Finance and Business Management (3)
- E7015 - Human Resources in Education (3)
- E7334 Staff and Professional Development (3)
- E7410 Critical Analysis of Trends and Policy: Power and Privilege (3)
- E7416 Organizational Communication Systems (3)
- W7000 - Advanced Academic Study and Writing (3)

Core Course Requirements—33 Credit Hours

Elective Requirements

Students in the EdS in Initial Educational Administration degree program choose one elective course (3 credit hours) with the approval of their advisor.

Practicum Requirements

Students in the EdS in Initial Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8383 - School Administrative Practicum/Internship I (1.5)
- E8384 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Doctor of Education in Initial Educational Administration Degree Program

Offering Campuses

Argosy University, Denver; Argosy University, Los Angeles; Argosy University, Phoenix; Argosy University, San Francisco Bay Area; Argosy University Salt Lake City; Argosy University, Sarasota; Argosy University, Tampa

Overview

The purpose of Argosy University's Doctor of Education (EdD) in Initial Educational Administration degree program is to prepare individuals to serve as school principals and/or building-level administrators. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution or an appropriately certified foreign institution, and seeking administrative licensure at the initial or K-12 level. Completion of the EdD in Initial Educational Administration degree program results in a terminal degree which includes a specific writing, research, and dissertation sequence.

Program Learning Outcomes

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the building level, an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: At the building level, an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: At the building level, an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the building level, an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: At the building level, an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the building level, an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Research Outcome

Students as scholar-practitioners develop skills in inquiry, critical thinking, scholarly writing, and decision-making by:

1. Analyzing and evaluating professional literature to make evidence-based decisions related to current practices in the field.
2. Analyzing, designing, conducting, and defending research in their disciplinary context using appropriate research designs.
3. Producing and defending a rigorous and credible dissertation

Admission Requirements

See campus-specific program requirements.

Graduation Requirements

See campus-specific program requirements.

Dissertation Requirements

Upon successful completion of required coursework and Comprehensive Examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit extension course (tuition based on a credit hour equivalent as defined in Appendix III, Tuition and Fee Schedule). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 credit hours for dissertation. A student may only receive any combination of two NC, W, or WF grades during the dissertation sequence. Upon receiving the third NC, W, or WF within the dissertation sequence, the student will be dismissed from the program. Published course objectives for each dissertation course apply unless the student and

dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Campus-Specific Program Requirements

For more detailed information, refer to the program information published in the campus-specific program descriptions.

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Initial Educational Administration degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Denver	ge.argosy.edu/programoffering/3834
Argosy University, Los Angeles	ge.argosy.edu/programoffering/3421
Argosy University, Phoenix	ge.argosy.edu/programoffering/2559
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/2947
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/3416
Argosy University, Sarasota	ge.argosy.edu/programoffering/3808
Argosy University, Tampa	ge.argosy.edu/programoffering/3809

Doctor of Education in Initial Educational Administration Degree Program—Argosy University, Denver

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Initial Educational Administration degree program is to prepare individuals to serve as school principals and/or building-level administrators. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution or an appropriately certified foreign institution, and seeking administrative licensure at the initial or K-12 level. Completion of the EdD in Initial Educational Administration degree program results in a terminal degree which includes a specific writing, research, and dissertation sequence.

Note: The EdD in Initial Educational Administration degree program leads to the Colorado Initial Principal Certificate upon completion of all state and program requirements, including passage of the Program Licensing Assessment for Colorado Educators (PLACE) exam. This program is approved by the Colorado Department of Education and only meets the certification requirements for the State of Colorado. Students, who wish to work in a state other than Colorado, are responsible for investigating the other states' criteria regarding reciprocity of the Colorado Initial Principal Certificate.

Upon completion of all state and program requirements, only the MAEd in Educational Administration, the EdS in Initial Educational Administration, and the EdD in Initial Educational Administration programs offered through the College of Education at Argosy University, Denver meet all Colorado Principal Licensure requirements.

All other programs offered through Argosy University, Denver College of Education **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States.

The programs offered through Argosy University, Online Programs **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.

The first MAEd in Educational Administration, EdS in Initial Educational Administration, and EdD in Initial Educational Administration program cohorts began in January 2015. There is no licensure or employment information to disclose for graduates of the EdS in Initial Educational Administration or EdD in Initial Educational Administration programs. Over the past year, there were 9 graduates of Argosy University, Denver's Master of Education in Educational Administration degree program. Of the admitted students, there is an average of 15.3% of student who graduated from the program in the five year time period while 89% of graduates actively seeking jobs are employed within 6 months of graduating.

Approximately 22.2% of graduates acquired licensure, 22.2% are still working on completing the experiential prerequisites, and 55.6% did not respond to our request for information.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of 3 years of full-time successful teaching experience; If teaching experience is from another state, applicant must submit formal verification that the school was state approved
- Evidence of valid educational certificate
- Evidence of a criminal background or fingerprint check
- Evidence of completed Dispositional Assessment
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all postsecondary schools attended

Graduation Requirements

A student is eligible for graduation from the EdD in Initial Educational Administration degree program when the following requirements are met:

- Successful completion of 60 credit hours that includes
 - o 45 credit hours of coursework
 - o 12 credit hours of dissertation
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Program for Licensing Assessment for Colorado Educators (PLACE) requirement for administrators
- Passage of the Comprehensive Examination

- Successful defense of dissertation
- Completion of all requirements within seven years of matriculation in program
- Completed Petition to Graduate Form/Institutional Recommendation Checklist (for Certification) submitted to campus administration

Colorado Principal Certification Requirements

Graduation from the EdD in Initial Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Passage of the Program for Licensing Assessment for Colorado Educators (PLACE) requirement for administrators

Program Requirements

The EdD in Initial Educational Administration degree program requires the satisfactory completion of 60 credit hours distributed as follows: Core Course requirements, 21 credit hours; Academic Writing and Research requirements, 18 credit hours; Elective requirements, 6 credit hours; Practicum requirements, 3 credit hours; Dissertation requirements, 12 credit hours.

Core Course Requirements

Students enrolled in the EdD in Initial Educational Administration degree program complete seven courses (21 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- E7009 - Educational Leadership in Administration (3)
- E7010 - Change Theory: The School (3)
- E7011 - Advanced Supervision (3)
- E7012 - Data Driven Change for School Improvement (3)
- E7013 - Survey of School Law (3)
- E7014 - Educational Finance and Business Management (3)
- E7015 - Human Resources in Education (3)

Core Course Requirements—21 Credit Hours

Academic Writing and Research Requirements

Students enrolled in the EdD in Initial Educational Administration degree program complete six courses (18 credit hours) to fulfill the Academic Writing and Research requirements.

Academic Writing and Research Requirements—Students Are Required to Take the Following

- E7834 - Writing for Research and Professional Publications (3)
- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- W7000 - Advanced Academic Study and Writing (3)

Students Choose One of the Following

- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Academic Writing and Research Requirements—18 Credit Hours

Elective Requirements

Students enrolled in the EdD in Initial Educational Administration degree program choose two elective courses (6 credit hours) with the approval of their advisor.

Elective Requirements—Students Are Required to Take the Following

- Elective (3)
- Elective (3)

Elective Requirements—6 Credit Hours

Practicum Requirements

Students enrolled in the EdD in Initial Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8383 - School Administrative Practicum/Internship I (1.5)
- E8384 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Dissertation Requirements

Students enrolled in the EdD in Initial Educational Administration degree program complete 12 credit hours of dissertation courses as outlined below.

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks*
Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D (3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements—12 Credit Hours

Note: * Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Doctor of Education in Initial Educational Administration Degree Program—Argosy University, Los Angeles; Argosy University, San Francisco Bay Area

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Initial Educational Administration degree program is to prepare individuals to serve as school principals and/or building-level administrators. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution or an appropriately certified foreign institution, and seeking administrative licensure at the initial or K-12 level. Completion of the EdD in Initial Educational Administration degree program results in a terminal degree which includes a specific writing, research, and dissertation sequence.

Note: The EdD in Initial Educational Administration degree program leads to the California Commission on Teaching Tier I Preliminary Administrative Services Credential upon completion of all state and program requirements, including passage of the California Basic Skills Requirement. This program is approved by the California Commission on Teaching and only meets the certification requirements for the State of California. Students, who want to work in any other state, are responsible for investigating the other states' criteria about the reciprocity of the California Commission on Teaching Tier I Preliminary Administrative Services Credential.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Evidence of valid educational certificate
- Evidence of a criminal background or fingerprint check
- The principal at the school where the aspirant is employed must sign a Memorandum of Understanding that the potential candidate will be permitted to perform most of the 240-hour practicum at that site.
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all postsecondary schools attended

Graduation Requirements

A student is eligible for graduation from the EdD in Initial Educational Administration degree program when the following requirements are met:

- Successful completion of 60 credit hours that includes
 - o 45 credit hours of coursework
 - o 12 credit hours of dissertation
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Comprehensive Examination
- Successful defense of dissertation
- Completion of all requirements within seven years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

California Principal Certification Requirements

Graduation from the EdD in Initial Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Minimum of three years of full-time successful teaching experience or experience in P-12 schools as a certified salaried employee
- Passage of the California Basic Skills Requirement (CBEST)

Program Requirements

The EdD in Initial Educational Administration degree program requires the satisfactory completion of 60 credit hours distributed as follows: Core Course requirements, 21 credit hours; Academic Writing and Research requirements, 18 credit hours; Elective requirements, 6 credit hours; Practicum requirements, 3 credit hours; Dissertation requirements, 12 credit hours.

Core Course Requirements

Students in the EdD in Initial Educational Administration degree program complete seven courses (21 credit hours) to fulfill the Core Course requirements.

Core Course Requirements--Students Are Required to Take the Following

- E7009 - Educational Leadership in Administration (3)
- E7010 - Change Theory: The School (3)
- E7011 - Advanced Supervision (3)
- E7012 - Data Driven Change for School Improvement (3)
- E7013 - Survey of School Law (3)
- E7014 - Educational Finance and Business Management (3)
- E7015 - Human Resources in Education (3)

Core Course Requirements--21 Credit Hours

Academic Writing and Research Requirements

Students in the EdD in Initial Educational Administration degree program complete six courses (18 credit hours) to fulfill the Academic Writing and Research requirements.

Academic Writing and Research Requirements--Students Are Required to Take the Following

- E7834 - Writing for Research and Professional Publications (3)
- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- W7000 - Advanced Academic Study and Writing (3)

Students Choose One of the Following

- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Academic Writing and Research Requirements--18 Credit Hours

Elective Requirements†

Students in the EdD in Initial Educational Administration degree program choose two elective courses (6 credit hours) with the approval of their advisor.

Elective Requirements--Students Are Required to Take the Following

- Elective (3)
- Elective (3)

Elective Requirements--6 Credit Hours

Note: † Students in California must complete E7120 Child, Family, and Community Relations and Collaboration to meet California requirements.

Practicum Requirements

Students enrolled in the EdD in Initial Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8383 - School Administrative Practicum/Internship I (1.5)
- E8384 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Dissertation Requirements

Students in the EdD in Initial Educational Administration degree program complete 12 credit hours of dissertation courses as outlined below.

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks* Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D (3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements--12 Credit Hours

Note: *Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Doctor of Education in Initial Educational Administration Degree Program—Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Initial Educational Administration degree program is to prepare individuals to serve as school principals and/or building-level administrators. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution or an appropriately certified foreign institution, and seeking administrative licensure at the initial or K-12 level. Completion of the EdD in Initial Educational Administration degree program results in a terminal degree which includes a specific writing, research, and dissertation sequence.

Note: The EdD in Initial Educational Administration degree program leads to the State of Arizona Department of Education Principal Certificate upon completion of all state and program requirements, including passage of the principal portion of the Arizona Educator Proficiency Assessment (AEPA). This program is approved by the State of Arizona Department of Education and only meets the certification requirements for the State of Arizona. Students, who wish to work in a state other than Arizona, are responsible for investigating the other states' regarding the reciprocity of the Arizona Department of Education Principal Certificate.

Note: There are limits to the number of online courses students may take and remain eligible for certification by the State of Arizona. When considering taking courses online students must seek guidance from the department chair or their academic advisor to avoid jeopardizing their eligibility to obtain an Arizona Department of Education Principal Certificate

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Verification of state approved Structured English Immersion (SEI) training†

- Photocopy of valid Identity Verified Print (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all postsecondary schools attended

Note: † Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdD in Initial Educational Administration degree program will need to meet this requirement in order to complete the program.

Graduation Requirements

A student is eligible for graduation from the EdD in Initial Educational Administration degree program when the following requirements are met:

- Successful completion of 60 credit hours that includes
 - o 45 credit hours of coursework
 - o 12 credit hours of dissertation
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Comprehensive Examination
- Passage of the principal portion of the Arizona Educator Proficiency Assessment (AEPA)
- Successful defense of dissertation
- Completion of all requirements within seven years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Arizona Principal Certification Requirements

Graduation from the EdD in Initial Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Verification of Arizona approved Structured English Immersion (SEI) training†
- Passage of United States Constitution and Arizona state constitution examinations

- Passage of the principal portion of the Arizona Educator Proficiency Assessment (AEPA)

† Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdD in Initial Educational Administration degree program will need to meet this requirement in order to complete the program.

Program Requirements

The EdD in Initial Educational Administration degree program requires the satisfactory completion of 60 credit hours distributed as follows: Core Course requirements, 21 credit hours; Academic Writing and Research requirements, 18 credit hours; Elective requirements, 6 credit hours; Practicum requirements, 3 credit hours; Dissertation requirements, 12 credit hours.

Core Course Requirements

Students in the EdD in Initial Educational Administration degree program complete seven courses (21 credit hours) to fulfill the Core Course requirements.

Core Course Requirements--Students Are Required to Take the Following

- E7009 - Educational Leadership in Administration (3)
- E7010 - Change Theory: The School (3)
- E7011 - Advanced Supervision (3)
- E7012 - Data Driven Change for School Improvement (3)
- E7013 - Survey of School Law (3)
- E7014 - Educational Finance and Business Management (3)
- E7015 - Human Resources in Education (3)

Core Course Requirements--21 Credit Hours

Academic Writing and Research Requirements

Students in the EdD in Initial Educational Administration degree program complete six courses (18 credit hours) to fulfill the Academic Writing and Research requirements.

Academic Writing and Research Requirements--Students Are Required to Take the Following

- E7834 - Writing for Research and Professional Publications (3)
- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- W7000 – Advanced Academic Study and Writing (3)

Students Choose One of the Following

- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Academic Writing and Research Requirements--18 Credit Hours

Elective Requirements†

Students in the EdD in Initial Educational Administration degree program choose two elective courses (6 credit hours) with the approval of their advisor.

Elective Requirements--Students Are Required to Take the Following

- Elective (3)
- Elective (3)

Elective Requirements--6 Credit Hours

Note: † Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdD in Initial Educational Administration degree program will need to meet this requirement in order to complete the program.

Practicum Requirements

Students enrolled in the EdD in Initial Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8383 - School Administrative Practicum/Internship I (1.5)
- E8384 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Dissertation Requirements

Students in the EdD in Initial Educational Administration degree program complete 12 credit hours of dissertation courses as outlined below.

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks*
Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D (3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements--12 Credit Hours

Note: *Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Doctor of Education in Initial Educational Administration Degree Program—Argosy University, Salt Lake City

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Initial Educational Administration degree program is to prepare individuals to serve as school principals and/or building-level administrators. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution or an appropriately certified foreign institution, and seeking administrative licensure at the initial or K-12 level. Completion of the EdD in Initial Educational Administration degree program results in a terminal degree which includes a specific writing, research, and dissertation sequence.

Note: The EdD in Initial Educational Administration degree program leads to the Utah State Office of Education School Administrator Licensure upon completion of all state and program requirements, including passage of the principal portion of the PRAXIS (0411). This program is approved by the State of Utah Office of Education and only meets the certification requirements for the State of Utah. Students, who wish to work in a state other than Utah, are responsible for investigating the other states' regarding the reciprocity of the State of Utah State Office of Education School Administrator Licensure.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy ."
- Utah Professional Educator Level 2 license
- Three years of successful education experience within a five-year period in a Utah public or accredited private school
- At least 21 years of age as required by Utah State Board of Education requirements.
- Evidence of cleared background/fingerprint check
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all postsecondary schools attended

Graduation Requirements

A student is eligible for graduation from the EdD in Initial Educational Administration degree program when the following requirements are met:

- Successful completion of 60 credit hours that includes
 - o 45 credit hours of coursework
 - o 12 credit hours of dissertation
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Principal Assessment in the Praxis (0411)
- Passage of the Comprehensive Examination
- Successful defense of dissertation
- Completion of all requirements within seven years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Utah Initial Principal Licensure

Graduation from the EdD in Initial Educational Administration degree program does not guarantee licensure. To qualify for licensure, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Passage of the Principal Assessment in the Praxis (0411)
- Appropriate application and supporting documents presented to the Utah State Board of Education.

Program Requirements

The EdD in Initial Educational Administration degree program requires the satisfactory completion of 60 credit hours distributed as follows: Core Course requirements, 21 credit hours; Academic Writing and Research requirements, 18 credit hours; Elective requirements, 6 credit hours; Practicum requirements, 3 credit hours; Dissertation requirements, 12 credit hours.

Core Course Requirements

Students in the EdD in Initial Educational Administration degree program complete seven courses (21 credit hours) to fulfill the Core Course requirements.

Core Course Requirements--Students Are Required to Take the Following

- E7009 - Educational Leadership in Administration (3)
- E7010 - Change Theory: The School (3)
- E7011 - Advanced Supervision (3)
- E7012 - Data Driven Change for School Improvement (3)
- E7013 - Survey of School Law (3)
- E7014 - Educational Finance and Business Management (3)
- E7015 - Human Resources in Education (3)

Core Course Requirements--21 Credit Hours

Academic Writing and Research Requirements

Students in the EdD in Initial Educational Administration degree program complete six courses (18 credit hours) to fulfill the Academic Writing and Research requirements.

Academic Writing and Research Requirements--Students Are Required to Take the Following

- E7834 - Writing for Research and Professional Publications (3)
- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- W7000 - Advanced Academic Study and Writing (3)

Students Choose One of the Following

- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Academic Writing and Research Requirements--18 Credit Hours

Elective Requirements †

Students in the EdD in Initial Educational Administration degree program choose two elective courses (6 credit hours) with the approval of their advisor.

Elective Requirements--Students Are Required to Take the Following

- Elective (3)
- Elective (3)

Elective Requirements--6 Credit Hours

Note: † Students in Utah must complete E7615 Special Education Administration to meet Utah requirements.

Practicum Requirements

Students enrolled in the EdD in Initial Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements--Students Are Required to Take the Following

- E8383 - School Administrative Practicum/Internship I (1.5)
- E8384 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Dissertation Requirements

Students in the EdD in Initial Educational Administration degree program complete 12 credit hours of dissertation courses as outlined below.

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks* Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D (3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements--12 Credit Hours

Note: * Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Doctor of Education in Initial Educational Administration Degree Program—Argosy University, Sarasota; Argosy University, Tampa

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Initial Educational Administration degree program is to prepare individuals to serve as school principals and/or building-level administrators. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution or an appropriately certified foreign institution, and seeking administrative licensure at the initial or K-12 level. Completion of the EdD in Initial Educational Administration degree program results in a terminal degree which includes a specific writing, research, and dissertation sequence.

Note: The EdD in Initial Educational Administration degree program leads to Florida Level 1 Principal Certification upon completion of all state and program requirements, including passage of the Florida Educational Leadership Exam (FELE). This program is approved by the Florida Department of Education and only meets the certification requirements for the State of Florida. Students, who wish to work in a State other than Florida, are responsible for investigating the other states' criteria regarding reciprocity of the Florida Level 1 Principal Certification.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of 3 credit hours of ESL/ESOL coursework*
- A minimum of 3 years of full-time experience under a valid teaching certificate in a state approved school
- Evidence of a criminal background or fingerprint check
- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)
- Official transcripts from all postsecondary schools attended

Additional Requirements*

If a student does not have an ESOL endorsement and coursework in the teaching of reading and math, the student must take and pass the following additional prerequisite courses in areas of deficiency within 4 terms of matriculation into the program:

- E6007 Foundations of Reading (3)
- E6320 Introduction to ESOL (3)

Graduation Requirements

- Successful completion of 60 credit hours that includes:
 - o 45 credit hours of coursework
 - o 12 credit hours of dissertation
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0) and a grade of "B-" or better in all required courses
- Passage of the Dispositional Assessment
- Passage of the Florida Educational Leadership Exam (FELE)
- Successful defense of dissertation
- Completion of all requirements within seven years of matriculation in the program
- Completed Petition to Graduate Form submitted to campus administration

Florida Principal Certification Requirements

Graduation from the EdD in Initial Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Passage of the Florida Educational Leadership Exam (FELE)

Program Requirements

The EdD in Initial Educational Administration degree program requires the satisfactory completion of 60 credit hours distributed as follows: Core Course requirements, 27 credit hours; Academic Writing and Research requirements, 18 credit hours; Practicum requirements, 3 credit hours; Dissertation requirements, 12 credit hours.

Core Course Requirements

Students enrolled in the EdD in Initial Educational Administration degree program complete nine courses (27 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- E7009 - Educational Leadership in Administration (3)
- E7010 - Change Theory: The School (3)
- E7011 - Advanced Supervision (3)
- E7012 - Data Driven Change for School Improvement (3)
- E7013 - Survey of School Law (3)
- E7014 - Educational Finance and Business Management (3)
- E7015 - Human Resources in Education (3)
- E7410 - Critical Analysis of Trends and Policy: Power and Privilege (3)
- E7416 - Organizational Communication Systems (3)

Core Course Requirements—27 Credit Hours

Academic Writing and Research Requirements

Students enrolled in the EdD in Initial Educational Administration degree program complete six courses (18 credit hours) to fulfill the Academic Writing and Research requirements.

Academic Writing and Research Requirements—Students Are Required to Take the Following

- E7834 - Writing for Research and Professional Publications (3)
- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- W7000 - Advanced Academic Study and Writing (3)

Students Choose One of the Following

- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Academic Writing and Research Requirements—18 Credit Hours

Practicum Requirements

Students enrolled in the EdD in Initial Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8383 - School Administrative Practicum/Internship I (1.5)
- E8384 - School Administrative Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Dissertation Requirements

Students enrolled in the EdD in Initial Educational Administration degree program complete 12 credit hours of dissertation courses as outlined below.

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks*

Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D (3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements—12 Credit Hours

Note: * Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Doctor of Education in Advanced Educational Administration Degree Program (certification)

Offering Campuses

Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Advanced Educational Administration certification degree program is to prepare currently certified or licensed school administrators for advanced positions or increase professional expertise. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution and currently hold principal or initial administrative licensure. The EdD in Advanced Educational Administration certification degree program does not lead to certification or licensure for building and district administrative positions.

Program Learning Outcomes

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the district level, an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: At the district level, an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program

- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3: At the district level, an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the district level, an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: At the district level, an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the district level, an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Research Outcome

Students as scholar-practitioners develop skills in inquiry, critical thinking, scholarly writing, and decision-making by:

1. Analyzing and evaluating professional literature to make evidence-based decisions related to current practices in the field.
2. Analyzing, designing, conducting, and defending research in their disciplinary context using appropriate research designs.
3. Producing and defending a rigorous and credible dissertation.

Note: The EdD in Advanced Educational Administration degree program leads to the State of Arizona Department of Education Superintendent Certificate upon completion of all state and program requirements, including passage of the superintendent portion of the Arizona Educator Proficiency Assessment (AEPA). This program is approved by the State of Arizona Department of Education and only meets the certification requirements for the State of Arizona. Students, who wish to work in a state other than Arizona, are responsible for investigating the other states' regarding the reciprocity of the Arizona Department of Education Superintendent Certificate.

Note: There are limits to the number of online courses students may take and remain eligible for certification by the State of Arizona. When considering taking courses online students must seek guidance from the department chair or their academic advisor to avoid jeopardizing their eligibility to obtain an Arizona Department of Education Superintendent Certificate

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Verification of state approved Structured English Immersion (SEI) training[†]
- Photocopy of valid Identity Verified Print (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety

- Interview with Program Admissions Committee and recommendation for admittance
- A writing sample submitted with the program application

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Current résumé
- Three letters of recommendation (two from a source familiar with student's academic abilities and one from a current school or district administrator)
- Official transcripts from all postsecondary schools attended

Note: † Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdD in Advanced Educational Administration degree program will need to meet this requirement in order to complete the program.

Graduation Requirements

A student is eligible for graduation from the EdD in Advanced Educational Administration degree program when the following requirements are met:

- Successful completion of 60 credit hours that includes
 - o 45 credit hours of coursework
 - o 12 credit hours of dissertation
 - o 3 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0) and a grade of "B-" or better in all required courses
- Successful defense of dissertation
- Passage of Comprehensive Examination
- Passage of the Superintendent portion of the Arizona Educator Proficiency Assessment (AEPA)
- Completion of all requirements within seven years
- Completed Petition to Graduate Form submitted to campus administration

Arizona Principal Certification Requirements

Graduation from the EdD in Advanced Educational Administration degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the Administrative Practicum and Dispositional Assessment
- Verification of Arizona approved Structured English Immersion (SEI) training†
- Passage of United States Constitution and Arizona state constitution examinations
- Passage of the Superintendent portion of the Arizona Educator Proficiency Assessment (AEPA)

† Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdD in Advanced Educational Administration degree program will need to meet this requirement in order to complete the program.

Program Requirements

The EdD in Advanced Educational Administration degree program requires the satisfactory completion of 60 credit hours distributed as follows: Core Course requirements, 21 credit hours; Academic Writing and Research requirements, 18 credit hours; Elective requirements, 6 credit hours; Practicum requirements, 3 credit hours; Dissertation requirements, 12 credit hours.

Core Course Requirements

Students in the EdD in Advanced Educational Administration degree program complete seven courses (21 credit hours) to fulfill the Core Course requirements.

Core Course Requirements—Students Are Required to Take the Following

- E7000 - Education Public Policy Analysis (3)
- E7001 - Comprehensive Planning (3)
- E7002 - Change Theory: The District (3)
- E7004 - Improving School Leadership Through Data Driven Inquiry (3)
- E7005 - Advanced Education Law (3)
- E7006 - Human and Fiscal Resources Management in Public Schools (3)
- E7007 - Ethics and Interpersonal Effectiveness for Educational Leaders (3)

Core Course Requirements—21 Credit Hours

Academic Writing and Research Requirements

Students in the EdD in Advanced Educational Administration degree program complete six courses (18 credit hours) to fulfill the Academic Writing and Research requirements.

Academic Writing and Research Requirements—Students Are Required to Take the Following

- E7834 - Writing for Research and Professional Publications (3)
- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- W7000 - Advanced Academic Study and Writing (3)

Students Choose One of the Following

- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)

- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Academic Writing and Research Requirements—18 Credit Hours

Elective Requirements

Students in the EdD in Advanced Educational Administration degree program choose two elective courses (6 credit hours) with the approval of their advisor.

Elective Requirements—Students Are Required to Take the Following

- Elective (3) †
- Elective (3)

Note: † Candidates who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdD in Advanced Educational Administration degree program will need to meet this requirement in order to complete the program.

Elective Requirements—6 Credit Hours

Practicum Requirements

Students in the EdD in Advanced Educational Administration degree program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to procedures.

Practicum Requirements—Students Are Required to Take the Following

- E8380 - School District Practicum/Internship I (1.5)
- E8381 - School District Practicum/Internship II (1.5)

Practicum Requirements—3 Credit Hours

Dissertation Requirements

Upon successful completion of required coursework and Comprehensive Examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit extension course (tuition based on a credit hour equivalent as defined in Appendix III, Tuition and Fee Schedule). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the

dissertation until passing the final defense earning 12 credit hours for dissertation. A student may only receive any combination of two NC, W, or WF grades during the dissertation sequence. Upon receiving the third NC, W, or WF within the dissertation sequence, the student will be dismissed from the program. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Dissertation Requirements

Students in the EdD in Advanced Educational Administration certification degree program complete 12 credit hours of dissertation courses as outlined below.

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks*

Track One

- D9001 - Dissertation A (3)
- D9002 - Dissertation B (3)
- D9003 - Dissertation C (3)
- D9004 - Dissertation D (3)

Track Two

- D9501 - Dissertation I (1.5)
- D9502 - Dissertation II (3)
- D9503 - Dissertation III (3)
- D9504 - Dissertation IV (3)
- D9505 - Dissertation V (1.5)

Dissertation Requirements—12 Credit Hours

Note: * Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Gainful Employment Information

The following link provides program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Advanced Educational Administration certification degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/2946</u>

Master of Arts in School Counseling Degree Program

Offering Campuses

Argosy University, Sarasota; Argosy University, Tampa

Program Overview

The Master of Arts (MA) in School Counseling degree program is designed to prepare individuals to serve as school counselors. The program is designed for candidates who have already completed a bachelor's degree program from a regionally accredited institution and seeking school counseling credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The MA in School Counseling degree program leads to the Florida Department of Education Florida Teacher Certificate for Guidance Counseling upon completion of all state and program requirements, including passage of the Florida Teacher Certification Examination (FTCE) for guidance counseling. This program is approved by the Florida Department of Education and only meets the certification requirements for the State of Florida. Students, who wish to work in a State other than Florida, are responsible for investigating the other states' criteria regarding reciprocity of the Florida School Counseling Certification.

Program Learning Outcomes

The MA in School Counseling degree program outcomes are the professional CACREP standards that guide preparation for this profession.

Program Learning Outcome One: Professional Orientation and Ethical Practice

- Students will interpret and apply all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
- Students examine the history, philosophy, and trends in school counseling, and develop skills as aligned to legal and ethical standards for practice in the schools.
- Students advocate a school counselor identity by interacting effectively with all stakeholders and professional organizations, working with special needs populations, and applying current American School Counselor Association (ASCA) models of practice.
- Students implement the operation of the school emergency management plan during crises, disasters, and other trauma-causing events.

Program Learning Outcome Two: Social and Cultural Diversity

- Students will apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
- Students will identify and apply an understanding of cultural diversity and an ability to advocate for the academic, career, and personal/social development of students.

Program Learning Outcome Three: Human Growth and Development

- Students will identify and apply core theories and research of the nature and needs of individuals at all developmental levels and multicultural contexts.

Program Learning Outcome Four: Career Development

- Students will apply core theory and research pertaining to career development and related life factors to the practice of professional counseling.
- The student design, implement, manage, and evaluate career awareness programming, transition programs, including school-to-work, postsecondary planning, and college admissions counseling.

Program Learning Outcome Five: Helping Relationships

- Students will apply core theory, and research, and demonstrate the skills needed to ethically and effectively deliver a range of professional counseling and consultation services in a multicultural society.
- The student will demonstrates self-awareness, sensitivity to others, and the counseling skills needed to relate to diverse individuals, groups, and school community.

Program Learning Outcome Six: Group Work

- Students will apply the theoretical and experiential understanding of group purpose, development, and dynamics to group work in the practice of professional counseling.
- The student will design, implement, manage, and evaluate group counseling and classroom guidance programs, and curriculum to promote the academic, career, and personal/social development of students.

Program Learning Outcome Seven: Assessment

- Students will identify and apply principles of testing and measurement and interpret the resulting data in their work as professional counselors.
- Students will use, interpret and apply various forms of assessment for academic, career and personal/social development of children and adolescents, while recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.

Program Learning Outcome Eight: Research and Program Evaluation

- Students will use, interpret, and apply various research methods, statistical analysis, needs assessment, and program evaluation in the practice of counseling.
- Students will use, interpret and apply data to develop programs, evaluate effectiveness, and demonstrate accountability to positively impact school counseling programs and increase academic success.

Program Learning Outcome Nine: Counseling, Prevention and Intervention

- Students will apply core theory and research to develop and provide comprehensive and developmentally appropriate counseling, prevention, and intervention services to children and adolescents in schools.

Program Learning Outcome Ten: Academic Development

- Students will apply core theory and research to develop and implement programs designed to support academic success of all children and adolescents in schools.

Program Learning Outcome Eleven: Collaboration and Consultation

- Students will apply core system theories, models, and processes of consultation and collaboration with all stakeholders to promote the academic, career, and personal/ social development of children and adolescents in schools.

Program Learning Outcome Twelve: Leadership

- Students will use, interpret and apply the qualities, principles, skills, and styles of effective leadership to positively impact the learning environment in schools.

Admission Requirements

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- Demonstrate mastery of General Knowledge by any one of the following:
 - o Achievement of a passing score on the Florida General Knowledge Test,
 - o Achievement of a passing score on the Florida College Level Academic Skills Test (CLAST) earned prior to July 1, 2002,
 - o A valid standard teaching certificate issued by a US state or territory,
 - o A valid certificate issued by the National Board for Professional Teaching Standards or the American Board for Certification of Teacher Excellence, or
 - o Completion of two (2) semesters of full-time college teaching experience
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from

an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

- A minimum of 3 credits of ESL/ESOL coursework*
- A minimum of 3 years of full-time experience under a valid teaching certificate in a state-approved school
- Evidence of a criminal background or fingerprint check
- Submission of a written goal statement
- Program interview with School Counseling Program Faculty and recommendation for admittance
- Submission of all required paperwork (e.g. transcripts, application forms, etc.)
- Departmental recommendation by the program chair for admittance based on a review of all admission materials

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Three letters of recommendation (Two from a source familiar with student's academic abilities and one from a current school administrator)
- Official transcripts from all postsecondary schools attended

Note: *If a student does not have an ESOL endorsement and coursework in the teaching of reading and math, the student must take and pass the following additional prerequisite courses in areas of deficiency within 4 terms of matriculation into the program:

- E6007 Foundations of Reading (3)
- E6320 Introduction to ESOL (3)

Graduation Requirements

A student is eligible for graduation from the MA in School Counseling degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (51 credit hours) that includes:
 - o 39 credit hours of core courses
 - o 3 credit hours of electives
 - o 3 credit hours of practicum
 - o 6 credit hours of internship
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses and not on academic probation or in process of SPDC or SCC referral
- Passage of all state required certification exams, including the Florida Teacher Certification Examination (FTCE) for guidance counseling*
- Completion of all requirements within five years of matriculation in program

- Completed Petition to Graduate Form submitted to campus administration

Note: *The MA in School Counseling degree will not be awarded until all state exams are passed.

Florida School Counselor Certification Requirements

Graduation from the MA in School Counseling degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the and Dispositional Assessment
- Passage of the Florida Teacher Certification Examination (FTCE) for guidance counseling

Note: The MA in School Counseling degree program leads to the Florida Department of Education Florida Teacher Certificate for Guidance Counseling. All other programs offered through the College of Education at Argosy University, Sarasota and Argosy University, Tampa DO NOT lead to teacher or administrator certification, licensure, or endorsement in any other State in the United States.

Program Requirements

Students enrolled in the MA in School Counseling degree program are required to successfully complete 51 credit hours distributed as follows: core course requirements, 39 credit hours; elective requirements, 3 credit hours; practicum requirements, 3 credit hours; and internship requirements, 6 credit hours.

Core Course Requirements

Students enrolled in the MA in School Counseling degree program are required to complete 13 core courses (39 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- E6450 - Principles of Education and Classroom Management (3)
- SC6035 - Human Growth and Development (3)
- SC6110 - Foundations of School Counseling (3)
- SC6112 - Legal and Ethical Issues for School Counselors (3)
- SC6114 - Counseling Theories and Practice (3)
- SC6116 - Counseling Skills and Techniques (3)
- SC6120 - School Counselors as Consultants (3)
- SC6122 - Assessment and Evaluation (3)
- SC6124 - Career and Lifestyle Development (3)
- SC6126 - Research and Evaluation in Counseling (3)
- SC6418 - Group Theories and Practice (3)
- SC6445 - Social and Cultural Competencies for Counselors (3)
- SC6447 - Counseling At-Risk Students (3)

Core Course Requirements—39 Credit Hours

Elective Requirements

Students enrolled in the MA in School Counseling degree program are required to take one elective course selected with advisor approval (3 credit hours).

Elective Requirements—Students Are Required to Take the Following

- Elective (3)

Elective Requirements—3 Credit Hours

Practicum Requirements

Students enrolled in the MA in School Counseling degree program are required to complete one semester of Practicum (3 credit hours).

Practicum Requirements—Students Are Required to Take the Following

- SC6812 - School Counseling Practicum (3)

Practicum Requirements—3 Credit Hours

Internship Requirements

Students enrolled in the MA in School Counseling degree program are required to complete two semesters of Internship (6 credit hours). Refer to the Training Manual for procedures.

Internship Requirements—Students Are Required to Take the Following

- SC6818 - School Counseling Internship I (3)
- SC6820 - School Counseling Internship II (3)

Internship Requirements—6 Credit Hours

Master of Arts in School Counseling Degree Program

Offering Campuses

Argosy University, Salt Lake City

Program Overview

The purpose of Argosy University's Master of Arts in Education (MA) School Counseling degree program is to prepare individuals to serve as school counselors. The program is designed for candidate's who have already completed a bachelor's degree program from a regionally accredited institution and seeking school counseling credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Note: The MA in School Counseling degree program leads to the Utah State Office of Education Teacher Certificate for Guidance Counseling upon completion of all state and program requirements, including passage of the PRAXIS II – Test 0421. This program is approved by the Utah State Office of Education and only meets the certification requirements for the State of Utah. Students, who wish to work in a State other than Utah, are responsible for investigating the other states' criteria regarding reciprocity of the State of Utah State Office of Education School Counselor Licensure.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Evidence of a criminal background or fingerprint check
- A Writing Sample submitted with the program application
- Program interview with School Counseling Program Faculty and recommendation for admittance
- Submission of all required paperwork (e.g. transcripts, application forms, etc.)

Departmental recommendation by the program chair for admittance based on a review of all admission materials. All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Three letters of recommendation (Two from a source familiar with student's academic abilities and one from a current school administrator)
- Official transcripts from all postsecondary schools attended

Graduation Requirements

A student is eligible for graduation from the MA in School Counseling degree program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (51 credit hours) that includes:
 - o 39 credit hours of core courses
 - o 3 credit hours of electives
 - o 3 credit hours of practicum
 - o 6 credit hours of internship
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses and not on academic probation or in process of SPDC or SCC referral
- Passage of all state required certification exams, including the PRAXIS II – Test 0421
- Complete the exit survey
- Commit to do a follow up study of impact on student academic learning during the first year of practice as a guidance/school counselor.
- Completion of all requirements within five years of matriculation in program
- Completed Petition to Graduate Form submitted to campus administration

Note: *The MA in School Counseling degree will not be awarded until all state exams are passed.

Utah School Counselor Certification Requirements

Graduation from the MA in School Counseling degree program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including the and Dispositional Assessment
- Passage of the Utah PRAXIS II – Test 0421

Note: The MA in School Counseling degree program leads to the Utah State Office of Education Certificate for Guidance Counseling. All other programs offered through the College of Education at Argosy University, Salt Lake City DO NOT lead to teacher or administrator certification, licensure, or endorsement in any other State in the United States.

Program Requirements

Students enrolled in the MA in School Counseling degree program are required to complete 13 core courses (39 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- E6450 - Principles of Education and Classroom Management (3)
- SC6035 - Human Growth and Development (3)
- SC6110 - Foundations of School Counseling (3)
- SC6112 - Legal and Ethical Issues for School Counselors (3)
- SC6114 - Counseling Theories and Practice (3)
- SC6116 - Counseling Skills and Techniques (3)
- SC6120 - School Counselors as Consultants (3)
- SC6122 - Assessment and Evaluation (3)
- SC6124 - Career and Lifestyle Development (3)
- SC6126 - Research and Evaluation in Counseling (3)
- SC6418 - Group Theories and Practice (3)
- SC6445 - Social and Cultural Competencies for Counselors (3)
- SC6447 - Counseling At-Risk Students (3)

Core Course Requirements—39 Credit Hours

Elective Requirements

Students enrolled in the MA in School Counseling degree program are required to take one elective course selected with advisor approval (3 credit hours).

Elective Requirements—Students Are Required to Take the Following

- Elective (3)

Elective Requirements—3 Credit Hours

Practicum Requirements

Students enrolled in the MA in School Counseling degree program are required to complete one semester of Practicum (3 credit hours).

Practicum Requirements—Students Are Required to Take the Following

- SC6812 - School Counseling Practicum (3)

Practicum Requirements—3 Credit Hours

Internship Requirements

Students enrolled in the MA in School Counseling degree program are required to complete two semesters of Internship (6 credit hours). Refer to the Training Manual for procedures.

Internship Requirements—Students Are Required to Take the Following

- SC6818 - School Counseling Internship I (3)
- SC6820 - School Counseling Internship II (3)

Internship Requirements—6 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Arts (MA) in School Counseling degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Salt Lake City	<u>ge.argosy.edu/programoffering/5285</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/766</u>
Argosy University, Tampa	<u>ge.argosy.edu/programoffering/842</u>

Non-Certification School Psychology Programs

Master of Arts in Educational Psychology Degree Program

Offering Campuses

Argosy University, Dallas; Argosy University, Phoenix; Argosy University, Sarasota

Program Overview

The Master of Arts (MA) in Educational Psychology degree program is the foundational program for those interested in the field of school psychology. Based upon national standards for school psychologists, the curriculum reflects the most current information in the field. In many courses, students observe certified school psychologists at work and practice basic analytical skills under close supervision.

Note: The MA in Educational Psychology degree program DOES NOT lead to teacher, counselor, psychologist, or administrator certification, licensure, or endorsement in any State in the United States. This program is designed to provide a foundation in educational psychology and is meant for those who are interested in pursuing these degrees for reasons other than obtaining teacher, counselor, psychologist or administrator certification, licensure, or endorsement. Additionally, the credit hours earned through participating in this program offered by Argosy University is unlikely to be transferable to any other similar program that is approved for teacher, counselor, psychologist, or administrator certification, licensure or endorsement in any State.

Program Learning Outcomes

2.1 Data-Based Decision Making and Accountability – Knowledge

- 2.1.1 School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.1 Data-Based Decision Making and Accountability – Skills

- 2.1A. Candidates use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.

- 2.1B. Candidates use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness.

2.2 Consultation and Collaboration – Knowledge

- 2.2.1 School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

2.2 Consultation and Collaboration – Skills

- 2.2A. Candidates apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery.

2.3 Interventions and Instructional Support to Develop Academic Skills - Knowledge

- 2.3.1 School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.

2.3 Interventions and Instructional Support to Develop Academic Skills - Skills

- 2.3A. Candidates use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills – Knowledge

- 2.4.1 School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills – Skills

- 2.4A. Candidates use assessment and data collection methods to develop and implement appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.

2.5 School-Wide Practices to Promote Learning – Knowledge

- 2.5.1 School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

2.5 School-Wide Practices to Promote Learning – Skills

- 2.5A. Candidates design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.

2.6 Preventive and Responsive Services – Knowledge

- 2.6.1 School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

2.6 Preventive and Responsive Services – Skills

- 2.6A. Candidates promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.
- 2.6B. Candidates contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics.

2.7 Family–School Collaboration Services - Knowledge

- 2.7.1 School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

2.7 Family–School Collaboration Services - Skills

- 2.7A. Candidates design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children.

2.8 Diversity in Development and Learning – Knowledge

- 2.8.1 School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.8 Diversity in Development and Learning – Skills

- 2.8A. Candidates provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery.

2.9 Research and Program Evaluation – Knowledge

- 2.9.1 School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

2.9 Research and Program Evaluation – Skills

- 2.9A. Candidates evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.
- 2.9B. Candidates provide assistance in schools and other settings for analyzing, interpreting, designing, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels.

2.10 Legal, Ethical, and Professional Practice – Knowledge

- 2.10.1 School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

2.10 Legal, Ethical, and Professional Practice – Skills

- 2.10A. Candidates provide services consistent with ethical and professional standards in school psychology.
- 2.10B. Candidates provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work.
- 2.10C. Candidates advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth.

Admission Requirements

The application process for admission into the MA in Educational Psychology degree program requires the submission of all materials that will enable the School Psychology Admissions Committee to verify the applicant's academic qualifications to enroll in a graduate professional school. Because the admissions procedure also takes into consideration the qualities essential to becoming an effective educational and mental health professional, material is also required to which will help to determine the individual's personal integrity, maturity, interpersonal skills, and ability to communicate.

- A bachelor's degree from a regionally accredited institution.
- A grade point average (GPA) as described below. Additional requirements may apply.
 - o 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
 - o Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Such admission must be recommended by the Admissions Committee and department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from

an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

- Completion of an interview with a member of the program Admissions Committee.
- Evidence of Criminal Background check.*

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or career summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all postsecondary schools attended.

Note: *Students at Argosy University, Phoenix are required to present a photocopy of valid Identity Verified Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety.

Foundation Courses

Students entering with an undergraduate program major not related to psychology or education, or are not certified educators, must complete courses in the following content areas within the first two semesters of matriculation.

- Introduction to Psychology
- Abnormal Psychology

Graduation Requirements

To be eligible for awarding of the master's degree, candidates must meet the following requirements:

- Satisfactory completion of 30 credit hours.
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- A completed Petition to Graduate form submitted to campus administration.

Program Requirements

Students enrolled in the MA in Educational Psychology degree program are required to successfully complete 10 core courses (30 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- PS6010 - History and Foundations of School Psychology (3)
- PS6012 - Child and Adolescent Development (3)
- PS6014 - Physiological Bases of Behavior (3)
- PS6016 - Measurement and Data Based Assessment (3)
- PS6018 - Social Bases of Behavior (3)
- PS6019 - Cognition and Affect (3)
- PS6024 - Cognitive Assessment of Children and Adolescents (3)
- PS6026 - Assessment and Treatment of Diverse Population in Multiple Settings (3)
- PS6028 - Assessment and Diagnosis of Academic and Learning Problems (3)

Students Choose One of the Following

- E6100 - Research in Education (3)
- PS6022 - Methods of Educational Research (3)

Core Course Requirements—30 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Art (MA) in Educational Psychology degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Dallas	<u>ge.argosy.edu/programoffering/3817</u>
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/3516</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/3625</u>

Education Specialist in School Psychology Degree Program (Non-Certification/36 Credit Hours)

Offering Campuses

Argosy University, Dallas; Argosy University, Sarasota

Program Overview

The Education Specialist (EdS) in School Psychology non-certification degree program is dedicated to producing ethical, responsible, and competent school psychologists who can serve effectively in a range of professional roles within the school settings. The program emphasizes the development of attitudes, knowledge, and skills essential to the preparation of school psychologists who are committed to the ethical provision of quality services to diverse populations. Students develop core competencies in psychological and educational foundations; cognitive, academic, and personality assessment; psychoeducational interventions, statistics and research methodology, and research initiatives. This 36 credit hour degree program, based on standards developed by the National Association of School Psychologists (NASP), is designed to prepare students who wish to pursue certification at the EdS level.

Argosy University, Dallas Students

The EdS in School Psychology non-certification degree program has been designed to meet the requirements set forth in the Texas Administrative Code, Title 22, Part 21, Chapter 463, Rule 463.9 for licensed specialist in School Psychology in the State of Texas. The decision as to whether to grant licensure rests solely with the Texas State Board of Examiners of Psychologists and not with Argosy University. A review of the program's curriculum and its alignment to State requirements may be requested. The completion of the program will permit students to request a transcript and program review by the Texas State Board of Examiners of Psychologists for licensure as school psychologists. Students are also eligible to apply to become Nationally Certified School Psychologists in a process designed for graduates of non-National Association for School Psychologists (NASP) approved programs. There is no guarantee that Texas or national licensure will be granted or that such licensure, if granted, will lead to licensure in other states. Students are advised that if they wish to work in a State other than Texas, it is their responsibility to investigate the other State's criteria regarding reciprocity of this certification.

Argosy University, Sarasota Students

The EdS in School Psychology non-certification degree program has not been approved for school psychologist certification, licensure, or endorsement in any state in the United States. The completion of the program will permit students to request a transcript review by the Florida Department of Education (FDOE) for certification as school psychologists in the State of Florida, pending the successful completion of other requirements. Students are also eligible to apply to become Nationally Certified School

Psychologists in a process designed for graduates of non-National Association for School Psychologists (NASP) approved programs. However, there is no guarantee that Florida, or national certification will be granted or that Florida certification will lead to certification in other states. Students are individually and solely responsible for knowing the certification requirements in their state of residence.

Program Learning Outcomes

2.1 Data-Based Decision Making and Accountability – Knowledge

- 2.1.1 School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.1 Data-Based Decision Making and Accountability – Skills

- 2.1A. Candidates use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.
- 2.1B. Candidates systematically collect data and other information about individuals, groups, and environments as key components of professional school psychology practice.
- 2.1C. Candidates translate assessment and data collection results into design, implementation, and accountability for evidence-based instruction, interventions, and educational and mental health services effective for particular situations, contexts, and diverse characteristics.
- 2.1D. Candidates use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness.
- 2.1E. Candidates access information and technology resources to enhance data collection and decision making.
- 2.1F. Candidates measure and document effectiveness of their own services for children, families, and schools.

2.2 Consultation and Collaboration – Knowledge

- 2.2.1 School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

2.2 Consultation and Collaboration – Skills

- 2.2A. Candidates apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery.
- 2.2B. Candidates consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics.
- 2.2C. Candidates consult and collaborate at the individual, family, group, and systems levels.

- 2.2D. Candidates facilitate collaboration and communication among diverse school personnel, families, community professionals, and others.
- 2.2E. Candidates effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others.
- 2.2F. Candidates promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services.

2.3 Interventions and Instructional Support to Develop Academic Skills - Knowledge

- 2.3.1 School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.

2.3 Interventions and Instructional Support to Develop Academic Skills - Skills

- 2.3A. Candidates use assessment and data collection methods to develop appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.
- 2.3B. Candidates implement services to achieve academic outcomes, including classroom instructional support, literacy strategies, home–school collaboration, instructional consultation, and other evidence-based practices.
- 2.3C. Candidates use evidence-based strategies to develop and implement services at the individual, group, and systems levels and to enhance classroom, school, home, and community factors related to children’s cognitive and academic skills.
- 2.3D. Candidates implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to instruction and intervention, and evaluate the effectiveness of service.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills – Knowledge

- 2.4.1 School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills – Skills

- 2.4A. Candidates use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.
- 2.4B. Candidates implement services to achieve outcomes related to socialization, learning, and mental health, including, for example, counseling, consultation, behavioral intervention, home–school collaboration, and other evidence-based practices.
- 2.4C. Candidates integrate behavioral supports and mental health services with academic and learning goals for children.

- 2.4D. Candidates use evidence-based strategies to develop and implement services at the individual, group, and/or systems levels and to enhance classroom, school, home, and community factors related to children’s mental health, socialization, and learning.
- 2.4E. Candidates implement methods to promote intervention acceptability and fidelity and appropriate data-based decision making procedures, monitor responses of children to behavioral and mental health services, and evaluate the effectiveness of services.

2.5 School-Wide Practices to Promote Learning – Knowledge

- 2.5.1 School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

2.5 School-Wide Practices to Promote Learning – Skills

- 2.5A. Candidates design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.
- 2.5B. Candidates utilize data-based decision making and evaluation methods, problem-solving strategies, consultation, technology resources, and other services for systems-level issues, initiatives, and accountability responsibilities.
- 2.5C. Candidates create and maintain effective and supportive learning environments for children and others within a multi-tiered continuum of school-based services.
- 2.5D. Candidates develop school policies, regulations, services, and accountability systems to ensure effective services for all children.

2.6 Preventive and Responsive Services – Knowledge

- 2.6.1 School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

2.6 Preventive and Responsive Services – Skills

- 2.6A. Candidates promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.
- 2.6B. Candidates use assessment and data collection methods to develop appropriate goals for and to evaluate outcomes of prevention and response activities and crisis services.
- 2.6C. Candidates contribute to, design, implement, and/or evaluate prevention programs that integrate home, school, and community resources and promote learning, mental health, school climate and safety, and physical well-being of all children and families.
- 2.6D. Candidates contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics.

- 2.6 E. Candidates utilize data-based decision making methods, problem-solving strategies, consultation, collaboration, and direct and indirect services for preventive and responsive services to promote learning and mental health and for crisis services.

2.7 Family–School Collaboration Services - Knowledge

- 2.7.1 School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

2.7 Family–School Collaboration Services - Skills

- 2.7A. Candidates design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children.
- 2.7B. Candidates identify diverse cultural issues, situations, contexts, and other factors that have an impact on family–school interactions and address these factors when developing and providing services for families.
- 2.7C. Candidates utilize data-based decision making, evaluation methods, problem-solving strategies, consultation, communication, and direct and indirect services to enhance family–school–community effectiveness in addressing the needs of children.
- 2.7D. Candidates design, implement, and evaluate education programs and other types of services that assist parents with promoting the academic and social–behavioral success of their children and addressing issues and concerns.

2.8 Diversity in Development and Learning – Knowledge

- 2.8.1 School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.8 Diversity in Development and Learning – Skills

- 2.8A. Candidates provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery.
- 2.8B. Candidates, in collaboration with others, address individual differences, strengths, backgrounds, and needs in the design, implementation, and evaluation of services in order to improve academic, learning, social and mental health outcomes for all children across family, school, and community contexts.

- 2.8C. Candidates, in schools and other agencies, advocate for social justice and recognition that cultural, experiential, linguistic, and other areas of diversity may result in different strengths and needs; promote respect for individual differences; recognize complex interactions between individuals with diverse characteristics; and implement effective methods for all children, families, and schools to succeed.
- 2.8D. Candidates provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics.

2.9 Research and Program Evaluation – Knowledge

- 2.9.1 School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

2.9 Research and Program Evaluation – Skills

- 2.9A. Candidates evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.
- 2.9B. Candidates provide assistance in schools and other settings for analyzing, interpreting, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels.
- 2.9C. Candidates incorporate various techniques and technology resources for data collection, measurement, analysis, and accountability in decision-making and in evaluation of services at the individual, group, and/or systems levels.
- 2.9D. Candidates, in collaboration with others, design, conduct analyses, and/or interpret research and/or program evaluation in applied settings.

2.10 Legal, Ethical, and Professional Practice – Knowledge

- 2.10.1 School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

2.10 Legal, Ethical, and Professional Practice – Skills

- 2.10A. Candidates provide services consistent with ethical and professional standards in school psychology.
- 2.10B. Candidates provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work.
- 2.10C. Candidates engage in effective and responsive ethical and professional decision-making that reflects recognition of diverse needs and characteristics of children, families, schools, and other professionals.
- 2.10D. Candidates apply professional work characteristics needed for effective practice as school psychologists, including respect for human diversity and social justice, communication skills,

effective interpersonal skills, responsibility, adaptability, initiative, dependability, and technology skills.

- 2.10E. Candidates utilize supervision and mentoring for effective school psychology practice.
- 2.10F. Candidates engage in effective, collaborative professional relationships and interdisciplinary partnerships.
- 2.10G. Candidates, in collaboration with other professionals (e.g., teachers, principals, library and media specialists), access, evaluate, and utilize information resources and technology in ways that enhance the quality of services for children.
- 2.10H. Candidates advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth.
- 2.10I. Candidates engage in career-long self-evaluation and continuing professional development.

Admission Requirements

The application process for admission into the EdS in School Psychology non-certification degree program (36 credit hours) requires the submission of all materials that will enable the School Psychology Admissions Committee to verify the applicant's academic qualifications to enroll at a graduate professional school.

To be considered for application the applicants must possess the following:

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution
- Successful completion of Argosy University's Master of Arts (MA) in Educational Psychology degree program
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including all graduate work)
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Evidence of Criminal Background check
- Completion of an interview with a member of the program Admissions Committee

All applications for admission will be submitted to the Admissions Department and will include at least the following:

- Completed Application for Admission Form
- Personal statement with a self-appraisal of qualifications for the profession
- Current résumé (or current summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended
- Assessment of applicant's personal integrity, maturity, interpersonal skills, and ability to communicate

Additional Requirements for Argosy University, Sarasota Candidates

If a student does not have a Florida ESOL endorsement and coursework in the teaching of reading and math, the student must take and pass the following prerequisite courses in areas of deficiency within 4 terms (2 semesters) of matriculation into the program:

- E6007 Foundations of Reading (3)
- E6320 Introduction to ESOL (3)

Graduation Requirements

To be eligible for the awarding of the EdS degree, candidates enrolled in the EdS in School Psychology non-certification degree program (36 credit hours) must meet the following requirements:

- Satisfactory completion of 36 credit hours that includes
 - o 24 credit hours of core courses
 - o 6 credit hours of practicum (minimum of 500 clock hours)
 - o 6 credit hours of internship (minimum of 1200 clock hours)
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Successful passage of PRAXIS II
- Completion of all degree requirements within seven years of matriculation into the program
- Completed Petition to Graduate submitted to campus administration

Program Requirements

Candidates enrolled in the EdS in School Psychology non-certification degree program (36 credit hours) are required to complete 36 credit hours distributed as follows: core course requirements, 24 credit hours; practicum requirements, 6 credit hours; internship requirements, 6 credit hours.

Core Course Requirements

Students enrolled in the EdS in School Psychology non-certification degree program (36 credit hours) are required to complete eight core courses (24 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- PS7012 - Ethics and Law in School Psychology (3)
- PS7014 - Social and Emotional Assessment: Children and Adolescents (3)
- PS7016 - School Consultation, Collaboration, and Supervision (3)
- PS7021 - Curriculum Based Assessment and Interventions (2)
- PS7023 - Behavioral Assessment and Interventions (3)
- PS7025 - Prevention and Crisis Intervention (2)
- PS7026 - School Organization, Research and Program Planning Crisis Intervention (2)
- PS7027 - Counseling and Child Psychotherapy (3)

- PS7029 - Child and Adolescent Psychopathology (3)

Core Course Requirements—24 Credit Hours

Practicum Requirements

Students enrolled in the EdS in School Psychology non-certification degree program are required to complete a two course practicum sequence (6 credit hours).

Practicum Requirements—Students Are Required to Take the Following

- PS7018 - Practicum I (3)
- PS7019 - Practicum II (3)

Practicum Requirements—6 Credit Hours

Internship Requirements

Students enrolled in the EdS in School Psychology non-certification degree program are required to complete a two course internship sequence (6 credit hours).

Internship Requirements—Students Are Required to Take the Following

- PS7030 - Internship I (3)
- PS7031 - Internship II (3)

Internship Requirements—6 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Education Specialist (EdS) in School Psychology degree program (Non-Certification/36 Credit Hours) offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Dallas	<u>ge.argosy.edu/programoffering/3829</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/3849</u>

Doctor of Psychology in School Psychology Degree Program (32 Credit Hours)

Offering Campuses

Argosy University, Phoenix; Argosy University, Sarasota

Program Overview

The Doctor of Psychology (PsyD) in School Psychology degree program is designed to respond to the National Association of School Psychology (NASP) recommendation to provide opportunities for doctoral study to EdS in School Psychology or a practicing school psychologist.

Program Learning Outcomes

2.1 Data-Based Decision Making and Accountability – Knowledge

- 2.1.1 School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.1 Data-Based Decision Making and Accountability – Skills

- 2.1A. Candidates use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery.
- 2.1B. Candidates use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness.

2.2 Consultation and Collaboration – Knowledge

- 2.2.1 School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services.

2.2 Consultation and Collaboration – Skills

- 2.2A. Candidates apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery.

2.3 Interventions and Instructional Support to Develop Academic Skills - Knowledge

- 2.3.1 School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.

2.3 Interventions and Instructional Support to Develop Academic Skills - Skills

- 2.3A. Candidates use assessment and data collection methods to develop and implement appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills – Knowledge

- 2.4.1 School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health.

2.4 Interventions and Mental Health Services to Develop Social and Life Skills – Skills

- 2.4A. Candidates use assessment and data collection methods to develop appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs.

2.5 School-Wide Practices to Promote Learning – Knowledge

- 2.5.1 School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

2.5 School-Wide Practices to Promote Learning – Skills

- 2.5A. Candidates design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.

2.6 Preventive and Responsive Services – Knowledge

- 2.6.1 School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

2.6 Preventive and Responsive Services – Skills

- 2.6A. Candidates promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks.

- 2.6B. Candidates contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics.

2.7 Family–School Collaboration Services - Knowledge

- 2.7.1 School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools.

2.7 Family–School Collaboration Services - Skills

- 2.7A. Candidates design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children.

2.8 Diversity in Development and Learning – Knowledge

- 2.8.1 School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.8 Diversity in Development and Learning – Skills

- 2.8A. Candidates provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery.
- 2.8D. Candidates provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics.

2.9 Research and Program Evaluation – Knowledge

- 2.9.1 School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

2.9 Research and Program Evaluation – Skills

- 2.9A. Candidates evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery.

- 2.9B. Candidates provide assistance in schools and other settings for analyzing, interpreting, designing, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels.

2.10 Legal, Ethical, and Professional Practice – Knowledge

- 2.10.1 School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

2.10 Legal, Ethical, and Professional Practice – Skills

- 2.10A. Candidates provide services consistent with ethical and professional standards in school psychology.
- 2.10B. Candidates provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work.
- 2.10C. Candidates advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth.

Admission Requirements

- An Education Specialist (EdS) degree or its equivalent (Master's + 30 credit hours) in the area of school psychology from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including all graduate work)
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Evidence of certification or state licensure as a practicing school psychologist
- Completion of an interview with a member of the program Admissions Committee
- Evidence of Criminal Background Check*

All applications for admission will be submitted to the Admissions Department and will include at least the following:

- Completed Application for Admission Form
- Personal statement with a self-appraisal of qualifications for the profession
- Current résumé (or current summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

*Note: *Students at Argosy University, Phoenix are required to present a photocopy of valid Identity Verified Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety.*

Graduation Requirements

To be eligible for awarding of the PsyD in School Psychology, students must meet the following requirements:

- Satisfactory completion of 32 credit hours that includes:
 - o 9 credit hours of core courses
 - o 12 credit hours of concentration courses
 - o 5 credit hours of dissertation
 - o 6 credit hours of internship
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Successful defense of the School Psychology Dissertation
- Completion of all degree requirements within seven years of matriculation
- Completed Petition to Graduate form submitted to campus administration

Program Requirements

Students in the PsyD in School Psychology degree program for certified and practicing school psychologists are required to complete 32 credit hours distributed as follows: core course requirements, 9 credit hours; concentration requirements, 12 credit hours; dissertation requirements; 5 credit hours; internship requirements; 6 credit hours.

Core Course Requirements

Students in the PsyD in School Psychology degree program for licensed/certified practicing school psychologists take 3 core courses (9 credit hours).

Core Course Requirements—Students Choose Two of the Following

- PS8014 - Psychopharmacology for Children and Adolescents (3)
- PS8016 - History and Systems (3)
- PS8017 - Advanced Therapeutic Interventions for Children and Adolescents (3)

Students Choose One of the Following

- R7034 - Advanced Statistical Methods (3)
- PS8012 - Advanced Statistics and Research (3)
- R7031 - Methods and Analysis of Quantitative Research (3)

Core Course Requirements—9 Credit Hours

Concentration Requirements

Students in the PsyD in School Psychology degree program for licensed/certified practicing school psychologists are required to complete one of the following concentrations.

Advanced Assessment Concentration

The Advanced Assessment concentration is designed to prepare students to:

- Administer, interpret, and conceptualize data from tests that assess students with low incidence disabilities including autism spectrum disorders, multiple disabilities, orthopedic impairments, other health impairments, and traumatic brain injuries.
- Work with professionals from other disciplines to generate and evaluate behavioral and academic interventions that address the individual needs of all students.

Advanced Assessment Concentration Requirements—Students Are Required to Take the Following

- PS8018 - Cognitive Behavioral and Advanced Therapy (3)
- PS8026 - Advanced Assessment of Low Incidence Disorders (3)
- PS8028 - Multidisciplinary Team-Based Assessment (3)
- PS8646 - Introduction to Neuropsychological Assessment (3)

Advanced Assessment Concentration Requirements—12 Credit Hours

Intervention and Counseling Concentration

The Intervention and Counseling Concentration is designed to prepare students to:

- Utilize advanced counseling techniques to facilitate the personal, educational, social, and emotional development of the children and families they serve.
- Develop counseling programs to serve the mental health needs of children and adolescents within the school system and its community.

Intervention and Counseling Concentration Requirements—Students Are Required to Take the Following

- PS8018 - Cognitive Behavioral and Advanced Therapy (3)
- PS8022 - Group Counseling (3)
- PS8024 - Mental Health Counseling in Schools (3)
- PS8052 - Family Therapy (3)

Intervention and Counseling Concentration Requirements—12 Credit Hours

Cultural Linguistic Diversity Concentration

The Cultural Linguistic Diversity Concentration is designed to prepare students to:

- Apply expertise and advanced knowledge to develop culturally relevant and competent assessments and therapeutic intervention programs and strategies.
- Critically examine the influence of culture in diagnosis and child development and intra- psychic and interpersonal factors.
- Develop ethnically competent prevention programs that incorporate culture-specific conditions.

Cultural Linguistic Diversity Concentration Requirements—Students Are Required to Take the Following

- PS8018 - Cognitive Behavioral and Advanced Therapy (3)
- PS8029 - Multicultural and Multiethnic Educational Interventions (3)
- PS8032 - Psychoeducational Assessment of Diverse Populations (3)
- PS8034 - Counseling and Multicultural Issues (3)

Cultural Linguistic Diversity Concentration Requirements—12 Credit Hours

Dissertation Requirements

Students in the PsyD in School Psychology degree program for licensed/certified practicing psychologists complete 5 credit hours of dissertation courses.

Dissertation Requirements—Students Are Required to Take the Following

- PS8515 - School Psychology Dissertation I (1)
- PS8516 - School Psychology Dissertation II (2)
- PS8517 - School Psychology Dissertation III (1)
- PS8519 - School Psychology Dissertation IV (1)

Dissertation Requirements—5 Credit Hours

Internship Requirements

Students in the PsyD in School Psychology degree program complete 6 credit hours of internship requirements. Students may be required to enroll in the Internship Extension course (PP8900) if their working internship contract extends beyond the end of the Argosy Semester and internship requirements have not been met.

Internship Requirements*—Students Are Required to Take the Following

- PS8512 - PsyD Internship I (3)
- PS8513 - PsyD Internship II (3)

Internship Requirements—6 Credit Hours

*Students are required to complete at least 1500 hours with at least 600 hours in a school

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Psychology (PsyD) in School Psychology degree program (32 Credit Hours) offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/3551</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/3617</u>

State Certification School Psychology Programs

Education Specialist in School Psychology Degree Program (State Certification/36 Credit Hours)

Offering Campus

Argosy University, Phoenix; Argosy University, Sarasota

Program Overview

The Education Specialist (EdS) in School Psychology state certification degree program is dedicated to producing ethical, responsible, and competent school psychologists who can serve effectively in a range of professional roles within the school settings. The program emphasizes the development of attitudes, knowledge, and skills essential to the preparation of school psychologists who are committed to the ethical provision of quality services to diverse populations. Students have the opportunity to develop core competencies in psychological and educational foundations; cognitive, academic, and personality assessment; psychoeducational interventions, statistics and research methodology, and research initiatives. This 36 credit hour degree program, based on standards developed by the National Association of School Psychologists (NASP), is designed to prepare students who wish to pursue certification at the EdS level.

National Association of School Psychologist (NASP)

The Arizona Education Specialist EdS in School Psychology program received program accreditation by the National Association of School Psychologist (NASP) in 2014. To view NASP approved programs visit <http://www.nasponline.org/standards-and-certification/graduate-program-approval/nasp-approved-programs>

Certification

The EdS in School Psychology state certification degree program is approved by the Arizona Department of Education and the Florida Department of Education to lead to school psychology certification upon completion of all program and state requirements.

Program Learning Outcomes

2.1 Data-Based Decision Making and Accountability – Knowledge

- 2.1.1 School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.1 Data-Based Decision Making and Accountability – Skills

- 2.1A. Candidates use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery
- 2.1B. Candidates use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness

2.2 Consultation and Collaboration – Knowledge

- 2.2.1 School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services

2.2 Consultation and Collaboration – Skills

- 2.2A. Candidates apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery

2.3 Interventions and Instructional Support to Develop Academic Skills - Knowledge

- 2.3.1 School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.

2.3 Interventions and Instructional Support to Develop Academic Skills - Skills

- 2.3A. Candidates use assessment and data collection methods to develop and implement appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs

2.4 Interventions and Mental Health Services to Develop Social and Life Skills – Knowledge

- 2.4.1 School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health

2.4 Interventions and Mental Health Services to Develop Social and Life Skills – Skills

- 2.4A. Candidates use assessment and data collection methods to develop and implement appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs

2.5 School-Wide Practices to Promote Learning – Knowledge

- 2.5.1 School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

2.5 School-Wide Practices to Promote Learning – Skills

- 2.5A. Candidates design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.

2.6 Preventive and Responsive Services – Knowledge

- 2.6.1 School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

2.6 Preventive and Responsive Services – Skills

- 2.6A. Candidates promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks
- 2.6B. Candidates contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics

2.7 Family–School Collaboration Services - Knowledge

- 2.7.1 School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools

2.7 Family–School Collaboration Services - Skills

- 2.7A. Candidates design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children

2.8 Diversity in Development and Learning – Knowledge

- 2.8.1 School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.8 Diversity in Development and Learning – Skills

- 2.8A. Candidates provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery
- 2.8B. Candidates provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics

2.9 Research and Program Evaluation – Knowledge

- 2.9.1 School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

2.9 Research and Program Evaluation – Skills

- 2.9A. Candidates evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery
- 2.9B. Candidates provide assistance in schools and other settings for analyzing, interpreting, designing, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels

2.10 Legal, Ethical, and Professional Practice – Knowledge

- 2.10.1 School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

2.10 Legal, Ethical, and Professional Practice – Skills

- 2.10A. Candidates provide services consistent with ethical and professional standards in school psychology
- 2.10B. Candidates provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work

- 2.10C. Candidates advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth

Admission Requirements

The application process for admission into the EdS in School Psychology state certification degree program requires the submission of all materials that will enable the School Psychology Admissions Committee to verify the applicant's academic qualifications to enroll at a graduate professional school.

To be considered for application the applicants must possess the following:

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution
- Successful completion of Argosy University's Master of Arts (MA) in Educational Psychology degree program or equivalent degrees reviewed by the faculty for coursework.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including all graduate work)
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Evidence of Criminal Background Check*
- Completion of an interview with a member of the program Admissions Committee

All applications for admission will be submitted to the Admissions Department and will include at least the following:

- Completed Application for Admission Form
- Personal statement with a self-appraisal of qualifications for the profession
- Current résumé (or current summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended
- Assessment of applicant's personal integrity, maturity, interpersonal skills, and ability to communicate

*Note; *Students at Argosy University, Phoenix are required to present a photocopy of valid Identity Verified Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety.*

Foundation Course Requirements

Entering students' transcripts at the graduate level must include evidence of coursework in the following areas:

School Psychology Courses:

- History and Foundations of School Psychology
- Cognitive Assessment
- Assessment and Treatment of Diverse Populations in Multiple Settings
- Academic Assessment

Where such coursework is lacking, students applying to the EdS in School Psychology degree program must complete these courses at Argosy University within the first 12 months of admittance into the program.

Graduation Requirements

To be eligible for the awarding of the EdS degree, candidates enrolled in the EdS in School Psychology state certification degree program must meet the following requirements:

- Satisfactory completion of 36 credit hours that includes
 - o 24 credit hours of core courses
 - o 6 credit hours of practicum (minimum of 500 clock hours)
 - o 6 credit hours of internship (minimum of 1200 clock hours)
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Successful passage of PRAXIS II
- Completion of all degree requirements within seven years of matriculation into the program
- Completed Petition to Graduate submitted to campus administration

Arizona School Psychologist Certification Requirements

Graduation from the EdS in School Psychology state certification degree program does not guarantee certification. To qualify for certification, the following condition must be met:

- Successful completion of all program requirements including any foundation courses.

Note: * The EdS in School Psychology state certification degree program leads to Arizona Department of Education School Psychologist certification.

The EdS in School Psychology Program at Argosy University, Phoenix is fully approved by the National Association of School Psychologists (NASP). Candidates who receive the EdS in School Psychology from Argosy University, Phoenix may apply to become Nationally Certified School Psychologists (NCSP) using the application process for graduates of NASP-approved programs.

Program Requirements

Students enrolled in the EdS in School Psychology state certification degree program are required to complete 36 semester credit hours distributed as follows: core course requirements, 24 credit hours; practicum requirements, 6 credit hours; internship requirements, 6 credit hours.

Core Course Requirements

Students enrolled in the EdS in School Psychology state certification degree program are required to complete eight core courses (24 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- PS7012 - Ethics and Law in School Psychology (3)
- PS7014 - Social and Emotional Assessment: Children and Adolescents (3)
- PS7016 - School Consultation, Collaboration, and Supervision (3)
- PS7021 - Curriculum Based Assessment and Interventions (2)
- PS7023 - Behavioral Assessment and Interventions (3)
- PS7025 - Prevention and Crisis Intervention (2)
- PS7026 – School Organization, Research and Program Planning (2)
- PS7027 - Counseling and Child Psychotherapy (3)
- PS7029 - Child and Adolescent Psychopathology (3)

Core Course Requirements—24 Credit Hours

Practicum Requirements

Students enrolled in the EdS in School Psychology state certification degree program are required to complete a two course practicum sequence (6 credit hours). Students may be required to enroll in a Practicum Extension course if practicum requirements haven't been met.

Practicum Requirements—Students Are Required to Take the Following

- PS7018 - Practicum I (3)
- PS7019 - Practicum II (3)

Practicum Requirements—6 Credit Hours

Internship Requirements

Students enrolled in the EdS in School Psychology state certification degree program are required to complete a two course internship sequence (6 credit hours). Students may be required to enroll in an Internship Extension course if their internship contract extends beyond the end of the Argosy semester.

Internship Requirements—Students Are Required to Take the Following

- PS7030 - Internship I (3)
- PS7031 - Internship II (3)

Internship Requirements—6 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Education Specialist (EdS) in School Psychology degree program (State Certification/36 Credit Hours) offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Phoenix	<u>ge.argosy.edu/programoffering/3842</u>
Argosy University, Sarasota	<u>ge.argosy.edu/programoffering/3849</u>

Doctor of Psychology in School Psychology Degree Program (State Certification/68 Credit Hours)

Offering Campus

Argosy University, Phoenix; Argosy University, Sarasota

Program Overview

The Doctor of Psychology (PsyD) in School Psychology state certification degree program is dedicated to producing ethical, responsible, and competent school psychologists who can serve effectively in a range of professional roles within the school settings. The program emphasizes the development of attitudes, knowledge, and skills essential to the preparation of school psychologists who are committed to the ethical provision of quality services to diverse populations. Students develop core competencies in psychological and educational foundations; cognitive, academic, and personality assessment; psycho-educational interventions, statistics and research methodology, and research initiatives. This 68 credit hour degree program, based on standards developed by the National Association of School Psychologists (NASP), is designed to prepare students who wish to pursue certification at the PsyD level.

National Association of School Psychologist (NASP)

The Arizona Doctor of Psychology in School Psychology program received program accreditation by the National Association of School Psychologist (NASP) in 2017. To view NASP approved programs visit <http://www.nasponline.org/standards-and-certification/graduate-program-approval/nasp-approved-programs>

Note: The PsyD in School Psychology state certification degree program is approved by the Arizona Department of Education to lead to school psychology certification upon completion of all program and state requirements.

The PsyD in School Psychology state certification degree program is approved by the Florida Department of Education to lead to school psychology certification upon completion of all program and state requirements.

Program Learning Outcomes

2.1 Data-Based Decision Making and Accountability – Knowledge

- 2.1.1 School psychologists have knowledge of varied methods of assessment and data collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes.

2.1 Data-Based Decision Making and Accountability – Skills

- 2.1A. Candidates use psychological and educational assessment, data collection strategies, and technology resources as part of a comprehensive process of effective decision making and problem solving that permeates all aspects of service delivery
- 2.1B. Candidates use assessment and data collection methods to evaluate response to, progress in, and outcomes for services in order to promote improvement and effectiveness

2.2 Consultation and Collaboration – Knowledge

- 2.2.1 School psychologists have knowledge of varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems and used to promote effective implementation of services

2.2 Consultation and Collaboration – Skills

- 2.2A. Candidates apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery

2.3 Interventions and Instructional Support to Develop Academic Skills - Knowledge

- 2.3.1 School psychologists have knowledge of biological, cultural, and social influences on academic skills; human learning, cognitive, and developmental processes; and evidence based curriculum and instructional strategies.

2.3 Interventions and Instructional Support to Develop Academic Skills - Skills

- 2.3A. Candidates use assessment and data collection methods to develop and implement appropriate academic goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs

2.4 Interventions and Mental Health Services to Develop Social and Life Skills – Knowledge

- 2.4.1 School psychologists have knowledge of biological, cultural, developmental, and social influences on behavior and mental health; behavioral and emotional impacts on learning and life skills; and evidence-based strategies to promote social–emotional functioning and mental health

2.4 Interventions and Mental Health Services to Develop Social and Life Skills – Skills

- 2.4A. Candidates use assessment and data collection methods to develop and implement appropriate social–emotional, behavioral, and mental health goals for children with diverse abilities, disabilities, backgrounds, strengths, and needs

2.5 School-Wide Practices to Promote Learning – Knowledge

- 2.5.1 School psychologists have knowledge of school and systems structure, organization, and theory; general and special education; technology resources; and evidence-based school practices that promote academic outcomes, learning, social development, and mental health.

2.5 School-Wide Practices to Promote Learning – Skills

- 2.5A. Candidates design and implement evidence-based practices and policies in, for example, areas such as discipline, instructional support, staff training, school improvement activities, program evaluation, student transitions at all levels of schooling, grading, home–school partnerships, etc.

2.6 Preventive and Responsive Services – Knowledge

- 2.6.1 School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multi-tiered prevention, and evidence-based strategies for effective crisis response.

2.6 Preventive and Responsive Services – Skills

- 2.6A. Candidates promote environments, contexts, and services for children that enhance learning, mental and physical well-being, and resilience through protective and adaptive factors and that prevent academic problems, bullying, violence, and other risks
- 2.6B. Candidates contribute to, design, implement, and/or evaluate services for crisis prevention, preparation, response, and recovery at the individual, family, and systems levels and that take into account diverse needs and characteristics

2.7 Family–School Collaboration Services - Knowledge

- 2.7.1 School psychologists have knowledge of principles and research related to family systems, strengths, needs, and culture; evidence-based strategies to support family influences on children’s learning, socialization, and mental health; and methods to develop collaboration between families and schools

2.7 Family–School Collaboration Services - Skills

- 2.7A. Candidates design and implement evidence-based practices and policies that facilitate family–school partnerships and interactions with community agencies to enhance academic, learning, social, and mental health outcomes for all children

2.8 Diversity in Development and Learning – Knowledge

- 2.8.1 School psychologists have knowledge of individual differences, abilities, disabilities, and other diverse characteristics; principles and research related to diversity factors for children, families, and schools, including factors related to culture, context, and individual and role differences; and evidence-based strategies to enhance services and address potential influences related to diversity.

2.8 Diversity in Development and Learning – Skills

- 2.8A. Candidates provide effective professional services in data-based decision making, consultation and collaboration, and direct and indirect services for individuals, families, and schools with diverse characteristics, cultures, and backgrounds and across multiple contexts, with recognition that an understanding of and respect for diversity and in development and learning is a foundation for all aspects of service delivery
- 2.8B. Candidates provide culturally competent and effective practices in all areas of school psychology service delivery and in the contexts of diverse individual, family, school, and community characteristics

2.9 Research and Program Evaluation – Knowledge

- 2.9.1 School psychologists have knowledge of research design, statistics, measurement, varied data collection and analysis techniques, and program evaluation methods sufficient for understanding research and interpreting data in applied settings.

2.9 Research and Program Evaluation – Skills

- 2.9A. Candidates evaluate and synthesize a cumulative body of research and its findings as a foundation for effective service delivery
- 2.9B. Candidates provide assistance in schools and other settings for analyzing, interpreting, designing, and applying empirical evidence as a foundation for effective practices at the individual, group, and/or systems levels

2.10 Legal, Ethical, and Professional Practice – Knowledge

- 2.10.1 School psychologists have knowledge of the history and foundations of school psychology; multiple service models and methods; ethical, legal, and professional standards; and other factors related to professional identity and effective practice as school psychologists.

2.10 Legal, Ethical, and Professional Practice – Skills

- 2.10A. Candidates provide services consistent with ethical and professional standards in school psychology
- 2.10B. Candidates provide services consistent with legal standards and regulations relevant for practice in settings in which school psychologists work
- 2.10C. Candidates advocate for school psychologists' professional roles to provide effective services, ensure access to their services, and enhance the learning and mental health of all children and youth

Admission Requirements

The application process for admission into the PsyD in School Psychology state certification degree program requires the submission of all materials that will enable the School Psychology Admissions Committee to verify the applicant's academic qualifications to enroll at a graduate professional school.

To be considered for application the applicants must possess the following:

- A master's degree or higher in Educational Psychology from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including all graduate work)
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."
- Evidence of Criminal Background Check*
- Completion of an interview with a member of the program Admissions Committee

All applications for admission will be submitted to the Admissions Department and will include at least the following:

- Completed Application for Admission Form
- Personal statement with a self-appraisal of qualifications for the profession
- Current résumé (or current summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended
- Assessment of applicant's personal integrity, maturity, interpersonal skills, and ability to communicate

*Note: *Students at Argosy University, Phoenix are required to present a photocopy of valid Identity Verified Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety.*

Foundation Course Requirements

Entering students' transcripts at the graduate level must include evidence of coursework in the following areas:

- Cognitive Assessment
- History and Foundations of School Psychology
- Assessment and Treatment of Diverse Populations in Multiple Settings

Academic Assessment Where such coursework is lacking, students applying to the PsyD in School Psychology degree program must complete these courses at Argosy University within the first 12 months of admittance into the program.

Graduation Requirements

Students admitted into the PsyD in School Psychology degree program will be responsible for completing the requirements that are in effect at the time of their admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession of school psychology and state certification requirements.

To be eligible for the awarding of the PsyD in School Psychology degree program, students must meet the following requirements:

- Satisfactory completion of 68 credit hours that includes
 - o 33 credit hours of core courses
 - o 12 credit hours of concentration courses
 - o 12 credit hours of practicum
 - o 6 credit hours of internship
 - o 5 credit hours of dissertation
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Successful passage of PRAXIS II
- Successful defense of the School Psychology Dissertation
- Completion of all degree requirements within seven years of matriculation into the program
- Completed Petition to Graduate submitted to campus administration

Arizona School Psychologist Certification Requirements

Graduation from the PsyD in School Psychology state certification degree program does not guarantee certification. To qualify for certification, the following condition must be met:

- Successful completion of all program requirements including any required foundation courses.

Note: * The PsyD in School Psychology state certification degree program leads to Arizona Department of Education School Psychologist certification.

The PsyD in School Psychology Program at Argosy University, Phoenix is fully approved by the National Association of School Psychologists (NASP). Candidates who receive the PsyD in School Psychology from Argosy University, Phoenix may apply to become Nationally Certified School Psychologists (NCSP) using the application process for graduates of NASP-approved programs.

Program Requirements

Students enrolled in the PsyD in School Psychology state certification degree program are required to complete 68 credit hours distributed as follows: core course requirements, 33 credit hours; concentration requirements, 12 credit hours; dissertation requirements, 5 credit hours; practicum requirements, 12 credit hours; internship requirements, 6 credit hours.

Core Course Requirements

Students enrolled in the PsyD in School Psychology state certification degree program are required to complete twelve core courses (33 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- PS7012 - Ethics and Law in School Psychology (3)
- PS7014 - Social and Emotional Assessment: Children and Adolescents (3)
- PS7016 - School Consultation, Collaboration, and Supervision (3)
- PS7021 - Curriculum Based Assessment and Interventions (2)
- PS7023 - Behavioral Assessment and Interventions (3)
- PS7025 - Prevention and Crisis Intervention (2)
- PS7026 – School Organization, Research and Program Planning (2)
- PS7027 - Counseling and Child Psychotherapy (3)
- PS7029 - Child and Adolescent Psychopathology (3)
- PS8014 - Psychopharmacology for Children and Adolescents (3)
- PS8016 - History and Systems (3)

Students Choose One of the Following

- PS8012 - Advanced Statistics and Research (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7034 - Advanced Statistical Methods (3)

Core Course Requirements—33 Credit Hours

Concentration Requirements

Students enrolled in the PsyD in School Psychology state certification degree program will complete four concentration courses (12 credit hours) in one of three concentration areas:

- Advanced Assessment Concentration
- Cultural Linguistic Diversity Concentration
- Intervention and Counseling Concentration

Advanced Assessment Concentration Requirements—Students Are Required to Take the Following

- PS8018 - Cognitive Behavioral and Advanced Therapy (3)
- PS8026 - Advanced Assessment of Low Incidence Disorders (3)
- PS8028 - Multidisciplinary Team-Based Assessment (3)
- PS8646 - Introduction to Neuropsychological Assessment (3)

Advanced Assessment Concentration Requirements—12 Credit Hours

Cultural Linguistic Diversity Concentration Requirements—Students Are Required to Take the Following

- PS8018 - Cognitive Behavioral and Advanced Therapy (3)
- PS8029 - Multicultural and Multiethnic Educational Interventions (3)
- PS8032 - Psychoeducational Assessment of Diverse Populations (3)
- PS8034 - Counseling and Multicultural Issues (3)

Cultural Linguistic Diversity Concentration Requirements—12 Credit Hours

Intervention and Counseling Concentration Requirements—Students Are Required to Take the Following

- PS8018 - Cognitive Behavioral and Advanced Therapy (3)
- PS8022 - Group Counseling (3)
- PS8024 - Mental Health Counseling in Schools (3)
- PS8052 - Family Therapy (3)

Intervention and Counseling Concentration Requirements—12 Credit Hours

Dissertation Requirements

Students enrolled in the PsyD in School Psychology state certification degree program will complete a four course dissertation sequence (5 credit hours). Students may be required to enroll in a Dissertation Extension course if dissertation requirements haven't been met.

Dissertation Requirements—Students Are Required to Take the Following

- PS8515 - School Psychology Dissertation I (1)
- PS8516 - School Psychology Dissertation II (2)
- PS8517 - School Psychology Dissertation III (1)
- PS8519 - School Psychology Dissertation IV (1)

Dissertation Requirements—5 Credit Hours

Practicum Requirements

Students enrolled in the PsyD in School Psychology state certification degree program are required to complete a four course practicum sequence (12 credit hours). Students may be required to enroll in a Practicum Extension course if practicum requirements haven't been met.

Practicum Requirements—Students Are Required to Take the Following

- PS7018 - Practicum I (3)
- PS7019 - Practicum II (3)
- PS8508 - Practicum III (3)
- PS8509 - Practicum IV (3)

Practicum Requirements—12 Credit Hours

Internship Requirements

Students enrolled in the PsyD in School Psychology state certification degree program are required to complete a two course internship sequence (6 credit hours). Students may be required to enroll in an Internship Extension course if their internship contract extends beyond the end of the Argosy semester.

Internship Requirements—Students Are Required to Take the Following

- PS8512 - PsyD Internship I (3)
- PS8513 - PsyD Internship II (3)

Internship Requirements—6 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Psychology (PsyD) in School Psychology degree program (State Certification/68 Credit Hours) offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Phoenix	ge.argosy.edu/programoffering/706
Argosy University, Sarasota	ge.argosy.edu/programoffering/2465

Section Twelve, College of Health Sciences

College of Health Sciences

Mission Statement

The Argosy University College of Health Sciences is committed to preparing students to provide quality health care by instilling knowledge, skills, and ethical values of professional practice and to foster values of social responsibility with a commitment to lifelong learning.

Master of Public Health Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Tampa; Argosy University, Twin Cities

Program Overview

The Master of Public Health (MPH) degree program is designed to prepare students to seek employment in the field of public health. The Master of Public Health degree program is intended to create professionals who will be able to close the gap between the concepts and principles of public health and the realities of actual practice to improve health and well being. The MPH degree program is designed to provide health care and other professionals with an understanding of the public health sciences, population-based research, and the community practice of public health. In addition, students will have the opportunity to acquire the knowledge and skills that can be used in health care policy development and management. The program is designed to prepare its graduates for leadership roles in a variety of private, public, and regulatory agencies, in for-profit and not-for-profit health organizations, and in health services research. The MPH degree program seeks qualified applicants with clearly identified career goals that are consistent with the anticipated academic preparation.

The MPH degree program requires students to complete 45 credit hours of course work including 39 credit hours of core courses, 3 credit hours of field experience, and 3 credit hours of capstone project. The curriculum includes five core areas of public health: epidemiology, biostatistics, social and behavioral sciences, environmental health, and health policy and management. In addition, students are required to pursue independent capstone projects and field studies on topics tailored to their particular interests.

Program Outcomes

The MPH degree program is intended to produce graduates as leaders in public health and the following program outcomes reflect this goal.

Program Outcome One: Health Policy Management

Competency 1.a: Examine public health problems and develop proposed policies that illustrate pertinent legislative issues, advocacy opportunities, communication, media management and system issues to successfully pass, communicate, and implement the policy.

Competency 1.b: Align policies that contribute and promote health and well being with local cultures and realities to guide effective practices that improve health status.

Program Outcome Two: Healthcare and Organizational Management

Competency 2.a: Assess organizational norms and values, and build coalitions and consensus around organizational vision, priorities, state and national health and wellness agendas with clear performance impacts.

Competency 2.b: Manage and determine costs and implications for public health programs with unmet needs, and develop plans to meet customer needs and improve health outcomes.

Program Outcome Three: Communication and Informatics

Competency 3.a: Develop investment proposals for public health organizations and implement integrated information systems that collect, track, and share information across critical networks of providers and IT systems, in order to improve processes, quality of care, and service outcomes.

Competency 3.b: Examine customer/community needs and apply a systems approach in successfully addressing those needs by aligning the organization and customer needs with leading information technology and communicating the improvements to key stakeholders.

Program Outcome Four: Systems Thinking

Competency 4.a: Analyze the make-up of organizational systems and characteristics, evaluating the impact of changes in the input, processes, and output on the health outcomes.

Competency 4.b: Analyze the interrelations among public health systems and key stakeholders to influence the political, social, economic, and educational factors that impact public health systems.

Program Outcome Five: Performance Improvement

Competency 5.a: Propose a performance improvement system that includes assessment of the organizational capacity, culture, readiness, and planning to establish performance baseline, goals and performance management processes for monitoring progress and continuous improvements.

Competency 5.b: Integrate public health informatics, information systems and technology, and

communication strategies in the design, implementation, evaluation, and replication of best practices for monitoring and improving overall practice, performance, and outcomes of the program/organization.

Program Outcome Six: Interpersonal Effectiveness

Competency 6.a: Examine the importance of interpersonal relationships with key stakeholders to establish, build, and sustain effective alliances to successfully address priority health problems in the community.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Health Sciences, or an appropriately certified foreign institution
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 GPA for the bachelor's degree, or
 - o 3.0 GPA for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students seeking admission with a GPA between 2.0 and 2.7 will be required to submit a personal/professional goal statement with a self-appraisal of qualifications for the profession and current résumé (or career summary). Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 38 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
 - Between 2.0 and 2.4, applicants will be required to submit three academic and/or professional letters of recommendation. Admission between 2.0 and 2.4 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file. Student admitted with a GPA between 2.0 and 2.4 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 38 weeks.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution.
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study.

- Prior to matriculation applicants will be required to submit a personal/ professional goal statement (the statement is used for advisement purposes, and does not become part of the academic file).

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Prerequisite Experience

It is recommended that students have prior health experience (e.g., in health care, research, community development, health promotion/education) and/or commitment to public health, and have or expect to have managerial or supervisory experience.

Graduation Requirements

Students enrolled in the MPH degree program are eligible for graduation when the following requirements are met:

- Successful completion of all academic requirements set forth by the College of Health Sciences, with a minimum grade point average of 3.0 (on a 4.0 scale); any course in which a student earns a grade below "B-" must be retaken.
- Successful completion of 45 credit hours that includes:
 - o 39 credit hours, core course requirements
 - o 3 credit hours, field experience requirements
 - o 3 credit hours, capstone requirements
- Completion of all requirements within five years of matriculation into the program
- Petition to Graduate Form submitted to campus administration.

Program Requirements

Students enrolled in the MPH degree program are required to satisfactorily complete 45 credit hours distributed as follows: core course requirements, 39 credit hours; field experience requirements, 3 credit hours; capstone requirements, 3 credit hours.

Core Course Requirements

Students enrolled in the MPH degree program are required to take thirteen core courses (39 credit hours).

Core Course Requirements—Students Are Required to Take The Following

- HM6020 - Accounting and Finance for Managers (3)
- HM6110 - Management and Organizational Behavior (3)
- PH6010 - History and Foundations of Public Health (3)
- PH6012 - Epidemiology and Risk Management (3)
- PH6014 - Biostatistics: Analysis and Application (3)
- PH6016 - Environmental Health and Emergency Preparedness (3)
- PH6018 - Social, Cultural, and Behavioral Implications on Health (3)
- PH6020 - Health Policy and Analysis (3)
- PH6022 - Health Communications and Social Marketing (3)
- PH6024 - Performance Improvement Systems in Public Health (3)
- PH6510 - Change Implementation and Management in Public Health Systems (3)
- PH6512 - Public Health Informatics (3)
- PH6514 - Public Health in the 21st Century (3)

Core Requirements—39 Credit Hours

Field Experience Requirements

Students enrolled in the MPH degree program will have the opportunity to apply the concepts of public health through a supervised field experience in local and state public health agencies. Students will be evaluated on the application of skills acquired during the coursework. Students complete the field experience sequence in two consecutive 5 week sessions.

Field Experience Requirements—Students Are Required to Take the Following

- PH6606 - Field Experience I: Leadership in Public Health (1.5)
- PH6607 - Field Experience II: Leadership in Public Health (1.5)

Field Experience Requirements—3 Credit Hours

Capstone Requirements

Students enrolled in the MPH degree program are required to complete a summative project exploring connections among health-related problems, consider those connections when developing health policies, and how they align with other avenues of social change to assure the conditions in which all people can be healthy.

Capstone Requirements--Students Are Required to Take the Following

- PH6602 - Capstone Project: Writing a Public Health Grant (3)

Capstone Requirements--3 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Public Health (MPH) degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/2888
Argosy University, Chicago	ge.argosy.edu/programoffering/3018
Argosy University, Dallas	ge.argosy.edu/programoffering/2773
Argosy University, Denver	ge.argosy.edu/programoffering/2762
Argosy University, Hawai'i	ge.argosy.edu/programoffering/2770
Argosy University, Inland Empire	ge.argosy.edu/programoffering/2889
Argosy University, Los Angeles	ge.argosy.edu/programoffering/2893
Argosy University, Nashville	ge.argosy.edu/programoffering/2752
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/3036
Argosy University, Orange County	ge.argosy.edu/programoffering/2890
Argosy University, Phoenix	ge.argosy.edu/programoffering/2974
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/2751
Argosy University, San Diego	ge.argosy.edu/programoffering/2891
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/2892
Argosy University, Sarasota	ge.argosy.edu/programoffering/2914
Argosy University, Tampa	ge.argosy.edu/programoffering/2916
Argosy University, Twin Cities	ge.argosy.edu/programoffering/2859
Argosy University Online Programs	ge.argosy.edu/programoffering/5420

Master of Science in Health Services Management Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Denver; Argosy University, San Francisco Bay Area; Argosy University, Twin Cities

Program Overview

The Master of Science (MS) in Health Services Management degree program is designed to provide a comprehensive course of graduate study to prepare health service providers and managers for the challenges of modern healthcare. The program recognizes the value of applied research in solving the problems of today's health systems, and is designed to encourage the acquisition of sustainable research methods and skills. The program curriculum is intended to provide students with an advanced understanding of contemporary business practices, modern healthcare systems and organization, policy development and planning techniques, management and leadership strategies, health behaviors, financial management, and analytical research methods. The program is designed to provide students with the knowledge and skills to fully utilize proven healthcare management methods, while developing new theories and applications relevant to modern healthcare management.

Program Outcomes

Program Outcome One: Management Theory and Practice

Competency 1.a Marketing Management

Analyze the interrelationship of the structure, market, and positioning of a healthcare organization.

Competency 1.b Operations Management

Analyze and summarize effective operations management strategies among diverse healthcare organizational environments.

Competency 1.c Financial Management

Apply analytical skills in economics and financial issues in the health services and related industries.

Competency 1.d Human Resource Management

Integrate human resource strategies with organizational objectives for healthcare organizations.

Program Outcome Two: Leadership and Change Management

Analyze various leadership techniques and characteristics that support various types of healthcare organizational missions/visions and are effective in a changing healthcare environment.

Program Outcome Three: Decision Making and Research

Analyze healthcare data using contemporary statistical and non-statistical methods and related information to formulate a plan to improve healthcare service delivery (i.e., organizational/operational effectiveness and efficiency).

Program Outcome Four: Ethics, Healthcare Law, and Risk Management

Assess and apply ethical, legal, and risk management information related to effective health facility operations.

Program Outcome Five: Healthcare Policy

Assess the effects of current healthcare policy on various types of healthcare organizations/settings.

Program Outcome Six: Interpersonal Communication Effectiveness and Professional Development

Present information, orally and in writing, that is concise, clear, organized, supported, and persuasive in a professional manner appropriate to the healthcare industry and supporting the professional development of health services managers.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Health Sciences, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 GPA for the bachelor's degree, or
 - o 3.0 GPA for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students admitted with a GPA between 2.0-2.7 must enroll in W5096 Academic Writing within the first 15 week semester and pass within the first 38 weeks.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

Students enrolled in the MS in Health Services Management degree program are eligible for graduation when the following requirements are met:

- Successful completion of all academic requirements set forth by the school and the Health Services Management Department, with a minimum GPA of 3.0 (on a 4.0 scale) and a grade of "B-" or better in all courses.
- Successful completion of 45 credit hours.
- Petition to Graduate Form submitted to campus administration.

Program Requirements

Students enrolled in the MS in Health Services Management degree program are required to satisfactorily complete 45 credit hours distributed as follows: core course requirements, 42 credit hours; and elective requirements, 3 credit hours.

Core Course Requirements — Students Are Required to Take the Following

- HM6010 - Seminar in Current Healthcare Trends and Issues (3)
- HM6020 - Accounting and Finance for Managers (3)
- HM6030 - Business Operations and Economic Principles (3)
- HM6040 - Healthcare Organizations and Administration (3)
- HM6050 - Healthcare Policy and Analysis (3)

- HM6060 - Health Law and Ethics (3)
- HM6070 - Health Outcomes and Behaviors (3)
- HM6080 - Health Planning and Marketing (3)
- HM6100 - Leadership in Organizations (3)
- HM6110 - Management and Organizational Behavior (3)
- HM6120 - Management Information Systems (3)
- HM6130 - Principles of Negotiation and Risk Management (3)
- HM6140 - Quantitative Methods (3)
- HM6160 - Health Service Management: A Summative Review (3)

Core Course Requirements — 42 Credit Hours

Elective Requirements — Students Choose One of the Following

- B6027 - Perspectives in Change Leadership(3)
- Alternative elective approved by department chair (3)

Elective Requirements — 3 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Science (MS) in Health Services Management degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	<u>ge.argosy.edu/programoffering/3645</u>
Argosy University, Denver	<u>ge.argosy.edu/programoffering/2239</u>
Argosy University, San Francisco Bay Area	<u>ge.argosy.edu/programoffering/4499</u>
Argosy University, Twin Cities	<u>ge.argosy.edu/programoffering/874</u>

Section Thirteen, Western States College of Law

Mission Statement

The mission of the Master of Law in Compliance at Argosy University Online is to provide practical and learner-centered programs designed to prepare students seeking to enter or advance their employment in regulatory compliance. Graduates will be equipped with the skills needed to recognize legal compliance issues that arise within their jobs, minimize those legal risks, and communicate effectively with attorneys as necessary.

Master of Law in Compliance

Offering Campus

Argosy University, Phoenix*

*Offered only through the online format through Argosy University Online.

Program Overview

The Master's of Law in Compliance (MLC) degree program is designed to teach non-lawyer professionals how to identify legal issues that arise in their jobs, how to minimize legal risks in decision-making, and how to communicate effectively with lawyers when necessary. This program will offer opportunities for working professionals to learn about and experience the intersection of law with their professions in ways that are uniquely responsive to their needs. Please note that successful completion of this degree program will not prepare students to practice law, will not satisfy requirements for licensure to practice law, and will not provide the possibility of advance standing in a JD program, should a student in the MLC program later decide to apply for admission to a JD program.

Program Learning Outcomes

- Knowledge of the Legal System: Examine the structure, history, and values underlying the legal system.
- Research, Analysis, and Workplace Communication: Locate, analyze, and apply relevant legal authorities to real-world situations, and present research findings in a clear and professional manner.
- Communication with Legal Counsel: Define the broad outlines of legal issues encountered in the workplace, and communicate with legal counsel, as needed, using appropriate legal reasoning and vocabulary.
- Risk Management: Assess ways to reduce and manage legal risks in the workplace.
- Compliance Programming: Plan, implement, and evaluate effectiveness of compliance programs.
- Application of Regulatory Standards: Identify and apply the relevant legal authorities that regulate their professional field.

Admissions Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the dean of the Western States College of Law, or an appropriately certified foreign institution
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - 2.7 GPA for the bachelor's degree, or
 - 3.0 GPA for the last 60 hours of coursework (including graduate work),
- A personal/professional goal statement with a self-appraisal of qualifications for the profession and current résumé (or career summary)
- Students seeking admission with a GPA below 2.7 will be required to submit three academic and/or professional letters of recommendation. Admission below 2.7 must be approved by the Associate Dean and must be justified, documented, signed, placed, and retained in the student's academic file.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution

If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools must be submitted.

Graduation Requirements

Students enrolled in the Master's of Law in Compliance degree program are eligible for graduation when the following requirements are met:

- Successful completion of all academic requirements set forth by the Western States College of Law with a minimum grade point average of 3.0 (on a 4.0 scale); any course in which a student earns a grade below "B-" (2.7 on a 4.0 scale) must be retaken.
- Successful completion of 30 credit hours that includes:
 - 12 credit hours of common core courses
 - 12 credit hours of concentration courses
 - 6 credit hours of elective concentration courses
 - Petition to Graduate Form submitted to campus administration.

Program Requirements

The Master of Law in Compliance degree program requires the satisfactory completion of 30 semester credit hours, distributed as follows: core requirements, 12 credit hours; elective requirements, 6 credit hours; and concentration requirements, 12 credit hours.

Core Requirements – Students are Required to Take the Following

- MC6000 - Research, Analysis and Communication Skills (3)
- MC6010 - Constitutional Law (3)
- MC6012 - Administrative Law (3)
- MC6014 - Compliance and Organizational Structures (3)

Core Course Requirements – 12 Credit Hours

Concentration Requirements

Students enrolled in the MLC degree program are required to complete 4 concentration courses (12 credit hours) in one of the following areas.

Health Law Concentration Requirements – Students are Required to take the Following

- MC6020 - Law of Medicare and Medicaid (3)
- MC6022 - Law of Patients' Rights (3)
- MC6024 - Law of Accreditation and Licensure (3)
- MC6540 - Building a Compliance Program (3)

Health Law Concentration Requirements – 12 Credit Hours

Elective Requirements

In addition, students enrolled in the MLC degree program take 6 credit hours of electives. Students choose 3 of the following courses:

Health Law Elective Requirements – Students Choose 3 Elective Courses from the Following

- MC6500 - Law of Risk Management (2)
- MC6502 - Pharmaceutical Law (2)
- MC6510 - Legal Perspectives on Healthcare Ethics (2)
- MC6512 - Regulatory Compliance in the Healthcare Industry (2)
- MC6514 - Healthcare as an Employee Benefit (2)

Health Law Elective Requirements – 6 Credit Hours

Section Fourteen, Graduate School of Business and Management

Graduate School of Business and Management

Mission Statement

Argosy University Graduate School of Business and Management provides practical, and learner-centered programs to business practitioners from various organizations and sectors. Our goal is to help our diverse group of students build competencies and ethical values that are designed to allow them to contribute to their organization's efficiency and competitiveness by planning and executing strategies relevant to today's global work environment. The Graduate School of Business and Management programs are designed to foster values of interpersonal effectiveness and social responsibility in a supportive environment of mutual respect and professional excellence.

Graduate School of Business and Management Programs

The key to success in today's complex business environment is finding solutions and implementing the solutions effectively. Argosy University's Graduate School of Business and Management aims to prepare students for this environment with curricula that focus on the interpersonal competencies and content knowledge necessary to contribute to organizational performance and personal development.

Faculty members combine relevant business experience and academic principles to mentor and advise students as they seek to attain their career aspirations. The programs are based on applied business principles underscored by theoretical principles and delivered in flexible formats to accommodate working professionals.

Master's Programs

Master's Level Programs offered by the Graduate School of Business and Management

Master of Business Administration Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities

Program Overview

The Master of Business Administration (MBA) degree program is designed to develop action-oriented managers and leaders who can lead themselves and others to effective business solutions. The program is intended to build upon the talents of students from diverse academic and professional backgrounds. Students have the opportunity to acquire professional competencies identified by the Accreditation Council for Business Schools and Programs (ACBSP) and Argosy University's Graduate School of Business and Management Professional Advisory Board. The curriculum is comprehensive in that students have the opportunity to explore business discipline areas, such as accounting, economics, human resources, leadership, finance, management, marketing, and the global dimensions of business. This application-oriented program is designed to help students develop competencies through critical thinking, persuasive communication, use of current technologies, knowledge of best practices, and demonstration of interpersonal effectiveness. The MBA degree program culminates in an applied Capstone project that requires students to integrate and demonstrate proficiency in core business competencies.

Program Learning Outcomes

Program Outcome One

Interpersonal Competency: Communications and Interpersonal Effectiveness

- 1.1. Persuade colleagues, subordinates, superiors, and other stakeholders to a course of action, using appropriate technologies, mediums, and delivery tools (i.e. oral or written)
- 1.2. Present complex information at a level of detail and sophistication that the necessary audience can understand and accept

1.3. Demonstrate awareness of one's own competencies, skills, and managerial styles and seek assistance to address or offset personal development gaps

Program Outcome Two

Decision Making: Critical Thinking and Problem Solving

2.1 Using information literacy skills, gather information from multiple sources, disciplines, and work activities, and evaluate the credibility and relevance of selected information

2.2. Apply relevant information using cross disciplinary perspectives to solve business problems and achieve organizational goals

2.3 Use professional experience, interpersonal competencies, and business tools to diagnose opportunities and problems, and propose and implement action plans

Program Outcome Three

Leadership

3.1 Participate in a team to execute a plan or achieve a goal

3.2 Create effective teams to achieve organizational goals amidst conflicting values and priorities

3.3 Maximize organizational performance given the available people, process, and technology

Program Outcome Four

Ethics and Values

4.1 Identify ethical tensions in simple and complex business situations and communicate both the tensions and a proposed course of action to all stakeholders

4.2 Recognize the diverse needs and wants of stakeholders, identify conflicts of interest, and find resolutions to achieve organizational goals

4.3 Identify the core values of an organization, and assess how they are upheld through the actions and behaviors of its staff

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the dean of the Graduate School of Business and Management, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 GPA for the bachelor's degree, or
 - o 3.0 GPA for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students admitted with a GPA between 2.0 and 2.7 must demonstrate 3 years of professional experience in business, industry, or a non-profit organization. Professional experience will be evaluated by the department chair or the department chair designee to ensure relevancy.

- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

Students enrolled in the MBA degree program are eligible for graduation when the following requirements are met:

- Satisfactory completion of all requirements in the program of study.
- Satisfactory completion of foundation courses, if necessary.
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses.
- Completion of these requirements within five years of matriculation into the program.
- A completed Petition to Graduate submitted to campus administration.

Foundation Course Requirements

Students enrolled in the MBA degree program are required to complete four foundation courses at the undergraduate level, one each from four subject areas. See chart below for the list of foundation courses and their equivalent competency tests and self-paced courses offered by the University. Students may fulfill the foundation course requirements by showing successful completion of academically equivalent coursework, passing a competency exam with a score of 80% or better, or

passing a self-paced course with a score of 80% or better. Students will be notified during the admission process whether one or more of these courses are needed based on prior coursework.

Foundation Course	Competency Test	Self-Paced Course and Test
ACC201 Principles of Accounting (3)	ACC201-CT Principles of Accounting Competency Test (0)	ACC201-SP Principles of Accounting Self-Paced Course and Test (0)
ECO201 Macroeconomics (3)	ECO201-CT Macroeconomics Competency Test (0)	ECO201-SP Macroeconomics Self-Paced Course and Test (0)
–or–	–or–	–or–
ECO202 Microeconomics (3)	ECO202-CT Microeconomics Competency Test (0)	ECO202-SP Microeconomics Self-Paced Course and Test (0)
FIN401 Financial Management (3)	FIN401-CT Financial Management Competency Test (0)	FIN-401-SP Financial Management Self-Paced Course and Test (0)
MGT334 Data-Driven Decision Making (3)	MGT334-CT Data-Driven Decision Making Competency Test (0)	MGT334-SP Data-Driven Decision Making Self-Paced Course and Test (0)

Program Requirements

Students enrolled in the MBA degree program are required to complete ten core courses (30 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- B6021 - Managerial Accounting (3)
- B6022 - Financial Management (3)
- B6025 - Management Decision Models (3)
- B6026 - Marketing Planning and Strategy (3)
- B6027 - Perspectives in Change Leadership (3)
- B6028 - Capstone Experience in Integration and Strategy (3)
- B6029 - Operations Management: Solutions to Business Challenges (3)
- B6032 - Human Resources Management and Talent Development (3)
- B6111 - Managerial Applications of Technology (3)
- B6512 - Global Business: Exploration and Evaluation of Culture and Economics (3)

Core Course Requirements—30 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Business Administration degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/571
Argosy University, Chicago	ge.argosy.edu/programoffering/588
Argosy University, Dallas	ge.argosy.edu/programoffering/601
Argosy University, Denver	ge.argosy.edu/programoffering/610
Argosy University, Hawai'i	ge.argosy.edu/programoffering/635
Argosy University, Inland Empire	ge.argosy.edu/programoffering/642
Argosy University, Los Angeles	ge.argosy.edu/programoffering/742
Argosy University, Nashville	ge.argosy.edu/programoffering/1684
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/883
Argosy University, Orange County	ge.argosy.edu/programoffering/690
Argosy University, Phoenix	ge.argosy.edu/programoffering/700
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/1853
Argosy University, San Diego	ge.argosy.edu/programoffering/720
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/727
Argosy University, Sarasota	ge.argosy.edu/programoffering/787
Argosy University, Schaumburg	ge.argosy.edu/programoffering/806
Argosy University, Tampa	ge.argosy.edu/programoffering/836
Argosy University, Twin Cities	ge.argosy.edu/programoffering/866
Argosy University Online Programs	ge.argosy.edu/programoffering/5402

Master of Business Administration Degree Program with Concentration (36 Credit Hours)

Offering Campuses*

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville, Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix, Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Tampa, Argosy University, Twin Cities

Program Overview

The Master of Business Administration (MBA) degree program with concentrations (36 credit hours) is designed to develop action-oriented managers and leaders who can lead themselves and others to effective business solutions. The program is intended to build upon the talents of students from diverse academic and professional backgrounds. Students have the opportunity to acquire professional competencies identified by the Accreditation Council for Business Schools and Programs (ACBSP) and Argosy University's Graduate School of Business and Management Professional Advisory Board. The curriculum is comprehensive in that students have the opportunity to explore business discipline areas, such as accounting, economics, human resources, leadership, finance, management, marketing, and the global dimensions of business. This application-oriented program is designed to help students develop competencies through critical thinking, persuasive communication, use of current technologies, knowledge of best practices, and demonstration of interpersonal effectiveness. The MBA degree program culminates in an applied Capstone project that requires students to integrate and demonstrate proficiency in core business competencies.

In addition to completing the core course requirements, students have the opportunity to enroll in one of the concentrations listed below:

- Human Resource Management
- Organizational Leadership
- Public Health

Program Learning Outcomes

Program Outcome One

Interpersonal Competency: Communications and Interpersonal Effectiveness

- 1.1. Persuade colleagues, subordinates, superiors, and other stakeholders to a course of action, using appropriate technologies, mediums, and delivery tools (i.e. oral or written)
- 1.2. Present complex information at a level of detail and sophistication that the necessary audience can understand and accept
- 1.3. Demonstrate awareness of one's own competencies, skills, and managerial styles and seek assistance to address or offset personal development gaps

Program Outcome Two

Decision Making: Critical Thinking and Problem Solving

- 2.1 Using information literacy skills, gather information from multiple sources, disciplines, and work activities, and evaluate the credibility and relevance of selected information
- 2.2. Apply relevant information using cross disciplinary perspectives to solve business problems and achieve organizational goals
- 2.3 Use professional experience, interpersonal competencies, and business tools to diagnose opportunities and problems, and propose and implement action plans

Program Outcome Three

Leadership

- 3.1 Participate in a team to execute a plan or achieve a goal
- 3.2 Create effective teams to achieve organizational goals amidst conflicting values and priorities
- 3.3 Maximize organizational performance given the available people, process, and technology

Program Outcome Four

Ethics and Values

- 4.1 Identify ethical tensions in simple and complex business situations and communicate both the tensions and a proposed course of action to all stakeholders
- 4.2 Recognize the diverse needs and wants of stakeholders, identify conflicts of interest, and find resolutions to achieve organizational goals
- 4.3 Identify the core values of an organization, and assess how they are upheld through the actions and behaviors of its staff

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the dean of the Graduate School of Business and Management, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 GPA for the bachelor's degree, or
 - o 3.0 GPA for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students admitted with a GPA between 2.0 and 2.7 must demonstrate 3 years of professional experience in business, industry, or a non-profit organization. Professional experience will be evaluated by the department chair or the department chair designee to ensure relevancy.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

Students enrolled in the MBA degree program with concentrations (36 credit hours) are eligible for graduation when the following requirements are met:

- Satisfactory completion of all requirements in the program of study.

- Satisfactory completion of foundation courses, if necessary.
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses.
- Completion of these requirements within five years of matriculation into the program.
- A completed Petition to Graduate submitted to campus administration.

Foundation Course Requirements

Students enrolled in the MBA degree program are required to complete four foundation courses at the undergraduate level, one each from four subject areas. See chart below for the list of foundation courses and their equivalent competency tests and self-paced courses offered by the University. Students may fulfill the foundation course requirements by showing successful completion of academically equivalent coursework, passing a competency exam with a score of 80% or better, or passing a self-paced course with a score of 80% or better. Students will be notified during the admission process whether one or more of these courses are needed based on prior coursework.

Foundation Course	Competency Test	Self-Paced Course and Test
ACC201 Principles of Accounting (3)	ACC201-CT Principles of Accounting Competency Test (0)	ACC201-SP Principles of Accounting Self-Paced Course and Test (0)
ECO201 Macroeconomics (3)	ECO201-CT Macroeconomics Competency Test (0)	ECO201-SP Macroeconomics Self-Paced Course and Test (0)
–or–	–or–	–or–
ECO202 Microeconomics (3)	ECO202-CT Microeconomics Competency Test (0)	ECO202-SP Microeconomics Self-Paced Course and Test (0)
FIN401 Financial Management (3)	FIN401-CT Financial Management Competency Test (0)	FIN401-SP Financial Management Self-Paced Course and Test (0)
MGT334 Data-Driven Decision Making (3)	MGT334-CT Data-Driven Decision Making Competency Test (0)	MGT334-SP Data-Driven Decision Making Self-Paced Course and Test (0)

Program Requirements

Students enrolled in the MBA degree program with concentrations (36 credit hours) are required to complete nine core courses (27 credit hours) and three concentration courses (9 credit hours).

Core Course Requirements

Students enrolled in the MBA degree program with concentrations (36 credit hours) are required to complete nine core courses (27 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- B6021 - Managerial Accounting (3)
- B6022 - Financial Management (3)
- B6025 - Management Decision Models (3)
- B6026 - Marketing Planning and Strategy (3)
- B6027 - Perspectives in Change Leadership (3)
- B6028 - Capstone Experience in Integration and Strategy (3)
- B6029 - Operations Management: Solutions to Business Challenges (3)
- B6032 - Human Resources Management and Talent Development (3)
- B6111 - Managerial Applications of Technology (3)

Core Course Requirements—27 Credit Hours

Concentration Requirements

Students enrolled in the MBA degree program with concentrations (36 credit hours) are required to complete 3 concentration courses (9 credit hours) in one of the following areas.

Human Resource Management Concentration Requirements—Students Are Required to Take the Following

- B6731 - Understanding and Managing Human Differences (3)
- MS6510 - Compensation, Motivation and Rewards (3)
- MS6512 - Applications in Training and Development (3)

Human Resource Management Concentration Requirements—9 Credit Hours

Organizational Leadership Concentration Requirements—Students Are Required to Take the Following

- B6120 - Communications Strategies for Managers (3)
- B6512 - Global Business: Exploration and Evaluation of Culture and Economics (3)
- B6731 - Understanding and Managing Human Differences (3)

Organizational Leadership Concentration Requirements—9 Credit Hours

Public Health Concentration Requirements—Students Are Required to Take the Following

- PH6010 - History and Foundations of Public Health (3)
- PH6020 - Health Policy and Analysis (3)
- PH6514 - Public Health in the 21st Century (3)

Public Health Concentration Requirements—9 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Business Administration degree program with concentrations (36 credit hours) offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/5518
Argosy University, Chicago	ge.argosy.edu/programoffering/5503
Argosy University, Dallas	ge.argosy.edu/programoffering/5504
Argosy University, Denver	ge.argosy.edu/programoffering/5505
Argosy University, Hawai'i	ge.argosy.edu/programoffering/5506
Argosy University, Inland Empire	ge.argosy.edu/programoffering/5507
Argosy University, Los Angeles	ge.argosy.edu/programoffering/742
Argosy University, Nashville	ge.argosy.edu/programoffering/1684
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/5509
Argosy University, Orange County	ge.argosy.edu/programoffering/5510
Argosy University, Phoenix	ge.argosy.edu/programoffering/700
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/5511
Argosy University, San Diego	ge.argosy.edu/programoffering/5512
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/5513
Argosy University, Sarasota	ge.argosy.edu/programoffering/5514
Argosy University, Schaumburg	ge.argosy.edu/programoffering/5515
Argosy University, Tampa	ge.argosy.edu/programoffering/5516
Argosy University, Twin Cities	ge.argosy.edu/programoffering/866
Argosy University Online Programs	ge.argosy.edu/programoffering/5517

Master of Science in Human Resource Management Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities

Program Overview

The Master of Science in Human Resource Management (MSHRM) degree program is designed to prepare students to seek employment as human resource professionals, as well as those seeking to enter the human resource profession. Students will have the opportunity to effectively address the breadth of human resources needs of an organization: recruitment, selection, and development; compensation and benefits; employee relations; and the long-run strategic human resource needs of an organization. Particular attention is placed on the ethical management of people in our diverse world.

Program Learning Outcomes

Program Outcome One: Analysis and Integration

Evaluate practices from any HR sub-discipline, including staffing, compensation and benefits, employee relations, training, and employee and organizational development, in terms of human and financial impact on the organization or work group and in consideration of local, national, or global environments.

Program Outcome Two: Ethics

Apply ethical principles, generally accepted business practices, and best-practice tools to provide accurate advice and counsel to appropriate stakeholders in making decisions about human resources policies, practices, or initiatives.

Program Outcome Three: Communication

Communicate the value-added contribution of human resource organizations and projects to decision makers outside of the HR field using relationship management and a consultative approach.

Program Outcome Four: Critical Thinking

Analyze and Implement talent management and succession planning systems, applying recruitment,

selection, training and development concepts, and retention processes including performance management to assure business success.

Program Outcome Five: Management

Implement and revise as necessary compensation, benefits, and reward programs that meet the strategies and constraints of the work environment.

Program Outcome Six: Leadership

Establish the vision for HR initiatives and demonstrate ability to apply change management principles using consultative approaches to realize the vision through effective organizational leadership.

Admission Requirements

Admission requirements for the MSHRM degree program are as follows:

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the dean of the Graduate School of Business and Management, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 GPA for the bachelor's degree, or
 - o 3.0 GPA for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 38 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution.
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

Students enrolled in the MSHRM degree program are eligible for graduation when the following requirements are met:

- Satisfactory completion of all requirements in the program of study.
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses.
- Completion of these requirements within five years of matriculation into the program.
- A completed Petition to Graduate Form submitted to campus administration.

Program Requirements

Students enrolled in the MSHRM degree program are required to satisfactorily complete 30 credit hours distributed as follows: core requirements, 12 credit hours; specialty area requirements, 18 credit hours.

Core Course Requirements

Students enrolled in the MSHRM degree program are required to complete four core courses (12 credit hours).

Core Course Requirements--Students Are Required to Take the Following

- MS6010 - Accounting Practices for Managers (3)
- MS6012 - Economic Practices for Managers (3)
- MS6014 - Financial Practices for Managers (3)
- MS6900 - The Functional Contribution to Organizational Success (Capstone) (3)**

Core Course Requirements--12 Credit Hours

Note: **The capstone course (MS6900) must be taken in the final session of the degree program

Specialty Area Requirements

Students enrolled in the MSHRM degree program are required to take six courses (18 credit hours) in the Human Resource Management specialty area.

Human Resource Management Specialty Area Requirements—Students Are Required to Take the Following

- B6120 - Communications Strategies for Managers (3)
- B6731 - Understanding and Managing Human Differences (3)
- MS6018 - Employment Law and Public Policy (3)
- MS6510 - Compensation, Motivation, and Rewards (3)
- MS6512 - Applications in Training and Development (3)
- MS6514 - Talent Management (3)

Human Resource Management Specialty Area Requirements—18 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Science in Human Resource Management (MSHRM) degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/4450
Argosy University, Chicago	ge.argosy.edu/programoffering/4034
Argosy University, Dallas	ge.argosy.edu/programoffering/2907
Argosy University, Denver	ge.argosy.edu/programoffering/2816
Argosy University, Hawai'i	ge.argosy.edu/programoffering/2860
Argosy University, Inland Empire	ge.argosy.edu/programoffering/2825
Argosy University, Los Angeles	ge.argosy.edu/programoffering/2829
Argosy University, Nashville	ge.argosy.edu/programoffering/3088
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/3038
Argosy University, Orange County	ge.argosy.edu/programoffering/2833
Argosy University, Phoenix	ge.argosy.edu/programoffering/3032
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/2820
Argosy University, San Diego	ge.argosy.edu/programoffering/2837
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/2841
Argosy University, Sarasota	ge.argosy.edu/programoffering/3055
Argosy University, Schaumburg	ge.argosy.edu/programoffering/4036
Argosy University, Tampa	ge.argosy.edu/programoffering/3051
Argosy University, Twin Cities	ge.argosy.edu/programoffering/3111
Argosy University Online Programs	ge.argosy.edu/programoffering/5409

Master of Science in Management Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities

Program Overview

The Master of Science in Management (MSM) degree program is designed to prepare students to manage and lead organizations within the private, non-profit, and public sectors. The MSM degree program offers students a core curriculum that is intended to prepare them to meet the management challenges presented by the effects of rapid change on complex organizations. This degree program is designed to help students develop competencies through communication, critical thinking, ethics, use of current technologies, as well as the ability to implement and facilitate practices and systems that support the organizational mission and goals. The MSM degree program culminates in an applied Capstone project that requires students to integrate and demonstrate proficiency in the MSM degree program core competencies.

Program Learning Outcomes

Program Outcome One: Communication

Design and execute written and oral communication plans, using technology and research as appropriate, toward expressed business or organizational goals.

Program Outcome Two: Critical Thinking

Diagnose multiple facets of a given situation, evaluate available options and data, and make informed decisions based on sound theories and practices, and aligned with business goals.

Program Outcome Three: Ethics

Apply ethical principles, generally accepted business practices, and best-practice tools in making decisions about organizational policies, practices, or initiatives.

Program Outcome Four: Analysis and Integration

Analyze effectiveness of organizational practices in meeting organizational goals while considering interrelationships of the different dimensions of business and local, national, or global environments.

Program Outcome Five: Management

Implement and facilitate practices and systems that support the organizational mission and goals making optimal use of human and fiscal resources and promoting a motivating work environment where differences are valued.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the dean of the Graduate School of Business and Management, or an appropriately certified foreign institution.
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 GPA for the bachelor's degree, or
 - o 3.0 GPA for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 38 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution.
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

Students enrolled in the MSM degree program are eligible for graduation when the following requirements are met:

- Satisfactory completion of all requirements in the program of study
- Satisfactory completion of 30 credit hours that includes 10 core courses
- A minimum GPA of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses
- Completion of these requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students enrolled in the MSM degree program are required to complete 10 core courses (30 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- B6003 - Ethics in Business (3)
- B6006 - Business Principles (3)
- B6007 - Psychology Foundations for Leadership (3)
- B6026 - Marketing Planning and Strategy (3)
- B6027 - Perspectives in Change Leadership (3)
- B6029 - Operations Management: Solutions to Business Challenges (3)
- B6120 - Communications Strategies for Managers (3)
- MS6010 - Accounting Practices for Managers (3)
- MS6014 - Financial Practices for Managers (3)
- MS6900 - The Functional Contribution to Organizational Success (Capstone) (3)**

Note: **The capstone course (MS6900) must be taken in the final session of the degree program.

Core Course Requirements—30 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Science in Management (MS) degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/1633
Argosy University, Chicago	ge.argosy.edu/programoffering/1570
Argosy University, Dallas	ge.argosy.edu/programoffering/4260
Argosy University, Denver	ge.argosy.edu/programoffering/608
Argosy University, Hawai'i	ge.argosy.edu/programoffering/2182
Argosy University, Inland Empire	ge.argosy.edu/programoffering/2094
Argosy University, Los Angeles	ge.argosy.edu/programoffering/740
Argosy University, Nashville	ge.argosy.edu/programoffering/1686
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/1733
Argosy University, Orange County	ge.argosy.edu/programoffering/672
Argosy University, Phoenix	ge.argosy.edu/programoffering/2323
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/4261
Argosy University, San Diego	ge.argosy.edu/programoffering/719
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/725
Argosy University, Sarasota	ge.argosy.edu/programoffering/788
Argosy University, Schaumburg	ge.argosy.edu/programoffering/1571
Argosy University, Tampa	ge.argosy.edu/programoffering/852
Argosy University, Twin Cities	ge.argosy.edu/programoffering/878
Argosy University Online Programs	ge.argosy.edu/programoffering/5414

Master of Science in Organizational Leadership Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities

Program Overview

The Master of Science in Organizational Leadership (MSOL) degree program is designed to prepare students in the interpersonal skills central to broad management duties across a range of industries and disciplines. The program is designed to develop analytical and critical thinking skills that are actionable in the specific context of the employee/graduate, with emphasis on the ability to maximize the contribution of the team members, individually and collectively, toward the mission of the organization.

Program Learning Outcomes

Program Outcome One: Analysis and Integration

Evaluate theoretical and practical aspects of organizational leadership to develop innovative strategies based on best practices that help achieve operational and strategic goals.

Program Outcome Two: Ethics

Apply ethical and legal principles to the leadership functions of a business setting.

Program Outcome Three: Communication

Design and execute employee communication plans toward expressed business or organizational goals.

Program Outcome Four: Management

Evaluate the skills and capabilities of individuals relative to specific organizational settings and provide counsel where organizational systems and processes are inconsistent with competencies of the existing workforce.

Program Outcome Five: Leadership

Demonstrate the value-added contribution of leadership actions and practices to the organization and to the surrounding business environment.

Admission Requirements

Admission requirements for the MSOL degree program are as follows:

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the dean of the Graduate School of Business and Management, or an appropriately certified foreign institution
- A grade point average (GPA) on a scale of 4.0 as described below. Additional requirements may apply.
 - o 2.7 GPA for the bachelor's degree, or
 - o 3.0 GPA for the last 60 hours of coursework (including graduate work), or
 - o Between 2.0 and 2.7 for the bachelor's degree. Students admitted with a GPA between 2.0 and 2.7 must enroll in W5096 - Academic Writing within the first 15 week semester and pass within the first 38 weeks. Admission between 2.0 and 2.7 must be approved by the department chair and must be justified, documented, signed, placed, and retained in the student's academic file.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- If the basis of admission is an earned bachelor's degree with a cumulative GPA of 2.0 or higher (on a scale of 4.0), an official transcript from the degree granting institution.
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all postsecondary schools attended during the 60 hours of study.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

Students enrolled in the MSOL degree program are eligible for graduation when the following requirements are met:

- Satisfactory completion of all requirements in the program of study.
- A minimum GPA of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses.
- Completion of these requirements within five years of matriculation into the program.
- A completed Petition to Graduate Form submitted to campus administration.

Program Requirements

Students enrolled in the MSOL degree program are required to successfully complete 30 credit hours distributed as follows: core requirements, 12 credit hours; specialty area requirements, 18 credit hours.

Core Course Requirements

Students enrolled in the MSOL degree program are required to take four core courses (12 credit hours).

Core Course Requirements--Students Are Required to Take the Following

- MS6010 - Accounting Practices for Managers (3)
- MS6012 - Economic Practices for Managers (3)
- MS6014 - Financial Practices for Managers (3)
- MS6900 - The Functional Contribution to Organizational Success (Capstone) (3)**

Core Course Requirements--12 Credit Hours

Note: **The capstone course (MS6900) must be taken in the final session of the degree program.

Specialty Requirements

Students enrolled in the MSOL degree program are required to take six courses (18 credit hours) in the Organizational Leadership specialty area.

Specialty Area Requirements—Students Are Required to Take the Following

- B6027 - Perspectives in Change Leadership (3)
- B6120 - Communications Strategies for Managers (3)
- B6420 - Foundations of Sustainable Business (3)
- B6601 - International Business Practice (3)
- B6731 - Understanding and Managing Human Differences (3)
- MS6020 - Contract Law and Professional Ethics (3)

Specialty Area Requirements - 18 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Master of Science in Organizational Leadership (MSOL) degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/4451
Argosy University, Chicago	ge.argosy.edu/programoffering/4035
Argosy University, Dallas	ge.argosy.edu/programoffering/2908
Argosy University, Denver	ge.argosy.edu/programoffering/2815
Argosy University, Hawai'i	ge.argosy.edu/programoffering/2862
Argosy University, Inland Empire	ge.argosy.edu/programoffering/2824
Argosy University, Los Angeles	ge.argosy.edu/programoffering/2828
Argosy University, Nashville	ge.argosy.edu/programoffering/3091
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/3039
Argosy University, Orange County	ge.argosy.edu/programoffering/2832
Argosy University, Phoenix	ge.argosy.edu/programoffering/3033
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/2819
Argosy University, San Diego	ge.argosy.edu/programoffering/2836
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/2840
Argosy University, Sarasota	ge.argosy.edu/programoffering/3056
Argosy University, Schaumburg	ge.argosy.edu/programoffering/4038
Argosy University, Tampa	ge.argosy.edu/programoffering/3052
Argosy University, Twin Cities	ge.argosy.edu/programoffering/3114
Argosy University Online Programs	ge.argosy.edu/programoffering/5416

Doctoral Programs

Doctoral level programs offered by the Graduate School of Business and Management

Doctor of Business Administration Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, *Seattle; Argosy University, Tampa; Argosy University, Twin Cities

*Note: Argosy University, Seattle is no longer accepting new students in this program.

Program Overview

In the Doctor of Business Administration (DBA) degree program, industry and academic professionals have the opportunity to build upon master's-level competencies, skills, and knowledge. The curriculum is designed to prepare students to perform more effectively in existing professional roles, to qualify for roles with increasing responsibility, to start their own business, or develop capabilities for a second career in consulting or teaching at the college level.

The DBA degree program is designed to assist busy professionals in balancing the demands of career, family, and school. Students can meet the program's requirements by completing courses in- residence and online. Check with your Argosy University campus for additional information on course formats available.

The DBA degree program consists of five research foundation courses (15 credit hours), six core courses (18 credit hours), four concentration courses (12 credit hours), one elective course (3 credit hours), and 12 credit hours in doctoral research requirements.

The following DBA concentrations are offered:

- Accounting
- International Business
- Management
- Marketing

In addition, with approval of the student's department chair, a student may select four courses (12 credit hours) to create a customized professional concentration that fits their specific career goals and forms a coherent interdisciplinary field of study.

Students must also successfully complete the Doctoral Qualifying Examination. The Doctoral Qualifying Examination is taken following the successful completion of all core course work and prior to moving into the doctoral research process.

Program Learning Outcomes

Core Requirements

Outcome One: Strategic Thinking

Evaluate business issues and trends brought forth by economic globalization, to generate strategies that sustain long-term business success.

Outcome Two: Divergent Thinking

Analyze and prioritize the needs of diverse stakeholders in business situations to recommend innovative, feasible, ethical, and legal actions.

Outcome Three: Professional Communication

Synthesize and communicate in a professional manner complex information that is concise, clear, organized and well supported, appropriate to each business situation.

Outcome Four: Informed Decision-Making

Evaluate and apply relevant academic and professional literature to make evidence-based decisions in cross-cultural business environments.

Outcome Five: Research

Design, conduct, and justify applied research in the area of specialization to foster positive change in organizations and communities.

Outcome Six: Professional Focus

Concentration Requirements

Outcome 6.1: Accounting

Evaluate the results of accounting research and analyses to determine appropriate business actions for meeting organizational goals.

Outcome 6.2: International Business

Evaluate current research and practices in the global market place and analyze worldwide drivers of business success to recommend sound and responsible organizational strategies.

Outcome 6.3: Marketing

Analyze the foundation and development of marketing and consumer behavior theory and practice to strengthen the marketing function in modern organizations.

Outcome 6.4: Management

Evaluate management research and current practices to develop employees and systems that sustain competitive and responsible organizations in changing environments.

Admission Requirements

- A master's degree in business administration, management, public or non-profit management, engineering management, JD, LLM, or other degree demonstrating exposure to managerial knowledge; the degree must be awarded by a regionally accredited institution, nationally accredited institution approved and documented by the dean of the Graduate School of Business and Management, or an appropriately certified foreign institution.
- At least three (3) graduate credit hours or six (6) undergraduate credit hours in each of the following: accounting, finance, economics¹
- To be eligible to select the accounting concentration, applicants must have twelve (12) graduate credit hours in accounting.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree, and in any subsequent graduate study
- At least three (3) years and preferably five (5) years of full-time managerial or professional experience, documented by a recently updated resume or an online professional profile. If not currently employed, the applicant must show active participation in professional organizations.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Documentation of managerial experience and participation in a professional organization
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.²

Notes: ¹Students may be accepted into the DBA degree program without these functional courses but must complete designated master's level course work in these fields prior to beginning the DBA degree program coursework. Tuition for prerequisite courses is the same as tuition for doctoral courses.

²Undergraduate transcripts might be needed to demonstrate fulfillment of prerequisites.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the department chair.
- Satisfactory completion of at least 60 credit hours distributed as follows:
 - o 15 credit hours, Research Requirements
 - o 18 credit hours, Core Course Requirements
 - o 12 credit hours, Concentration Requirements
 - o 3 credit hours, Elective Requirements
 - o 12 credit hours, Doctoral Research Requirements
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses
- Satisfactory performance on the Doctoral Qualifying Exam
- Successful completion and defense of the Doctoral Research Project
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The DBA degree program requires the satisfactory completion of 60 credit hours distributed as follows: research requirements, 15 credit hours; core course requirements, 18 credit hours; concentration requirements, 12 credit hours; elective requirements, 3 credit hours; and doctoral research requirements, 12 credit hours.

Research Requirements

Students enrolled in the DBA degree program are required to complete five research courses (15 credit hours).

Research Requirements—Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- W7000 - Advanced Academic Study and Writing (3)

Students Choose One of the Following

- R7034 - Advanced Statistical Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)
- R7040 - Advanced Qualitative Methods (3)

Research Requirements—15 Credit Hours

Core Course Requirements

Students enrolled in the DBA degree program are required to take six core courses (18 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- B7438 - Holistic Management in Organizations (3)
- B7440 - Managing Global Challenges (3)
- B7442 - Marketing Strategy and Management (3)
- B7530 - Corporate and Global Finance (3)
- B7532 - Advanced Operations Management (3)
- B7840 - Strategy Formulation, Implementation, and Evaluation (3)

Core Course Requirements—18 Credit Hours

Concentration Requirements

Students enrolled in the DBA degree program are required to take four courses (12 credit hours) in one of the designated concentration areas or receive permission to develop a customized professional concentration. Many DBA degree program students will seek full-time or part-time teaching opportunities in a variety of college-level organizations. The depth and breadth of graduate course work required by such institutions vary. Consequently, depending on the career interests of the student and the specific educational background, those DBA degree program students should consider using elective credit hours in the academic discipline in which they hope to teach.

Accounting Concentration Requirements—Students Are Required to Take the Following

- B7630 - Contemporary Accounting Theory (3)
- B7640 - Accounting in a Global Financial Community (3)
- B7650 - Accounting Control Systems (3)
- B7670 - Financial Reporting Theory (3)

Accounting Concentration Requirements—12 Credit Hours

International Business Concentration Requirements—Students Are Required to Take the Following

- B7602 - Global Management Models (3)
- B7607 - Comparative Economic Systems (3)
- B7610 - Leadership in Global and Multicultural Organizations (3)
- B7616 - Global Business Law and Practices (3)

International Business Concentration Requirements—12 Credit Hours

Management Concentration Requirements—Students Are Required to Take the Following

- B7401 - Organizational Behavior (3)
- B7403 - Management Science (3)
- B7408 - Organizational Development and Change Management (3)
- B7426 - Strategic Talent Management (3)

Management Concentration Requirements—12 Credit Hours

Marketing Concentration Requirements—Students Are Required to Take the Following

- B7315 - Global and Multinational Marketing (3)
- B7320 - Marketing and Innovation (3)
- B7330 - Marketing Research Design (3)
- B7336 - Consumer Decision and Behavior (3)

Marketing Concentration Requirements—12 Credit Hours

Customized Professional Concentration Requirements

Students selecting this concentration work with a faculty advisor and the department chair to develop a learning contract tailored to individual needs and reflective of a coherent interdisciplinary field of study. Students are required to take four courses (12 credit hours), which are pre-approved by the department chair, in order to complete the Customized Professional concentration and focused on a particular theme or issue relevant to business and management. A maximum of two courses (6 credit hours) may be taken as directed independent study courses.

Elective Requirements

In addition, students enrolled in the DBA degree program take 3 credit hours of electives. Students choose one of the following courses:

- B7534 - Teaching in Higher Education (3)
- B7536 - Business Consulting (3)
- B7538 - Innovation and Entrepreneurship (3)
- B7609 - International Project I (3)
- Any existing concentration course from international business, management, or marketing (3)
- Any Advanced Research Course not included in the research foundation requirements (3)

Elective choices should be discussed with either the department chair or academic advisor to provide the greatest opportunity for the student to meet their personal career goals.

Doctoral Qualifying Examination

Students are required to successfully complete a Doctoral Qualifying Examination (DQE) that focuses on the learner outcomes that are associated with the required core courses of their programs. Students must take the DQE the session after successfully completing all required core courses and must pass it within three sessions of successfully completing all required core courses.

Doctoral Research Requirements (12 Credit Hours)

Upon successful completion of the prerequisite coursework and the Doctoral Qualifying Exam (DQE), students enroll in doctoral research courses. To progress through each doctoral research course, students must successfully complete specified course objectives. If all objectives of the course are successfully met, students will earn a PR grade, permitting them to enroll in the next doctoral research course as outlined in the course sequence of their program of study. If objectives of a doctoral research course are substantively but not fully met (67% completed) by the end of the course (as determined by the research mentors) students will earn a grade of Incomplete Progressing (IP) for the course and must complete an IP contract outlining a plan for completion of the remaining course objectives. Students must successfully complete all remaining course objectives by the due date specified in the IP contract before enrollment is permitted in the next doctoral research course. If little to no progress has been made in a doctoral research course (less than 67% of the course objectives were successfully completed) or the IP contract is not successfully fulfilled within the specified timeframe, students will earn a grade of No Credit (NC). Students who earn a grade of NC in a doctoral research course are required to retake the course. A student may only receive any combination of two NC, W, or WF grades in doctoral research courses. Upon receiving the third NC, W, or WF grade in a doctoral research course, the student will be dismissed from the program. Published course objectives for each doctoral research course apply unless the student and research mentors agree to and confirm in writing alternative specified objectives more appropriate for a particular doctoral research topic. Students must fulfill the prerequisites of each doctoral research course before enrollment is permitted.

Doctoral Research Requirements - Students Are Required to Take the Following

- DR8801-A - Doctoral Research I - A (1.5)
- DR8801-B - Doctoral Research I - B (1.5)
- DR8802-A - Doctoral Research II - A (1.5)
- DR8802-B - Doctoral Research II - B (1.5)
- DR8803-A - Doctoral Research III - A (1.5)
- DR8803-B - Doctoral Research III - B (1.5)
- DR8804-A - Doctoral Research IV - A (1.5)
- DR8804-B - Doctoral Research IV - B (1.5)

Doctoral Research Requirements - 12 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Business Administration (DBA) degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/570
Argosy University, Chicago	ge.argosy.edu/programoffering/587
Argosy University, Dallas	ge.argosy.edu/programoffering/2045
Argosy University, Denver	ge.argosy.edu/programoffering/609
Argosy University, Hawai'i	ge.argosy.edu/programoffering/624
Argosy University, Inland Empire	ge.argosy.edu/programoffering/641
Argosy University, Los Angeles	ge.argosy.edu/programoffering/741
Argosy University, Nashville	ge.argosy.edu/programoffering/1450
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/882
Argosy University, Orange County	ge.argosy.edu/programoffering/689
Argosy University, Phoenix	ge.argosy.edu/programoffering/699
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/1852
Argosy University, San Diego	ge.argosy.edu/programoffering/1388
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/726
Argosy University, Sarasota	ge.argosy.edu/programoffering/786
Argosy University, Seattle	ge.argosy.edu/programoffering/818
Argosy University, Tampa	ge.argosy.edu/programoffering/835
Argosy University, Twin Cities	ge.argosy.edu/programoffering/877
Argosy University Online Programs	ge.argosy.edu/programoffering/5452

Doctor of Education in Organizational Leadership Degree Program

Offering Campuses

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Northern Virginia; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, *Seattle; Argosy University, Tampa; Argosy University, Twin Cities

*Note: Argosy University, Seattle is no longer accepting new students in this program.

Program Overview

The Doctor of Education (EdD) in Organizational Leadership degree program is designed to provide students with a learning environment that integrates the knowledge and skills needed for the development of organizational leaders ready to face the complex issues present in an ever-changing world.

Based on the premise that an organization's success is directly and substantially linked to its leaders, the program is designed to prepare students to lead organizations faced with strategic challenges, such as, increasing globalization, changing economies, societal shifts, and individual organizational relationships. Students will have the opportunity to apply ethical and evidence-based techniques to improve organizational efficiency and effectiveness to meet the challenges of the future.

Students should be aware that they will at times need access to an organization—whether their employer or any other organization—to maximize the opportunity to develop their competencies.

Program Learning Outcomes

Program Outcome One: Leadership in Teams

Evaluate the needs of teams and respond to them through appropriate and evidence-based leadership techniques that demonstrate an appreciation for diversity.

Program Outcome Two: Ethical Leadership

Identify, evaluate, and apply ethical solutions to resolve leadership dilemmas.

Program Outcome Three: Change Management

Integrate the knowledge and skills needed to facilitate organizational change through effective communication and motivation techniques.

Program Outcome Four: Application of Theory and Research

Evaluate and apply appropriate leadership theories to influence people and their decisions to increase organizational efficiency and effectiveness through research and analysis.

Program Outcome Five: Conflict Resolution

Apply appropriate conflict resolution skills at individual and organizational levels to maximize productivity and organizational effectiveness.

Admission Requirements

- A graduate degree from a regionally accredited institution, a nationally accredited institution approved and documented by dean of the Graduate School of Business and Management, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum score on an Argosy University pre-approved English language proficiency test is required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction as specified in Section Five, Admission Policies, "English Language Proficiency Policy."

All applications for admission must be submitted to the Admissions Department of the individual campus to which application is being made. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.

Applications to Multiple Campuses

Applicants who are undecided with respect to the location they wish to attend should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credit hours accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

- Satisfactory completion of 60 credit hours beyond the master's degree that includes:
 - o 15 credit hours of research core requirements
 - o 24 credit hours of core requirements
 - o 9 credit hours of elective requirements
 - o 12 credit hours of doctoral research requirements
- A grade point average of 3.0 or higher (on a scale of 4.0); any course in which a student earns a grade below "B-" must be retaken
- Satisfactory performance on the Doctoral Qualifying Exam
- Successful completion and defense of the Doctoral Research Project
- Completion of these requirements within seven years of matriculation into the program
- A completed and approved Petition to Graduate submitted to campus administration

Academic Progress Requirements

Students who earn a grade below B- in any course are required to retake the course and raise the grade to at least a B-.

Program Requirements

Students enrolled in the EdD in Organizational Leadership degree program are required to successfully complete 60 credit hours, distributed as follows: research core course requirements, 15 credit hours; core course requirements, 24 credit hours; elective requirements, 9 credit hours; and doctoral research requirements, 12 credit hours. In addition to the course credit hour requirements, students are required to successfully complete the Doctoral Qualifying Exam (DQE).

Research Core Requirements (15 Credit Hours)

Students enrolled in the EdD in Organizational Leadership degree program are required to complete four research core courses and one research elective course (15 credit hours).

Research Core Requirements—Students Are Required to Take the Following

- R7001 - Introduction to Research Methods (3)
- R7031 - Methods and Analysis of Quantitative Research (3)
- R7035 - Methods and Analysis of Qualitative Research (3)
- W7000 - Advanced Academic Study and Writing (3)

Students Choose One of the Following Research Core Electives

- R7034 - Advanced Statistical Methods (3)
- R7036 - Program Evaluation Methods (3)
- R7037 - Survey Techniques (3)
- R7038 - Applied Research (3)

- R7040 - Advanced Qualitative Methods (3)

Research Core Requirements—15 Credit Hours

Core Course Requirements (24 Credit Hours)

Students enrolled in the EdD in Organizational Leadership degree program are required to take eight core courses (24 credit hours).

Core Course Requirements—Students Are Required to Take the Following

- B7401 - Organizational Behavior (3)
- B7426 - Strategic Talent Management (3)
- L7101 - Foundations of Leadership (3)
- L7432 - Professional Development in Leadership (3)
- L7438 - Team Development and Leadership (3)
- L7451 - Leading Through and Beyond Change (3)
- L7454 - Organizational Consultancy and Assessment (3)
- L7900 - Conflict Management (3)

Core Course Requirements—24 Credit Hours

Elective Requirements (9 Credit Hours)*

Students enrolled in the EdD in Organizational Leadership degree program are required to take three elective courses (9 credit hours). Please note that students are required to obtain advisor approval before taking doctoral level business (B-prefix) courses. Doctoral level business (B-prefix) courses may have prerequisites or may be otherwise unsuitable for students who are not enrolled in the Doctor of Business Administration (DBA) degree program. In addition, students can take one advanced research course that has not already been taken to fulfill the program's Research Core Elective Requirements as one of their elective choices.

Elective Requirements—Students Choose Three of the Following

- L7431 - Theory and Development of Motivation (3)
- L7450 - Interpersonal and Organizational Communication (3)
- L7456 - Administration in Human, Health, and Social Service Organizations (3)
- Doctoral Level Business (B-Prefix Course) with Advisor Approval (3)
- Advanced Research Course (3)

Elective Requirements—9 Credit Hours

* Students enrolled in this program at Argosy University, Dallas may select doctoral level theological (TH) courses with advisor approval.

Doctoral Qualifying Examination

Students are required to successfully complete a Doctoral Qualifying Examination (DQE) that focuses on the learner outcomes that are associated with the required core courses of their programs. Students must take the DQE the session after successfully completing all required core courses and must pass it within three sessions of successfully completing all required core courses.

Doctoral Research Requirements (12 Credit Hours)

Upon successful completion of the prerequisite coursework and the Doctoral Qualifying Exam (DQE), students enroll in doctoral research courses. To progress through each doctoral research course, students must successfully complete specified course objectives. If all objectives of the course are successfully met, students will earn a PR grade, permitting them to enroll in the next doctoral research course as outlined in the course sequence of their program of study. If objectives of a doctoral research course are substantively but not fully met (67% completed) by the end of the course (as determined by the- research mentors) students will earn a grade of Incomplete Progressing (IP) for the course and must complete an IP contract outlining a plan for completion of the remaining course objectives. Students must successfully complete all remaining course objectives by the due date specified in the IP contract before enrollment is permitted in the next doctoral research course. If little to no progress has been made in a doctoral research course (less than 67% of the course objectives were successfully completed) or the IP contract is not successfully fulfilled within the specified timeframe, students will earn a grade of No Credit (NC). Students who earn a grade of NC in a doctoral research course are required to retake the course. A student may only receive any combination of two NC, W, or WF grades in doctoral research courses. Upon receiving the third NC, W, or WF grade in a doctoral research course, the student will be dismissed from the program. Published course objectives for each doctoral research course apply unless the student and research mentors agree to and confirm in writing alternative specified objectives more appropriate for a particular doctoral research topic. Students must fulfill the prerequisites of each doctoral research course before enrollment is permitted.

Doctoral Research Requirements - Students Are Required to Take the Following

- DR8801-A - Doctoral Research I - A (1.5)
- DR8801-B - Doctoral Research I - B (1.5)
- DR8802-A - Doctoral Research II - A (1.5)
- DR8802-B - Doctoral Research II - B (1.5)
- DR8803-A - Doctoral Research III - A (1.5)
- DR8803-B - Doctoral Research III - B (1.5)
- DR8804-A - Doctoral Research IV - A (1.5)
- DR8804-B - Doctoral Research IV - B (1.5)

Doctoral Research Requirements - 12 Credit Hours

Gainful Employment Information

The following links provide program duration, tuition, fees and other costs, median debt, salary data, alumni success, and other important info for the Doctor of Education (EdD) in Organizational Leadership degree program offered at Argosy University:

Campus	Gainful Employment Information
Argosy University, Atlanta	ge.argosy.edu/programoffering/2899
Argosy University, Chicago	ge.argosy.edu/programoffering/600
Argosy University, Dallas	ge.argosy.edu/programoffering/2911
Argosy University, Denver	ge.argosy.edu/programoffering/619
Argosy University, Hawai'i	ge.argosy.edu/programoffering/629
Argosy University, Inland Empire	ge.argosy.edu/programoffering/1904
Argosy University, Los Angeles	ge.argosy.edu/programoffering/748
Argosy University, Nashville	ge.argosy.edu/programoffering/2900
Argosy University, Northern Virginia	ge.argosy.edu/programoffering/888
Argosy University, Orange County	ge.argosy.edu/programoffering/680
Argosy University, Phoenix	ge.argosy.edu/programoffering/2235
Argosy University, Salt Lake City	ge.argosy.edu/programoffering/3746
Argosy University, San Diego	ge.argosy.edu/programoffering/2096
Argosy University, San Francisco Bay Area	ge.argosy.edu/programoffering/973
Argosy University, Sarasota	ge.argosy.edu/programoffering/769
Argosy University, Seattle	ge.argosy.edu/programoffering/2580
Argosy University, Tampa	ge.argosy.edu/programoffering/839
Argosy University, Twin Cities	ge.argosy.edu/programoffering/1607
Argosy University Online Programs	ge.argosy.edu/programoffering/5415

Section Fifteen, Graduate Course Listings

Course descriptions describe the learning opportunities that are provided through the classroom and coursework. It is each student's responsibility to participate in the activities that will lead to successfully meeting the learning outcomes

Not every course is offered at each Argosy University campus. Availability is based on curriculum, faculty interest, local clinical needs, and student interest. Registration Bulletins and other announcements provide detailed course availability and prerequisite information. Courses with variable credits are differentiated by the number of hours the course requires to complete the expectations. The listing presented here was current at the time of publication. We recommend contacting the particular campus for current course availability.

CAMPUS ABBREVIATIONS

Course prerequisites that are campus-specific are indicated by the following abbreviations:

Abbreviation	Campus
ATL	Argosy University, Atlanta
CH	Argosy University, Chicago
DAL	Argosy University, Dallas
DEN	Argosy University, Denver
NVA	Argosy University, Northern Virginia
HI	Argosy University, Hawai'i
IE	Argosy University, Inland Empire
LA	Argosy University, Los Angeles
NAS	Argosy University, Nashville
ORA	Argosy University, Orange County
PHX	Argosy University, Phoenix
SLC	Argosy University, Salt Lake City
SAR	Argosy University, Sarasota
SCH	Argosy University, Schaumburg
SEA	Argosy University, Seattle
SF	Argosy University, San Francisco Bay Area

SD	Argosy University, San Diego
TAM	Argosy University, Tampa
TC	Argosy University, Twin Cities

COURSE NUMBERING SYSTEM

While many courses cross lines between class levels, and therefore the numbering system is not always completely consistent, the following offers a general correlation between course numbers and grade levels.

Grade Level	Course Number Range
Master's First-Year	6000-6499
Master's Second-Year	6500-6999
Doctorate First-Year	7000-7499
Doctorate Second-Year	7500-7999
Doctorate Third-Year	8000-8499
Doctorate Fourth-Year	8500-8999

Argosy University awards semester credit hours as noted in each course description.

Adjunct Enrollment

ADJCOMP - Comprehensive Exam

0 credit hour(s)

Students may enroll in Comprehensive Exam (ADJCOMP) when they complete all coursework required to take the Comprehensive Exam as defined by their program of study, and submit a Comprehensive Exam Petition to the Student Services Department. No credit hours are earned, but enrollment allows students to maintain a less than half-time active enrollment status for up to one semester while taking Comprehensive Exams. It also creates a transcript record, reflecting enrollment for the Comprehensive Examination and the ultimate outcome of all attempts with a final grade of "Credit" or "No Credit."

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Business (B)

B6003 - Ethics in Business

3 credit hour(s)

This course addresses the ethical dimensions of management with a special focus on the processes managers may use to raise and resolve ethical dilemmas and conflicts in organizational settings. Policies pertaining to treatment of those raising ethical issues will be considered. The legal and regulatory requirements of ethical conduct will be examined. Policies and codes of conduct established by various organizations and industry groups will be critically examined. The course will feature case studies involving alleged breaches of ethical conduct among publicly held corporations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6006 - Business Principles

3 credit hour(s)

This course discusses general business terminology, and briefly introduces accounting, economics, management, marketing, and finance. Emphasis is on understanding and applying concepts associated with current business practices.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6007 - Psychology Foundations for Leadership

3 credit hour(s)

This course reviews the basic concepts, theories, and research regarding psychological issues related to organizational behavior and leadership. It examines the nature of leadership, leadership behavior, and specific psychological traits of ordinary individuals in leadership roles. Individuals will be helped to identify their leadership style.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6021 - Managerial Accounting

3 credit hour(s)

Managerial accounting helps managers make better strategic and operating decisions. While financial accounting is backward-looking, managerial accounting techniques allow managers to use financial data to make decisions that impact the future direction of the organization. This course helps managers better understand cost structures and how costs behave with changes in business activity. It helps managers manage operations better using cash budgeting techniques and variance analysis. It also helps managers better evaluate investment decisions using NPV, ROI, payback, and other performance measures. Finally, managers also learn the importance of non-financial performance measures that use operating data to align organizational behavior with corporate strategy.

Prerequisite(s): ACC201 or equivalent

Corequisite(s): none

Recommended: none

B6022 - Financial Management

3 credit hour(s)

This course explores contemporary frameworks for analyzing and making financial decisions to support operations and business strategy. The student learns how corporate financial policy is enacted in various operating and business strategy decisions, including managing working capital and cash flow, capital budgeting and investment decisions, and maintaining long-term capital structure. Students will examine several quantitative techniques, including discounted cash flow, cost of capital, return on investment, cash flow modeling, and managing risk in investment decisions. The course also explores important economic concepts of marginal cost/benefit, opportunity cost and economic value added.

Prerequisite(s): FIN401 or equivalent

Corequisite(s): none

Recommended: none

B6025 - Management Decision Models

3 credit hour(s)

This course explores applications of cognitive science and statistical and economic methods to teach students to understand, filter, and apply information to make decisions that impact corporate strategy and performance. Students explore the different types of pitfalls rooted in personal and social influences that distort decision-making. Students learn to recognize these cognitive traps to diagnose problems and develop solutions. They also learn to apply statistical and microeconomic models to evaluate their options critically when multiple courses of action are possible.

Prerequisite(s): MGT334 or equivalent

Corequisite(s): none

Recommended: none

B6026 - Marketing Planning and Strategy

3 credit hour(s)

Marketing is a comprehensive process for creating, communicating and delivering a value proposition for a product or service to its target market. This course addresses key marketing plan elements, such as mission and vision statements, product/service lines; pricing models; demand analysis and forecasting; distribution; advertising and promotions, as well as the global implications of marketing. Additionally, this course examines major forces impacting marketing strategy, such as social media marketing, guerilla marketing, consumer trends, competition, ethical and legal considerations, and regulatory demands. Topics include diagnosing marketing challenges, identifying opportunities at operational and strategic levels, and developing of a marketing plan.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6027 - Perspectives in Change Leadership

3 credit hour(s)

This course presents a model for developing transformational leadership skills, which enables managers to take leadership roles in larger, complex organizations during times of accelerated change. The course contrasts leadership and management, and provides prescriptive advice for developing leadership skills from basic management skills. Students will learn how leaders align the behaviors and actions of staff with the mission, vision, values and strategy of their organization with a focus on executing to achieve results. Students will analyze how developing vision, mentoring, motivation, and communication skills all play a role in leading organizations through change, including the behaviors, attitudes, and perspectives that distinguish successful leaders from the less successful.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6028 - Capstone Experience in Integration and Strategy

3 credit hour(s)

This course serves as a capstone to the MBA program and integrates tools and concepts central to executing strategy in the business entity. Students identify strategic issues in a variety of functional areas, select the most appropriate tools and concepts from the core curriculum, and apply them to design effective organizational changes. Students are presented with a strategy-based problem and are tasked to design a series of solutions and a clear executable plan aligning the work setting with the strategy.

Prerequisite(s): ACC201 or equivalent; ECO201 or ECO202 or respective equivalent; FIN401 or equivalent; MGT334 or respective equivalent

Corequisite(s): none

Recommended: none

B6029 - Operations Management: Solutions to Business Challenges

3 credit hour(s)

Operations play a critical role in executing company strategy by integrating the diverse activities representing the productive capacity of a company to create value for customers, profit for shareholders, and other stakeholder benefits. This course presents the frameworks and models that allow mid-level managers to think strategically about operations and implement systematic, world-class solutions to increase process efficiency, productivity, quality, and speed while creating strategic "fit". Students examine organizational and analytic tools necessary to refine operational processes and develop best practices.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6032 - Human Resources Management and Talent Development

3 credit hour(s)

This course is focused on strategic human resource management and integrates talent development and organizational behavior as it relates to guiding organizational performance to achieve key business

goals. Human resource budgeting, benefits and employee wellness integrated with the exploration and execution of holistic talent management is emphasized. Included in this overview is understanding how technology plays a pivotal role (HRIS/HRMS) in human resources, as well coordinating the assessment and formulation of policies and procedures for short- and long-range human resource planning, recruiting and selection for both domestic and internal organizations

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6111 - Managerial Applications of Technology

3 credit hour(s)

This graduate course examines the role of information technology as a source of competitive advantage for a business. The course analyzes how information technology aligns with business strategy and achieves organization goals. From a practitioner's perspective, the course examines managing information and related technology platforms to address key business issues. Topics include information technology's role in online and mobile commerce, privacy and data security, business process automation, and network computing. Additionally, this course reviews the ethics of information technology as well as future trends in the field.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6120 - Communications Strategies for Managers

3 credit hour(s)

This course focuses on the development of effective communication strategies and their applications in various organizational contexts and with different stakeholder groups. Topics covered include defining the organizational communications culture and styles, audience assessment, overcoming communications barriers, communications etiquette, and ethical dimensions of communications. Techniques covered include preparation of memos and business reports, business correspondence using email and hard copy formats, preparing and delivering oral reports, and facilitating discussions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6420 - Foundations of Sustainable Business

3 credit hour(s)

This course provides an overview and comparative understanding of sustainable business practices along with frameworks of sustainable business practice and economic principles provide the foundations for helping managers achieve competitive advantage. This course also presents current theory and practice of systems thinking to understanding global, environmental, and social change. This holistic and dynamic understanding helps bridge the social sciences with the natural sciences to understand the complexities involved in developing and implementing sustainable business practice. Issues of sustainable business practices are explored in order to provide tools and methods to help students understand, make decisions, implement and evaluate emerging global issues surrounding

sustainable business practice.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6512 - Global Business: Exploration and Evaluation of Culture and Economics

3 credit hour(s)

This course provides a focused and practical approach to management in continuously evolving organizational environments that are influenced by a global economy and culturally diverse employees. Students are prepared to operate effectively as global business leaders and decision-makers through an integrated analysis of how cultural variables and economic conditions influence the way business is shaped and executed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6601 - International Business Practice

3 credit hour(s)

This graduate course examines the nature and complexities of international business; the factors that determine the international environment [economic, accounting, ethical, physical, socio-cultural, political, legal, labor, competitive, and distributive]; most important international organizations; and the methods that can be used by business to effectively and ethically deal with these forces. The course provides an in-depth review and analysis of the latest theories and research on leadership and collaboration research and literature as it related to international business practices will be examined. Communication projects will focus on critical thinking, problem solving, and decision making based on relevant research, information literacy, applied technology, integration, ethical and diversity concerns.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B6731 - Understanding and Managing Human Differences

3 credit hour(s)

This course offers insights and approaches for understanding cultural/social/gender differences, dealing with difficult people, and assessing conflict styles. Students identify, analyze, and plan for those elements within the cultural, economic, and political environments that require specialized understanding and strategy for successful management.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7315 - Global and Multinational Marketing

3 credit hour(s)

This course addresses the challenges of marketing and selling products in the global environment, in an era of instant communication, big data, and information overload. Students evaluate research and practices on entry strategies for foreign markets, international competition in the domestic and global

environments, developing multinational marketing strategies and making timely decisions based on relevant information.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7320 - Marketing and Innovation

3 credit hour(s)

This course focuses on the processes involved in marketing innovative products and services to current and new markets. Students assess marketing practices used in taking a product or service from idea to development to actual launch, and analyze strategic options for innovative businesses.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7330 - Marketing Research Design

3 credit hour(s)

This course addresses the conceptual and technical issues of designing marketing research based upon behavior research methodologies. Students evaluate research designs and recommend appropriate approaches to gathering marketing data needed to support business strategies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7336 - Consumer Decision and Behavior

3 credit hour(s)

This course combines perspectives from economics, psychology, and marketing science to investigate the way consumers develop preferences and make buying decisions. Students analyze the influence of rational and emotional processes on consumer behavior and product evaluations and assess their implications for marketing management.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7401 - Organizational Behavior

3 credit hour(s)

This course analyzes the individual, interpersonal, and collective processes and behaviors in organizations, using an interdisciplinary approach. Students review theory, research, and practice in organizational behavior to assess situations in organizations and address contemporary managerial issues.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7403 - Management Science

3 credit hour(s)

This course provides an in-depth presentation of the tools and techniques of management science as applied to business problems. The focus of the course is on analyzing the research of the practical value of models run by experts to provide information for managerial dashboards. Students evaluate decision support models applicable to various functional areas to increase operational efficiency.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7408 - Organizational Development and Change Management

3 credit hour(s)

This course addresses planned change efforts in organizations, to support strategy and its implementation. Students research theories and models related to change and plan for organizational initiatives aimed at increasing business competitiveness.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7426 - Strategic Talent Management

3 credit hour(s)

This course covers research on principles and models that help organizations to scale their human talent globally. It addresses talent management strategy from planning to development. Students learn how to develop and implement effective talent management systems within a multicultural organization.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7438 - Holistic Management in Organizations

3 credit hour(s)

This course integrates theory and practice to comprehend and resolve organizational management problems. Students analyze the structural, human, political, and symbolic frameworks that help leaders and managers to address a variety of organizational challenges successfully. Through a holistic approach, students examine leadership and management success and failure across various organizational settings and learn to create a balanced model for strategic decision making to attain organizational objectives.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7440 - Managing Global Challenges

3 credit hour(s)

This course provides an in-depth review of research and practice relevant to rapidly evolving global challenges faced by businesses. Students assess domestic and international social, political, and economic landscapes, as well as the impact of technology on the global business environment. The effect of differing values and cultures is evaluated in cross-cultural communication and business

operations. Students identify trends in globalization and recommend decision-making strategies to turn global business challenges into opportunities while taking into account the needs of diverse stakeholders ethically and responsibly. Relevant research results are used to approach global business leadership, collaboration, and workforce development in the context of socially responsible multinational corporations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7442 - Marketing Strategy and Management

3 credit hour(s)

This course provides an overview of contemporary marketing strategies aimed at attracting, retaining, and serving customers. Students examine a variety of principles, theories, and practice relevant to marketing management, including trends in Internet marketing, social media, and data mining. Students explore product features including service offerings, pricing, promotion, and distribution. They also examine consumer psychology, analyzing impact of conscious and non-conscious consumer goals, motivations, emotions, attention, and perception in the consumer decision-making process.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7530 - Corporate and Global Finance

3 credit hour(s)

This course provides an in-depth examination of financial and economic concepts and tools that business leaders and managers apply to make effective financial decisions. Topics include domestic and global financial and monetary markets, assessment of an organization's financial position, financial planning, capital budgeting, risk management, and cost of capital. Students recommend ethical financial decision-making strategies applicable to global businesses.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7532 - Advanced Operations Management

3 credit hour(s)

This course focuses on research and practices related to operations management to assess standard and innovative practices in manufacturing and service sectors. The course provides conceptual and practical application frameworks of management as well as analytical tools for the management of operations. Students assess and apply strategies focused on improving operational efficiency through cost reductions, increased capital efficiencies, and integration of modern technologies in business operations. Relevant research and ethical considerations are included in decision-making.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7534 - Teaching in Higher Education

3 credit hour(s)

This course presents teaching and learning in higher education as interdependent processes and integrates them in the context of organization's need for talent. The course considers the realities of diverse learners and learning settings. Students examine educational theories and evaluate the results of current research to develop their skills and teaching portfolios. Students design curriculum and prepare a course in their area of specialization.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7536 - Business Consulting

3 credit hour(s)

This course examines the consulting process and the tools and techniques that can be used to help organizations improve performance. Students develop a range of skills required to practice consulting, through an analysis of the theoretical foundations of organizational consulting and their application to business situations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7538 - Innovation and Entrepreneurship

3 credit hour(s)

This course examines, through an interdisciplinary approach, the processes that foster innovation and allow individuals to transform their ideas into lucrative business opportunities. Students analyze the empirical research of the innovation- based strategies as a source of competitive advantage to identify best practices in designing and running a successful business initiative.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7602 - Global Management Models

3 credit hour(s)

This advanced course provides an in-depth review and analysis of the latest theories and research on global management models. Students research global drivers of business success and recommend management strategies and methods appropriate to specific international business situations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7607 - Comparative Economic Systems

3 credit hour(s)

This course analyzes the organization, operation, and performance of economic systems, both in theory and in practice. Students examine and compare different economic systems and evaluate indicators for global business decision making.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7609 - International Project I

3 credit hour(s)

This course provides the participant with a general overview of international management, including the concepts of corporate culture, integration, implementation, and globalization. The course enables students to study in another country with the guidance and supervision of a qualified faculty member, accompanied by other graduate students. Business practices, culture, customs, and trade practices unique to that country or that region will be the focus of discussion. Learning will be enhanced with business facility tours, and meeting with university professors, industry executives, and government leaders. The country is selected on the basis of prevailing student and faculty interests.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7610 - Leadership in Global and Multicultural Organizations

3 credit hour(s)

This course reviews research and practices of multicultural leadership in global and domestic organizations. Students examine culturally sensitive leadership skills, styles, practices, models, trends, and theories to propose professional development plans for global leaders.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7616 - Global Business Law and Practices

3 credit hour(s)

This advanced course provides an in-depth review and analysis of the latest theories, research, and practice concerning relevant laws and agreements for managers involved in international business. Students examine the nature and complexities of international business and international trade policies, laws, and agreements to support responsible managerial decisions in the global marketplace.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7630 - Contemporary Accounting Theory

3 credit hour(s)

This course involves an intensive study of recent developments, research and literature in accounting theory promulgated by the various professional accounting associations and regulatory agencies. Students evaluate the relevance of regulations and theoretical principles to accounting practices.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7640 - Accounting in a Global Financial Community

3 credit hour(s)

This course compares the theoretical basis of accounting standards and financial reporting from an international perspective. Students examine the impact of diverse cultures, the pronouncements of the IASB, and governments on the harmonization of accounting standards. The reliability of internationally prepared financial statements is addressed from the perspective of global regulators, investors, and creditors.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7650 - Accounting Control Systems

3 credit hour(s)

This course covers the development and use of financial control systems. Students assess the effect of legislation and the assurance services required by regulators and associations in the development, implementation and, monitoring of control systems. Students also research issues faced by senior financial management in administering accounting control systems to propose viable solutions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7670 - Financial Reporting Theory

3 credit hour(s)

This course utilizes financial reporting to make strategic decisions. Students critically examine accounting and financial reporting theories, concepts and standards; evaluations of the pronouncements of accounting standard-setters and financial reporting regulators are an integral part of this course. Specialized reporting tools and methods are studied to assist in the analysis and reporting in the public marketplace.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

B7840 - Strategy Formulation, Implementation, and Evaluation

3 credit hour(s)

This course integrates learning drawn from a wide range of disciplines in the DBA program. It explores theory, research, and practice in global corporate and business strategies, providing students with the opportunity to gain an in-depth understanding of strategy formulation, implementation, and evaluation for optimal business results. Students develop critical and conceptual thinking skills by analyzing the interplay of industry structure, competitive environments and related advantage, organizational structure and resources, talent development, and uncertainties in a global environment.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Clinical Psychology (PP)

PP6001 - Individual Assessment

3 credit hour(s)

A broad understanding of group and individual educational and psychometric theories and approaches to appraisal is the goal of this course; also examined are data and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6010 - Lifespan Development

3 credit hour(s)

This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology are considered throughout the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6011 - Integrative Paper

1-2 credit hour(s)

The Integrative Paper is an in-depth review and integration of the literature on a selected clinical topic. Credit for the paper is granted when the paper has been reviewed and accepted.

Prerequisite(s): (ORA) PP7100, PP7200, PP7300, PP7301, PP7330, PP7340, PP7365, PP8010, PP8039

Corequisite(s): none

Recommended: none

PP6012 - Master's Project — Seminar II

.5-1 credit hour(s)

The Integrative Paper is an in-depth review and integration of the literature on a selected clinical topic. Credit for the paper is granted when the paper has been reviewed and accepted.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6015 - Narrative Psychotherapy

3 credit hour(s)

This course introduces the student to narrative approaches to psychotherapy, based on the work of Michael White and David Epston. Students become familiar with the narrative metaphor and with clinical practices such as externalization, deconstruction and reconstruction, reflecting teams, and focusing on clients' resiliencies and resources. Extensive use of videotapes and experiential exercises

amplify and reinforce the learning process.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6020 - Team Dynamics and Group Behavior

3 credit hour(s)

This course is designed to provide students with an overview of the psychology of team sports and the role of group factors in individual and team performance. A theoretical understanding of various group processes in sport, such as team cohesion, group communication, and leadership, are reviewed. Team building and the development of group effectiveness also are highlighted. In addition, theoretical and practical issues involved when working with team sports are covered. Special attention is given to the impact of race and gender in sports.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6021 - Person Centered/Experiential Theory and Therapy

3 credit hour(s)

Theory, research, and practice of person-centered, experiential, and existential therapy are introduced. Experiential exercises facilitate the development of skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring). Intervention skills are developed to help clients express and explore the meanings of their experience.

Prerequisite(s): PP6450 or equivalent

Corequisite(s): none

Recommended: none

PP6025 - Research and Program Evaluation

2-3 credit hour(s)

A basic understanding of types of research is presented, covering basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal consideration pertinent to the psychotherapist.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6045 - Psychopathology

3 credit hour(s)

The concentration of the study is on the observation, description, etiology, assessment and understanding of the moderate range of symptomatology and personality and behavioral disorders of adulthood. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Also, the assessment, etiology, description, understanding and treatment of the more severe psychological disorders are emphasized. Included in the study are schizophrenia spectrum, affective disorders, and borderline

psychopathology. Emphasis is on recognition of the continuum of basic psychological processes in normal and severely disturbed experience.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6050 - Family and Couples Therapy

3 credit hour(s)

This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, Bowenian, solution-focused, and constructivist approaches, and may include others, as time permits.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6051 - Introduction to Physiological Psychology

3 credit hour(s)

This course provides a basic introduction to the functional organization of the nervous system. Areas covered include anatomy and physiology of the brain, synaptic neurotransmission, biological foundations of language, cognition, learning, and memory, as well as endocrine processes and the impact of these systems on behavior and psychopathology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6055 - Clinical Child and Adolescent Psychopathology and Assessment

3 credit hour(s)

The course focuses on the assessment, diagnosis, and treatment of child and adolescent psychological disorders. Using disciplined critical inquiry, students examine the epidemiology and etiology of childhood psychological disorders, learn the diagnostic classifications for child and adolescent disorders, implement developmentally appropriate assessments, and create effective interventions based on the current literature.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6060 - Group Therapy

3 credit hour(s)

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both experiential and didactic components. The course engages students in a thoughtful study of group process, and is structured to help them integrate their thoughts and feelings with their experience. Theories of group development and relevant research are

also addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6100 - Ethics and Professional Issues

3 credit hour(s)

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure, and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6101 - Cognitive Behavioral Theory and Therapy: Theory and Skills

3 credit hour(s)

Cognitive psychology, classical conditioning, and operant conditioning are introduced as the theoretical foundations for cognitive-behavioral therapies. Basic therapeutic strategies that proceed from these foundations are reviewed and practiced, and current advancements in the field are introduced.

Prerequisite(s): PP6450 or equivalent

Corequisite(s): none

Recommended: none

PP6150 - Introduction to Diverse Populations

3 credit hour(s)

This course is designed to expose students to the current and historical experiences of diverse groups of people in the United States. Topics include race, gender, sexual orientation, ethnicity, religion, immigrant status, disability, socio-economic status, and age. Emphasis will be placed on awareness of the impact of one's own Race, Ethnicity and culture(s) on cross cultural interactions, including assessment and therapy relationships. The course will include both didactic and experiential components, and students will be expected to consider our cultural, economic, and sociopolitical systems from multiple perspectives.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6160 - Working with Diverse Populations

3 credit hour(s)

This course is designed to expose students to the current and historical experiences of diverse groups of people living in the United States; several aspects of multiculturalism and diversity are presented in the course, including race, gender, sexual orientation, ethnicity, religion, immigration and refugee status, disability, socio-economic status, and age. Portions of the course will assist students in developing awareness of the impact of their own diversity as a person—ethnicity, race, gender, age—on the

individuals with whom they work when providing clinical interactions such as assessment and therapy. The course is designed to assist students in considering cultural, economic, and sociopolitical systems from the perspective of the client as well as that of the helper.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6161 - Working with LGBTQI Issues in Psychotherapy

1-3 credit hour(s)

This course provides an overview of clinical issues, contemporary theories, interventions, and research relevant to psychotherapy with lesbian, gay, bisexual, transgendered, questioning, and intersexed clients. Emphasis is on affirmative mental health services including the importance of developing an awareness of the cultural, historical, and social realities of LGBTQI individuals.

Prerequisite(s): PP6450

Corequisite(s): none

Recommended: none

PP6175 - Child and Adolescent Psychotherapies

3 credit hour(s)

The history of different theories of play and other therapies appropriate for children and adolescents are reviewed with an emphasis upon practical strategies and a variety of techniques for both general and special populations.

Prerequisite(s): PP6450 or equivalent

Corequisite(s): none

Recommended: none

PP6200 - Statistical Procedures and Design

3 credit hour(s)

This course is an introduction to the basic foundations and use of descriptive and inferential statistics, including when and how to use common non-parametric and parametric statistical procedures. It also includes an introduction to research design. The course emphasizes development of the critical thinking skills necessary for evaluating and maximizing the effectiveness of quantitative research studies.

Prerequisite(s): Undergraduate Statistics

Corequisite(s): none

Recommended: none

PP6201 - Master's Practicum I

0-3 credit hour(s)

The first of a two-semester sequence in practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience includes assessment and intervention experience.

Prerequisite(s): (ATL)PP7110, PP7111, PP7311, PP7365, PP7370, PP7385; (ORA) PP7100, PP7110, PP7111, PP7300, PP7301, PP7365, PP8010, PP8039; (PHX) PP7010, PP7111, PP7330, PP7370, PP7371, PP7501, PP8020, PP8036

Corequisite(s): none

Recommended: none

PP6202 - Master's Practicum II

0-3 credit hour(s)

The first of a two-semester sequence in practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience includes assessment and intervention experience.

Prerequisite(s): (ATL, NVA, ORA, PHX) PP6201

Corequisite(s): none

Recommended: none

PP6204 - Master's Intervention Practicum and Seminar I

3 credit hour(s)

The focus of this practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

Prerequisite(s): (HI) PP7100

Corequisite(s): none

Recommended: none

PP6205 - Master's Intervention Practicum and Seminar II

3 credit hour(s)

The focus of this practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

Prerequisite(s): (HI) PP6204

Corequisite(s): none

Recommended: none

PP6206 - Master's Intervention Practicum and Seminar II—Extended

0 credit hour(s)

The focus of this practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

Prerequisite(s): (HI) PP6205

Corequisite(s): none

Recommended: none

PP6300 - Counseling Theory

3 credit hour(s)

The basic theory, principles, and techniques of counseling and their application to professional counseling settings are explained.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6310 - Psychopathology I

3 credit hour(s)

This course introduces an evidence-based approach to description, etiology, assessment, and understanding of the moderate range of emotional and behavioral disorders. Major theories for conceptualizing human behavior and deviance and disturbance are covered. A research-focused biopsychosocial approach is emphasized throughout as are critical thinking and advocacy in relation to contemporary mental health discourse.

Prerequisite(s): Undergraduate Abnormal Psychology

Corequisite(s): none

Recommended: none

PP6311 - Psychopathology II

3 credit hour(s)

A continuation of Psychopathology I (PP6310), this course covers an evidence-based approach to description, etiology, and assessment, emphasizing understanding and conceptualization of more severe psychological disorders such as schizophrenia and psychosis, substance abuse and dependency, and dementia and health-related disorders. Theories of personality and motivation and the DSM approach to personality disorder are also reviewed and critically examined.

Prerequisite(s): PP6310

Corequisite(s): none

Recommended: none

PP6330 - Treatment Planning and Professional Practice

3 credit hour(s)

The course utilizes a DSM based approach for interviewing, diagnosis, case conceptualization, treatment planning, interventions and documentation. Students will integrate diagnostic skills, counseling theory and evidenced based practices to expand their clinical abilities in treatment planning with measurable goals and objectives, progress notes, case file management, professional practice, ethical responsibilities and interfacing with other mental health professionals.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6335 - Psychology of Adjustment

2 credit hour(s)

A study of the dynamics of human emotion and behavior from a life adjustment approach. Students examine the physiological and psychological determinants of emotion and behavior that result in maladaptive responses to life circumstances and events. Emphasis on relevant research organized around topics including adult development and aging, career development and disruption, stress management, emotional regulation, human relationships, human sexuality, death and bereavement. Students develop and demonstrate clinical interventions and strategies applicable to adjustment difficulties.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6350 - Group Theory

1 credit hour(s)

This course offers an introduction to the basic principles and theories of group psychotherapy operations. The course focuses on providing students with a broad understanding of group development, dynamics, leadership styles, and different approaches to conducting group therapy. Theories of group development and relevant research are also addressed. This course is intended to provide a theory based complement to the experiential course Personal and Professional Development Group (PP7080).

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6359 - Introduction to Psychopharmacology

3 credit hour(s)

This course will provide an overview of the classes of psychotropic drugs and drugs of abuse, which neurochemical systems they effect, how they produce their effects, and their clinical applications.

Prerequisite(s): PP6051

Corequisite(s): none

Recommended: none

PP6366 - Career Development

3 credit hour(s)

This course provides an understanding of career development theories and decision-making models; occupational educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; career development program planning, resources, and effectiveness evaluation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6400 - Professionalization Group

0–1 credit hour(s)

These groups include didactic and discussion components and are required for all entering students. The first semester focuses on topics related to issues important to new professional psychology students, including the following: an orientation to the program and the field; introduction to ethical and legal issues necessary for students to begin class and training experiences; professional education trends and issues; and professional practice trends and issues. In addition, the faculty member leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6401 - Professionalization Group I

1 credit hour(s)

These discussion groups for first-year students are led by a core faculty. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6402 - Professionalization Group II

1 credit hour(s)

This course is a continuation of PP6401 - Professionalization Group I.

Prerequisite(s): PP6401

Corequisite(s): none

Recommended: none

PP6410 - Trauma

2 credit hour(s)

This course examines the psychological reaction and adjustment to sexual, physical, and emotional trauma at different stages of development. It addresses the theoretical understanding of trauma and the psychological adjustment to trauma, as well as assessment and diagnostic issues, and intervention strategies important for contemporary psychological practice. Possible topics to be covered include treatment of child abuse, adult survivors of childhood abuse, rape and sexual assault, domestic violence, war and natural disasters, and immigration trauma.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6450 - Foundations of Clinical Interventions

3 credit hour(s)

This course provides an overview of the major approaches to psychological interventions, including the

various techniques and practices associated with the approaches. Basic issues in the general conduct and processes of clinical interventions are presented based on insights from various theoretical approaches, including the establishment of therapeutic relations, the integration of assessment and intervention, and termination and accountability of treatment.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6452 - Motivational Interviewing

3 credit hour(s)

This course provides the conceptual basis and empirical support for motivational interviewing, as well as in-class skills training. Applications in mental health, addictions, corrections, and health care will be discussed, demonstrated and practiced.

Prerequisite(s): PP6450 or equivalent

Corequisite(s): none

Recommended: none

PP6475 - Integrating Theoretical Orientation into Clinical Practices

2 credit hour(s)

This course offers students the opportunity to develop an understanding of the ways in which theories can be integrated into clinical practice. Students are expected to explore and define their personal theoretical orientation, generate case conceptualizations based on their theoretical orientation, and apply specific interventions relative to presenting psychopathologies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6493 - Psychological Aspects of Athletic Injury

3 credit hour(s)

This course provides students a comprehensive overview of the knowledge base for the psychological aspects of sport injury and rehabilitation, including pain management and assessment issues.

Mechanisms of sport injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to developing a psychological rehabilitation program, along with understanding how a sport medicine team works together to rehabilitate the "total" athlete. Issues such as return to play, adherence, and counseling injured/disabled athletes are explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6496 - Social Psychology of Sport

3 credit hour(s)

In this course students are introduced to the principles and concepts of group and organizational behavior. Theory and research in group membership, organizational culture and style, leadership development and style, coaching/management style, power and decision making are also systematically addressed. Special attention will be given to the concept of team cohesion and its relationship to

performance.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6499 - Applied Sport Psychology I: Theory and Research

3 credit hour(s)

This course introduces students to theory, research and practice of sport performance enhancement for both individuals and groups of performers by a variety of psychological interventions. Theoretical understanding in the use of mental skills training techniques such as goal-setting, imagery, self-talk, and arousal regulation is a prime focus. In addition, topics such as self-motivation, self-confidence, and concentration are addressed. Special attention is given to the thorough understanding of the psychological factors necessary for optimal sport performance to aid in appropriate intervention planning.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6505 - Clinical Skills Development

0 credit hour(s)

This course is individually tailored to assist in skill development and evaluate students in need of remedial work. The specific skills, requirements, and methods of evaluation are determined by the Student Evaluation and Ethics Committee. Note: Students are generally limited to one Directed Independent Studies course per program of study.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6530 - Master's Thesis

1-3 credit hour(s)

Students must register for three one--hour thesis credits. Each Master's Thesis credit hour has associated with it certain criteria for a final grade of "Credit/No Credit."

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6550 - Introduction to Addiction Studies

2 credit hour(s)

This course examines critical aspects of addiction and chemical dependency including diagnosis, treatment, and prevention. The etiology of alcoholism and drug dependency is carefully reviewed, as are the physiological and psychological effects of chemical dependency in diverse populations, the continuum of care, the process of change, and the ethics of addiction treatment.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6560 - Psychopharmacology of Addiction

2 credit hour(s)

Examines the psychological, physiological, and sociological effects of mood altering substances and behaviors. Assesses the pharmacological effects of tolerance, dependency/withdrawal, cross addiction, and drug interaction.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6570 - Assessment and Treatment of Addiction and Co-occurring Disorders

2 credit hour(s)

Examines substance abuse relative to individuals, family systems, and diverse populations. The course focuses on the development of skills necessary to perform screening, intake, assessment, and treatment of substance abuse and co-occurring disorders. Also examined are relapse and relapse prevention methods, legal aspects, referral processes, along with education for families and other identified populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6612 - Attachment Theory

1-3 credit hour(s)

This course will look at attachment and play through the work of Donald Winnicott. Close reading of Winnicott's papers explores dialectical meaning-making in infancy, good objects being found in order to be created, true self and false compliance, the capacity to be alone, the meaning and power of play, the world of transitional phenomena, hate in the countertransference, the antisocial tendency, and the aims of psychotherapy.

Prerequisite(s): PP6450 or equivalent

Corequisite(s): none

Recommended: none

PP6650 - Working With Substance Use Disorders

3 credit hour(s)

This course reviews key concepts of substance abuse interventions, including theoretical models for understanding and treating clients with alcohol and other drug problems. Various screening and assessment tools, drug history, and interviewing skills will be demonstrated to help students assess the severity of addiction and develop a treatment plan. Effective inpatient and outpatient treatment for substance abusing clients and clients with co-occurring disorders will also be reviewed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6675 - Introduction to Clinical Hypnosis

1.5 credit hour(s)

This course introduces the student to the basics of clinical hypnosis. Topics to be covered in this first

course include historical and theoretical foundations, myths and misconceptions regarding clinical hypnosis, hypnotizability, use of clinical hypnosis in practice, possible dangers and adverse reactions, ethics and professional issues. This course has been approved by the American Society of Clinical Hypnosis (ASCH) for basic training requirements towards membership and/or ASCH certification.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP6753 - Medical Terminology

1-3 credit hour(s)

This course will introduce students to the technical vocabulary required to work in a biomedical setting. Areas covered include units of measurement, pathology, pharmacology, anatomy and physiology.

Prerequisite(s): PP6051

Corequisite(s): none

Recommended: none

PP6950 - Special Topics

1-3 credit hour(s)

This generic course title permits faculty and students to pursue particular topics of interest in a seminar format. The topics are announced with each offering

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7000 - History and Systems

3 credit hour(s)

This is a graduate survey course designed to thoroughly acquaint the student with the history and philosophical issues that combine as precursors to modern psychology. Although some consider that psychology was founded in 1879 when Wilhelm Wundt opened his laboratory, actually psychology emerged from the very origins of philosophy in ancient times, grew into the disciplines of philosophy and physiology becoming a separate and distinct discipline in the late 19th century. This course will study the myriad figures, discoveries, and ideas contributing to the rise of psychology. The course will investigate how psychological thought has paralleled the development of western thought, tradition, culture, religion, medicine, and social institutions.

Prerequisite(s): (TC) PP8203, PP8204

Corequisite(s): none

Recommended: none

PP7010 - Lifespan Development

3 credit hour(s)

This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology are considered throughout the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7020 - Child and Adolescent Development

3 credit hour(s)

This course focuses on normative development of the individual personality, from childhood through adolescence. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural, and transcultural development of the individual personality are explored. The normative course of the individuation is the subject of the course, with some consideration, by implication and class presentations, given to the genesis and epigenesis of psychopathology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7025 - Infant, Child and Adolescent Development and Treatment

3 credit hour(s)

This course provides an overview of development and therapy for infants, children and adolescents. Stages of normal cognitive, emotional, and social development are examined to provide a baseline for determining the need for therapy and the most appropriate types of interventions. Students learn how to make diagnostic assessments based on interviews with parents, observations of children's play and one-on-one interactions. A range of therapeutic approaches is explored, including play therapy, psychoanalytic psychotherapy, group therapy, cognitive-behavioral treatment, infant/parent dyadic therapy, and collateral work with parents, and family therapy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7040 - Cognition and Affective Processes

3 credit hour(s)

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision making are considered. Clinical applications are emphasized throughout the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7041 - Quantitative Inquiry

3 credit hour(s)

This course surveys the major methodologies for completing psychological research, with an emphasis on the design of quantitative strategies for answering clinical questions. Students develop critical thinking skills to evaluate and review published research. Diversity issues in measurement are explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7042 - Statistics Laboratory

1 credit hour(s)

Students learn statistics necessary for describing data and evaluating research instruments and complete analyses associated with the methodologies surveyed in PP7041 - Quantitative Inquiry.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7043 - Qualitative Inquiry

3 credit hour(s)

This course explores qualitative research methodologies to answer clinical questions both in research and in practice. Students develop critical thinking skills to evaluate and review published qualitative research, and gain knowledge and skills in the design of rigorous and systematic qualitative approaches relevant to clinical work and understudied populations.

Prerequisite(s): (HI) PP7100, PP7342, PP7365

Corequisite(s): none

Recommended: none

PP7044 - Consultation and Community Mental Health

3 credit hour(s)

This course surveys the major methodologies for completing psychological research, with an emphasis on the design of quantitative strategies for answering clinical questions. Students develop critical thinking skills to evaluate and review published research. Diversity issues in measurement are explored. In addition, the community mental health system is examined. The course offers ideas for areas of improvement and informs students about the use of the system, including regional hospitals, community mental health centers, hospice, Social Security, and the department of family and children's services.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7045 - Psychopathology

3 credit hour(s)

The concentration of the study is on the observation, description, etiology, assessment and understanding of the moderate range of symptomatology and personality and behavioral disorders of adulthood. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Also, the assessment, etiology, description, understanding and treatment of the more severe psychological disorders are emphasized. Included in the study are schizophrenia spectrum, affective disorders, and borderline psychopathology. Emphasis is on recognition of the continuum of basic psychological processes in normal and severely disturbed experience.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7046 - Brief Treatment Models and Applications to Diverse Populations

3 credit hour(s)

Brief psychotherapies, such as time-limited psychodynamic and solution-focused treatments, are applied to a range of problems with emphasis on the issues relevant to their use with diverse populations. Change and time are explored in the context of culture, and skills for clinical practice are developed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7047 - Diversity Issues in Clinical Health Psychology

3 credit hour(s)

This course addresses the appropriate development, use, and evaluation of clinical health psychology interventions with populations that are diverse in terms of culture, ethnicity, economic resources, gender, and sexual identity. Group differences that impact the utilization of health promotion, disease prevention, and disease management activities are reviewed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7048 - Evaluation and Treatment of Asian and Pacific Island Populations

3 credit hour(s)

This course examines issues relevant to provision of mental health services for Asian and Pacific Island populations, including biases and oppression. Knowledge and skills are developed in cultural communication unique to these groups, and incorporate alternative available resources associated with work in these cultures.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7049 - Evaluation and Treatment of Diverse Families

3 credit hour(s)

Mental health needs are explored, including issues that impact clinical work with families within culturally-defined groups or those with single or step parents. Students learn to conceptualize human problems, change from a systemic perspective, and further the development of skills for clinical practice.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7050 - Physiological Psychology

1.5-3 credit hour(s)

This course introduces brain-behavior correlates, the systematic function of the nervous system, and basic psychopharmacology. Areas covered include anatomy, physiology, synaptic processes, biological foundations of language, cognition, learning, memory, and psychopathology, as well as endocrine processes and the impact of these systems on behavior and psychopathology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7051 - Biological Bases of Behavior

1.5-3 credit hour(s)

This course introduces students to the gross anatomy and the neurophysiology of the nervous system. Students are presented with updated data and findings regarding neurological functions as the foundations of human behavior. It presents an overview of endocrinological processes, adding more breadth to the purpose of this course, introducing students to the fundamentals of physiology behavior correlates. In addition, this course introduces students to the clinical ramifications of primitive reflexes and developmental undertones.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7060 - Social Psychology

3 credit hour(s)

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings are emphasized.

Prerequisite(s): none

Corequisite(s): none

Recommended: (TAM) PP7301, PP7373, PP8038

PP7070 - Empirical Research

1 credit hour(s)

Students undertake an empirical project by completing one or more of the following activities, which are essential components of empirical study: development of a study design, setup of the study, data collection, data analysis, and presentation/publication of study. Students may apply up to three units of elective toward this research project. Students may register for 1 credit hour per semester to a maximum of 3 credit hours.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7080 - Personal and Professional Development Group

1-2 credit hour(s)

This course offers a group experience, over one to three semesters, which focuses on increasing knowledge, enhancing skills, and examining attitudes and values involved in interpersonal and group interaction. In this experiential approach, students learn to increase self-awareness and empathic understanding of others, practice more effective listening and communication skills, and work on developing greater interpersonal competency in order to guide their development as clinicians and professional psychologists.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7100 - Professional Issues: Ethics, Conduct, and Law

1.5-3 credit hour(s)

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure, and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

Prerequisite(s): (ATL) PP7111; (NVA) PP8201, PP8202

Corequisite(s): none

Recommended: none

PP7110 - Professionalization Group I

0-3 credit hour(s)

These discussion groups for first-year students are led by a core faculty. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience. The professionalization group does not carry academic credit.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7111 - Professionalization Group II

0-3 credit hour(s)

This course is a continuation of PP7110 - Professionalization Group I.

Prerequisite(s): (ATL/NVA/HI/PHX/SF/TAM) PP7110

Corequisite(s): none

Recommended: none

PP7112 - Professionalization Group I

0-1 credit hour(s)

The two -semester series, Professionalization Group I (PP7112) and Professionalization Group II (PP7113), focuses upon personal growth and development as a practicing psychotherapist. Topics included are: development of self; enhanced awareness of experiences, thoughts, behaviors and biases held about self and others; and the psychological tasks and challenges in becoming a psychotherapist. Much of the classroom time is spent in discussion and experiential exercises that promote self growth and professional development. Specific topics are at the discretion of the instructor. Demonstration of learning is measured by classroom participation, ongoing journaling (or other form of creating a portfolio of individual learning), and a final paper (one per semester) addressing student awareness of areas in which they have made significant progress, and areas of challenge that remain for further growth.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7113 - Professionalization Group II

0-1 credit hour(s)

This course is a continuation of Professionalization Group I (PP7112).

Prerequisite(s): PP7112

Corequisite(s): none

Recommended: none

PP7114 - Professionalization Group III

0-1 credit hour(s)

This course is a continuation of PP7112 - Professionalization Group I and PP7113 - Professionalization Group II.

Prerequisite(s): PP7111 or PP7113

Corequisite(s): none

Recommended: none

PP7120 - Psychology and Management

1-3 credit hour(s)

This course focuses on the contribution of psychology to management and business. Several areas of practice are highlighted, such as organizational behavior, coaching, employee selection, workplace intervention, and general management skills.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7164 - Capstone Integrative Seminar

3 credit hour(s)

Designed as a culminating, integrative end-point to on- campus learning, this course is taken during the year before the student goes on internship. The course makes extensive use of case materials from diverse populations, focusing on practical issues touching on all aspects of assessment, treatment planning, and intervention, as well as issues relating to consultation and supervision. Students examine how they personally impact the therapeutic relationship. The course requires the successful completion of several tasks designed to demonstrate that the student is ready for internship.

Prerequisite(s): (TC) PP8010, PP8020, PP8030, PP8051, PP8203

Corequisite(s): none

Recommended: none

PP7200 - Statistics and Research I

3 credit hour(s)

The first of a two-semester sequence in statistics and research methodology. This course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

Prerequisite(s): (ATL/NVA/PHX/SCH/SF/TAM) undergraduate statistics or research methods course

Corequisite(s): none

Recommended: none

PP7201 - Statistics and Research II

3 credit hour(s)

This course is a continuation of PP7200 - Statistics and Research I. Quantitative, multivariate approaches to systematic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project (CRP). These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are also covered.

Prerequisite(s): (ATL/NVA/ORA/PHX/SCH/SF/TC) PP7200

Corequisite(s): none

Recommended: none

PP7202 - Statistics

3 credit hour(s)

Statistical methods, parametric and nonparametric, with an emphasis on those applicable to clinical evaluation and research, are addressed in this course.

Prerequisite(s): (CH) and undergraduate statistics course

Corequisite(s): none

Recommended: none

PP7203 - Research Methods

1.5-3 credit hour(s)

This course is a survey of the major methods utilized in empirical clinical practice and program evaluation. Students learn experimental, quasi-experimental, and systematic single-subject designs, as well as principles and strategies of program evaluation and quality assurance in the delivery of mental health services in a variety of clinical settings. Initial formulations of clinical research proposals are encouraged.

Prerequisite(s): (CH) PP7202

Corequisite(s): none

Recommended: none

PP7204 - Statistics and Quantitative Methods

3 credit hour(s)

This course includes an overview of quantitative research methods, basic concepts in descriptive and inferential statistics, and experimental research design. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings. The focus is on: a) non-parametric and parametric statistical procedures including when and how to use each; and b) quantitative research methods including choice of the most appropriate research method and strategies to address common problems encountered.

Prerequisite(s): an undergraduate statistics course

Corequisite(s): none

Recommended: none

PP7205 - Qualitative Research Methods

3 credit hour(s)

This course examines in depth the methodological strategies and data analysis required for clinical research. Emphasis will be placed on qualitative design and theory. Students learn to evaluate the design, analysis, and interpretation of published research. Cultural issues are discussed. Basic qualitative research skills are developed. The class will explore the spectrum of qualitative methodologies, with an emphasis on the commonalities within these approaches. Participants will have an opportunity to work through a qualitative project from start to finish.

Prerequisite(s): PP7204

Corequisite(s): none

Recommended: none

PP7206 - Statistics, Research, and Psychometrics

3 credit hour(s)

This course continues from the content of PP7200 Statistics and Research I to further develop research skills and to include psychometrics and test construction. The course emphasizes the development of critical thinking skills and the methodological tools necessary for scholarly and clinical use, interpretation, and formulation of psychometric tools, analyses, and data. The course will include a review and consolidation of introductory multidimensional statistics (MANOVA and multiple regression) and an introduction to factor analysis. These will be used as a foundation for measurement theory and test construction, including topics in reliability and validity, factor scores in assessments, item analyses, and the relationship between objectives and outcome assessments. These skills will be applied to analyses of and development of research designs. Ethics, diversity, and legal issues in research and test construction will be emphasized.

Prerequisite(s): (TAM) PP7200

Corequisite(s): none

Recommended: none

PP7207 - Research Design and Methodology

3 credit hour(s)

This course continues from the content of Statistics and Research I (PP7200) to further develop research skills and research methodology. The course emphasizes the development of critical thinking skills and methodological tools necessary for scholarly and clinical interpretation and research design. The class provides instruction in the use experimental, quasi-experimental, and systematic single and multi-subject designs, as well as principles and strategies of program evaluation and quality assurance. The course will include a review and consolidation of introductory multivariate statistics and analyses. These skills will be applied to analyses of and development of research designs. Ethics, diversity, and legal issues in research and test construction will be emphasized.

Prerequisite(s): PP7200

Corequisite(s): none

Recommended: none

PP7209 - Psychometrics

3 credit hour(s)

This course provides students with theoretical, conceptual, and practical knowledge and skills in psychological test construction including principles of reliability, validity; norming, and other statistical procedures employed in developing new psychometric instruments. Content will include construction and evaluative techniques related to cognitive and personality tests. Ethics, diversity, and legal issues in test construction will be emphasized.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7210 - Advanced Qualitative Methods

1.5 credit hour(s)

This course is an advanced study of qualitative research methodologies. The course addresses theories and models of qualitative research, methods and approaches to qualitative research, and process and issues of analyzing and writing qualitative research. Topics addressed may include ethnography, case study, phenomenology, use of interviews and observation, grounded theory, and narrative analysis.

Prerequisite(s): (CH) PP7202, PP7203

Corequisite(s): none

Recommended: none

PP7211 - Advanced Quantitative Methods

1.5 credit hour(s)

This course provides an in depth examination of advanced quantitative research methods, including an analysis of their strengths and weaknesses. Topics addresses include: multilevel modeling, regression with dichotomous data, covariance techniques, principal components and true factor analyses, path analysis and confirmatory factor analysis.

Prerequisite(s): (CH) PP7202, PP7203

Corequisite(s): none

Recommended: none

PP7212 - Test Theory and Construction

1.5 credit hour(s)

This course covers theory and principles of test reliability and validity, topics in test theory, and statistical procedures applicable to psychometric methods. Classical Test Theory and Item Response Theory will be reviewed and compared. The course addresses issues in test construction and analysis.

Prerequisite(s): PP7202, PP7203

Corequisite(s): none

Recommended: none

PP7213 - Structural Equation Modeling

1.5 credit hour(s)

This course introduces students to structural equation modeling (SEM) both with and without latent variables. Topics covered include: confirmatory factor analysis, path analysis, causal modeling, hierarchical modeling, diagramming structural models, assessing model fit, model development and

identification, multi-sample analysis, longitudinal analysis, dynamic factor analysis, and latent growth curve modeling. Students will also learn how to use LISREL software to conduct SEM analyses. The goal of the course is to provide students with the knowledge and skills necessary to use SEM to analyze social science data. The course will be a mixture of readings, discussions, lectures, assignments, and hands-on experiences in using structural equation modeling.

Prerequisite(s): PP7202, PP7203

Corequisite(s): none

Recommended: none

PP7230 - Psychometric Theory

1-3 credit hour(s)

This course is designed to provide students an introduction to the key concepts of psychometric theory (e.g., assessment theory, reliability, validity, item development, norm referencing, ethical and professional issues in assessment) as they apply to the practice of clinical psychology. To this end, the course is designed to provide students the skills necessary to evaluate, choose, implement, and interpret psychological tests and measures commonly employed in the practice of clinical psychology. Furthermore, students will be introduced to the foundational knowledge of test development theory. To this end, the course will examine classical test theory views of reliability and item analysis, validity, and test development principles. Finally, modern approaches to test theory, including item response theory and generalizability theory are covered.

Prerequisite(s): (ATL) PP7200

Corequisite(s): none

Recommended: none

PP7300 - Psychopathology I

3 credit hour(s)

This course concentrates on the description, etiology, assessment, and understanding of the moderate range of symptomology and behavioral disorders. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Diagnostic systems, particularly the current edition of the DSM, are presented and examined. Attention is also given to diagnostic interviewing, including a review of semi-structured interviews and opportunities for role-play.

Prerequisite(s): (TC) PP8201, PP8202

Corequisite(s): none

Recommended: none

PP7301 - Psychopathology II

3 credit hour(s)

A continuation of PP7300 Psychopathology I, this course covers the description, etiology, assessment, emphasizing understanding of more severe psychological disorders. Schizophrenic spectrum disorders, substance abuse disorders, and personality disorders are included. Attention is given to diagnostic interviewing, focusing on the range of diagnoses presented in the course with opportunities for role-play.

Prerequisite(s): (ORA/SF/TC) PP7300

Corequisite(s): none

Recommended: none

PP7302 - Psychopathology I

3 credit hour(s)

This course concentrates on the description, etiology, presentation and treatment of mental disorders that are first evident in childhood and adolescence. Diagnostic categories covered include autism spectrum disorders, ADHD, learning disabilities, conduct disorder, gender identity disorder, eating disorders and personality disorders. Diagnostic systems, including the DSM, are presented and critiqued. Psychopathology is studied from a lifespan perspective, noting differences in onset, course and treatment at different points in the life cycle. The role of gender and culture are highlighted in the development, maintenance and treatment of psychopathology. Trauma and child abuse are addressed, and psychopathology and its treatment are viewed from both developmental and trauma frameworks.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7303 - Psychopathology II

3 credit hour(s)

This course concentrates on the description, etiology, presentation, and treatment of mental disorders that typically present in adulthood. Diagnostic categories covered include cognitive disorders, mood and anxiety disorders, substance related disorders and chemical dependency treatment, schizophrenia and related psychotic disorders, sleep disorders, sexual dysfunction, somatoform disorders, and adjustment disorders. Diagnostic systems, including the DSM, are presented and critiqued. Psychopathology is studied from a lifespan perspective, noting differences in onset, course and treatment at different points in the life cycle. The role of gender and culture are highlighted in the development, maintenance and treatment of psychopathology. Trauma and domestic violence are addressed, and psychopathology and its treatment are viewed from both developmental and trauma frameworks.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7305 - Advanced Psychopathology

3 credit hour(s)

This is an advanced course in psychopathology that focuses on the refinement of diagnostic skills, assessment, development, and treatment options for various forms of pathology. The course utilizes film presentations of a wide range of DSM pathologies, and concentrates on evaluating the necessary criteria to render a specific diagnosis, as well as consideration of differential diagnosis.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7310 - Theories of Psychopathology

3 credit hour(s)

This course provides students with a broad theoretical foundation from which to view and understand

the development of psychopathology. The course examines the theories and explanations of the development of normal and abnormal personalities and behavior from various perspectives. The primary focus is on the theories, relevant research, and treatment applications of the psychodynamic, humanistic, behavioral, and learning models. Other models or theories may be presented.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7311 - Diagnostic Psychopathology

3 credit hour(s)

This course focuses on the description, etiology, and diagnosis of psychological and personality disorders. Relevant clinical research is reviewed. While the primary focus of this course is the DSM diagnostic system, other systems of understanding may be considered. Discussion of the broad continuum of symptomatology encountered in clinical practice, and the unique personal experience that characterizes every clinical case, are included.

Prerequisite(s): (ATL) undergraduate abnormal psychology course

Corequisite(s): none

Recommended: none

PP7320 - Health and Dysfunction I

1-3 credit hour(s)

The assessment, etiology, description, understanding, and treatment of the mild to moderate range of psychological, personality and behavioral disorders of adulthood are covered. This may include adjustment disorders, anxiety disorders, mild affective disorders, and mild to moderate personality disorders. A methodology for organizing clinical data is an important component of this course. Various theories and empirical research on the etiology and treatment of these disorders are covered. The role of contextual factors in understanding and treating these disorders are included.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7321 - Health and Dysfunction II

3 credit hour(s)

The assessment, etiology, description, understanding, and treatment of the more severe psychological disorders are covered. Included in the study are schizophrenia spectrum, affective disorders, and borderline disorders. Various theories and empirical research on the etiology and treatment of these disorders are included. Emphasis is on the recognition of the continuum of basic psychological processes in normal and severely disturbed experience.

Prerequisite(s): PP7320

Corequisite(s): none

Recommended: none

PP7322 - Community Mental Health

1.5-3 credit hour(s)

The course presents an integrated view of social problems with a focus on prevention. Counseling

interventions that foster collaboration, support for systemic change, and values diversity, empowerment, and community integration are taught.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7330 - Child and Adolescent Psychopathology

3 credit hour(s)

This course examines the major psychopathologies of childhood. Various theories for the etiologies of child psychopathology are considered, and the implications for diagnosis, consultation, and treatment are also addressed.

Prerequisite(s): (ATL) PP7311; (SF) PP7300, PP7301; (TAM) PP7301

Corequisite(s): none

Recommended: none

PP7331 - Child and Adolescent Assessment

3 credit hour(s)

This course is designed to provide a comprehensive review of evaluation procedures specific to children and adolescents. Topics may include developmental disorders, conduct disorders, attention deficit and learning disorders, sexual and physical abuse, psychosis, depression, custody determination, and anxiety disorders.

Prerequisite(s): (ATL) PP7370, PP7385; (PHX) PP7010; (NVA) PP7330, PP7373; (SF) PP7373

Corequisite(s): (ATL) PP7010

Recommended: none

PP7332 - Child Abuse Assessment and Reporting

0 credit hour(s)

This course presents current child abuse reporting laws and concentrates on the assessment of child abuse. Role play is utilized to demonstrate effective techniques in the assessment of child abuse. Clinical issues related to the reporting of child abuse are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7339 - Survey of Diversity and Multicultural Psychology

3 credit hour(s)

This course combines an overview of issues of diversity and multicultural competence relevant to the field of clinical psychology with a focus on self-understanding in a diverse society. The clinical relevance of attribution, stereotyping, oppression, acculturation, identity development, and other related phenomena will be surveyed. Also, students will be given opportunities to reflect on their own personal and professional development and on the statuses and categories they occupy through discussions, activities, assignments, and exams.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7340 - Issues in the Assessment and Treatment of Diverse Populations

1-3 credit hour(s)

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Theory and research are reviewed so as to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Information is provided about the unique mental health needs of African various ethnic, cultural, LGBT, and disabled populations.

Prerequisite(s): (ATL) PP7311; (TC) PP8203, PP8204 (may take concurrently)

Corequisite(s): none

Recommended: none

PP7341 - Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations

3 credit hour(s)

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Special emphasis is placed on facilitating student awareness of biased attitudes, as such attitudes may negatively impact relations with individuals and groups who are sensitized to issues of discrimination. Theory and research are reviewed so as to understand cultural differences and the interplay between concepts of pathology, treatment, and cultural stereotyping. Information is provided concerning the unique mental health needs of African Americans, Asians, Hispanics, and Native Americans.

Prerequisite(s): (CH) PP6201 or PP8201 and PP7339

Corequisite(s): none

Recommended: none

PP7342 - Evaluation and Treatment of Diverse and Marginalized Populations

3 credit hour(s)

This course is designed to sensitize students to issues of inclusion, exclusion, and power in clinical work with ethnically, racially, and culturally-defined groups, women and men, gay/lesbian/bisexual/transgendered people, people with disabilities, elders, people with HIV disease, and other groups of involuntary and voluntary affiliation. Students' awareness of their own biases and strengths in human relations is facilitated. Theory and research relevant to the mental health needs of marginalized groups is reviewed, and students develop strategies for integrating this knowledge base into clinical practice. The focus of this course is to empower the students' continual process of self-understanding and awareness in considering the nuances that may impact them as clinicians. In addition, this course supports students in their assessment, case conceptualization, and treatment of diverse and marginalized populations as a means of promoting clinician competency, providing ethical and professional services, and maintaining self-reflexivity.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7343 - Delivering Psychological Services to Vulnerable Populations

3 credit hour(s)

This course addresses the delivery of mental health services to vulnerable and marginalized persons, including minorities, the poor, homeless, severely mentally ill, prisoners, and other populations. It explores issues related to community psychology, cross-cultural psychology, power and empowerment, and innovative treatment models, all within the context of the practitioner's self understanding, awareness, and growth.

Prerequisite(s): (NVA) PP7340; (SF) PP7340

Corequisite(s): none

Recommended: none

PP7344 - Issues in the Assessment and Treatment of Diverse Populations II

1-3 credit hour(s)

This course is a continuation of PP7340 Issues in the Assessment and Treatment of Diverse Populations.

Prerequisite(s): (TAM) PP7340

Corequisite(s): none

Recommended: none

PP7345 - Intensive Clinical Training

3 credit hour(s)

In this course, each student is expected to work directly with clients. Students and their clients hold weekly sessions behind a one-way mirror while being observed by a "team." Sessions are guided by the instructor and/or clinical teaching assistant, who coach the student therapist throughout the session. Students also meet with their "teams" for pre-session and post-session evaluation of each case. During each class session, a structured lecture is presented to the entire class by the instructor.

Prerequisite(s): (SF) PP7355

Corequisite(s): none

Recommended: none

PP7349 - Career Assessment and Counseling

1-3 credit hour(s)

This course reviews theories of job satisfaction and performance, instruments used for career assessment purposes, and principles of career counseling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7350 - Consultation and Supervision

2-3 credit hour(s)

This course provides students with theoretical and empirical knowledge, as well as relevant practical skills needed to function as consultants and supervisors. Contextual issues related to contemporary models and systems of service delivery are considered.

Prerequisite(s): (ATL) PP8204; (NVA) PP8010; (SF) PP8201, PP8202; (TAM) PP8041

Corequisite(s): (TAM) PP8211, PP8212

Recommended: none

PP7351 - Supervision and Consultation in Family/Couples Therapy

3 credit hour(s)

This course provides students with theoretical and empirical knowledge, as well as relevant practical skills needed for them to function as consultants and supervisors using family systems theories and concepts. Contextual issues related to contemporary models and systems of service delivery are considered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7352 - Clinical Supervision

1-3 credit hour(s)

The aim of this course is to provide students with an overview of theory, research and practice models for clinical supervision. Numerous conceptual models for clinical supervision are described and discussed with an emphasis on the following approaches: developmental, person-centered, psychodynamic, cognitive behavioral, skill training, systemic, and integrated. Students use role plays to begin exploring the nature of the supervisory relationship and their own emerging approach to supervising others. They also discuss common strategies, modalities, training issues and dilemmas.

Prerequisite(s): (HI) PP8010, PP8020, PP8030

Corequisite(s): none

Recommended: none

PP7355 - Intensive Clinical Observation

1 credit hour(s)

Intensive Clinical Observation (ICO) is a specialized course that allows students to participate in the Intensive Clinical Training elective as an observer. Students become members of an "observing team" that views therapy sessions through a one-way mirror and participates in both pre and post-clinical sessions. This course is an invaluable tool to gain clinical experience.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7359 - Introduction to Clinical Psychopharmacology and Substance Abuse

3 credit hour(s)

This course introduces psychotropic drugs, their pharmacokinetics and pharmacodynamics, their clinical action, and principles of use. In addition, this course presents an overview of major drugs of abuse, and specific social, psychological, and political issues surrounding these drugs. Diagnostic and treatment approaches are included.

Prerequisite(s): (CH) PP7051

Corequisite(s): none

Recommended: none

PP7360 - Clinical Psychopharmacology

1.5-3 credit hour(s)

This course provides an introduction to psychotropic drugs, their neurochemical basis, their mechanism

of action, and their clinical application.

Prerequisite(s): (ATL/NVA/ORX/PHX/SF/TAM) PP7050; (HI) PP7051

Corequisite(s): none

Recommended: none

PP7361 - Psychopharmacology

1 credit hour(s)

An introduction is provided to psychotropic drugs, their neuro-chemical basis, their mode of action, and their clinical application. Principles of use and current status of psychopharmacology are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7362 - Advanced Clinical Psychopharmacology

3 credit hour(s)

This course is an in-depth and comprehensive examination of issues underlying the use of psychotropic medication in the treatment of clinical disorders. Subjects covered include establishment of physician-psychologist relationships, management of "split" treatment, enhancement of patient compliance to treatment, education of patients about medications, the role of placebo effect, dealing with failed pharmacological trials, medication management, inappropriate uses of medication, psychobiology of ethnicity, and the pharmacological treatment of special populations.

Prerequisite(s): (ATL) PP7360

Corequisite(s): none

Recommended: none

PP7363 - Advanced Clinical Psychopharmacology for Neuropsychologists

1.5 credit hour(s)

This intensive course is intended to provide a higher level review of pharmacology by focusing on four complex populations that a clinical or neuropsychologist would commonly encounter. The fundamental goal is to introduce students to the concept of rational pharmacology, in which a drug's specific mechanism of action determines how it is used rather than the class of drugs it belongs to (e.g., SSRI's may be more useful anxiety than depression.) The course will cover most of the major classes of psychotropics, their rationale, mechanisms of action and clinical utility in a practical context (e.g., stimulants, antidepressants, mood stabilizers or antiepileptic drugs, neuroleptics, benzodiazepines and anticholinesterase inhibitors).

Prerequisite(s): (SCH) PP7360

Corequisite(s): none

Recommended: none

PP7364 - Clinical/Community Clerkship Seminar

3 credit hour(s)

The Clinical/Community Clerkship Seminar is a prepracticum field experience for entering students. The focus is on the development of clinical inquiry skills, knowledge of community resources, and crisis intervention skills. The importance of the value of pro bono service and community involvement is stressed. In addition, this seminar helps students become aware of, and sensitive to, the context

(cultural, social, political, institutional, systemic environment) in which assessment and referral occurs, in addition to its implications. Other areas of professional competence addressed in preparation for the first-year Clinical Evaluation Conference (CEC) include identification of crisis situations/needs assessment (for referral), development of intake skills, beginning integration of knowledge in psychopathology, human development, professional ethics, and cultural competence. Basic interviewing skills such as informed consent, listening, empathy, reflecting, being fully present, etc., will be punctuated and emphasized throughout the seminar. The seminar is also designed to assist the students in critiquing their ability to conduct a clinical interview and to gain preliminary understanding of theory, research, practice, and ethics as they relate to clinical interviewing.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7365 - Clinical Interviewing

3 credit hour(s)

This course offers students the opportunity to learn basic listening and interviewing skills, as well as how to conduct a full clinical interview as part of an initial assessment. Students examine directive and nondirective approaches to interviewing, and read and discuss theoretical and empirical literature. Through demonstrations, role-playing, and structured exercises, students practice and develop these skills.

Prerequisite(s): (ATL) PP7311

Corequisite(s): none

Recommended: none

PP7366 - Lifestyle and Career Development

3 credit hour(s)

This course provides an understanding of career development theories and decision-making models; occupational educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; career development program planning, resources, and effectiveness evaluation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7368 - Initial Interviewing Skills

1.5 credit hour(s)

This course offers students the opportunity to learn basic listening and interviewing skills, as well as how to conduct a full clinical interview as part of the initial assessment. The course will also focus on a range of initial interviewing skills including the establishment of the therapeutic relationship, gathering and organizing diagnostic and assessment data, and developing initial treatment recommendations. Through demonstrations, role-playing, and structured exercises, students will practice and develop these skills.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7369 - Basic Intervention Skills and Models

1.5 credit hour(s)

This course provides an overview of the major theoretical approaches to psychological interventions, including the various techniques and practices associated with the approaches. Basic issues in the general conduct and processes of clinical interventions are presented based on insights from various theoretical approaches, as well as integrative models, including the establishment of therapeutic relationships, the integration of assessment and intervention, termination and accountability and evaluation of treatment.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7370 - Cognitive Assessment

3-4 credit hour(s)

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. It covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

Prerequisite(s): (CH) an undergraduate tests and measures course; (ORA) an undergraduate tests and measures course or psychological assessment concurrent; (PHX) undergraduate tests and measures course; (TAM) undergraduate tests and measures course.

Corequisite(s): (TAM) PP7365

Recommended: none

PP7371 - Objective Personality Assessment

3-4 credit hour(s)

This course introduces the student to the major approaches and techniques for objective personality assessment in adults. Topics covered include general principles and issues in objective assessment, and techniques of personality assessment. The primary emphasis is on the MMPI-2, with an overview of other commonly used measures of objective personality assessment. The class includes a laboratory in which skills in administration and interpretation can be practiced.

Prerequisite(s): (ORA) psychological assessment concurrent with or before class offered; (PHX) undergraduate personality theories course, PP7501; (SCH) PP7310, PP7311; (SF) PP7310, PP7311, PP7365; (TAM) undergraduate abnormal psychology and personality theory courses, PP7300, PP7301 (can be concurrent), PP7365; (TC) PP7370

Corequisite(s): none

Recommended: none

PP7372 - Projective Personality Assessment

3-4 credit hour(s)

This course covers the Exner Comprehensive System for the Rorschach as well as selected projective tests. In addition to understanding theoretical underpinnings, the student is expected to develop some

competency in the administration, scoring, and interpretation of these instruments. The class includes a laboratory in which skills in administration and interpretation can be practiced.

Prerequisite(s): (ATL) PP7370, PP7385; (ORA) PP7300, PP7301; (PHX) PP7370, PP7371; (SCH) PP7311; (SF) PP7310, PP7311, PP7365; (TAM) PP7300, PP7301 (can be concurrent), PP7365, PP7370, PP7371; (TC) PP7301, PP7371, PP8201, PP8202 (can be concurrent)

Corequisite(s): none

Recommended: none

PP7373 - Integrative Assessment

1-4 credit hour(s)

The course builds skills in integration of assessment data, communication of results toward answering a specific question, and development of treatment recommendations.

Prerequisite(s): (ATL) PP7370, PP7385; (NVA) PP7365, PP7370; (HI) PP7045, PP7365, PP7370, PP7371, PP7372; (ORA) PP7300, PP7301, PP7370; (PHX) PP7370, PP7371, PP7372; (SF) PP7370, PP7385; (TAM) PP7365, PP7370, PP7371, PP7372

Corequisite(s): none

Recommended: none

PP7374 - Assessment: Advanced Rorschach

3 credit hour(s)

The major focus of study is on interpretation, based largely, but not exclusively, on the work of Exner. Quantitative analysis, sequence analysis, content analysis, and an analysis of verbalizations and behavior are presented in a practical, experiential manner. Rorschach data with other projective data is integrated.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7378 - Objective Personality Assessment Lab

1 credit hour(s)

This course will be taken simultaneously with Objective Personality Assessment (PP7371). In the laboratory section, students learn and practice standardized objective personality test administration, scoring and interpretation. This course focuses on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7379 - Projective Personality Assessment Lab

1 credit hour(s)

This course will be taken simultaneously with Projective Personality Assessment (PP7372). In the laboratory section, students will learn and practice standardized objective personality test administration, scoring and interpretation. This course will focus on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will

be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7380 - Cognitive Assessment Lab

1 credit hour(s)

This course will be taken simultaneously with Cognitive Assessment (PP7370). In the laboratory section, students will learn and practice standardized cognitive test administration, scoring and interpretation.

This course will focus on practical training of hands-on skills as well as the reviewing of test protocols.

The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course. Course is graded as "Credit/No Credit."

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7381 - Projective Personality Assessment I

1.5 credit hour(s)

This course is the first of a two-part course projective personality assessment sequence. It provides an introduction to the development, coding and interpretation of major projective personality instruments. The main focus is on the Comprehensive System for the Rorschach Inkblot Method developed by John Exner, Jr. Additional focus will be on the Thematic Apperception Test (TAT) and projective drawing tests and techniques. In addition to understanding theoretical underpinnings, the student is expected to develop a beginning competency in the administration and scoring of these instruments, as well as an understanding of the reporting of results.

Prerequisite(s): PP7370, PP7371, PP7373, PP8645

Corequisite(s): none

Recommended: none

PP7382 - Projective Personality Assessment II

1.5 credit hour(s)

This course is a continuation of PP7381 Projective Personality Assessment I.

Prerequisite(s): PP7370, PP7371, PP7373, PP7381, PP8645

Corequisite(s): none

Recommended: none

PP7385 - Personality Assessment

3 credit hour(s)

Administration, interpretation, and theory of major objective tests are presented, with a primary emphasis on the MMPI-2 and MCMI-III. A review of projective tests is covered, with emphasis on the Rorschach Inkblot Test. Coherent description of personality process is the focus of interpreting the test protocols and presenting them in the form of a professional report.

Prerequisite(s): (PHX) PP7501; (SF) PP7370

Corequisite(s): none

Recommended: none

PP7386 - Assessment of Learning Disabilities

1-3 credit hour(s)

The skillful assessment of learning disabilities is an essential clinical skill for anyone whose professional practice will have a significant involvement with children. The objective of this course is to impart the most relevant clinical aspects of this knowledge to the student. The student will be educated in the most currently available theoretical and empirical literature on learning disabilities and will receive a firm foundation in the skills necessary to assess for a learning disability.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7387 - Psychological Assessment of Children and Adolescents

3 credit hour(s)

This course provides an introduction to commonly used child and adolescent assessment tools, including both cognitive and personality instruments. Students develop skills in test selection, administration, interpretation, and the presentation of data in oral and written formats.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7390 - Assessment of Organizations

1.5 credit hour(s)

This course provides a primer to students interested in doing organizational based assessment. Special attention is given to varied formats including profit, not for profit, educational and international systems and organizations. Focus is on the applied with attention to case material and non-clinical assessment measures and techniques.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7391 - Integrated Forensic Assessment

3 credit hour(s)

Designed to prepare students for their Diagnostic Practicum, this section of Integrative Assessment will focus on training students to develop standard and specialized clinical reports that emphasize analysis and integration of interviews, behavioral observations, and test data from multiple objective and Forensic assessment measures. This course will help students further develop their assessment skills specifically with populations engaged in the criminal or civil justice system. Students will learn the ethics of forensic assessment, the proper consideration of referral questions, and the skill of accurately weighing data. They will learn to prepare meaningful assessments, applying basic familiarity of law and legal considerations to their assessments.

Prerequisite(s): PP7370, PP7520

Corequisite(s): none

Recommended: none

PP7392 - Integrated Neuropsychological Assessment

3 credit hour(s)

Designed to prepare students for their Diagnostic Practicum, this section of Integrative Assessment will focus on training students to develop standard and specialized clinical reports that emphasize analysis and integration of interviews, behavioral observations, and test data from multiple objective and neuropsychological assessment measures. This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted in light of all of the data available. The course builds skills in the gathering of valid information and data; the integration of assessment data, across multiple evaluative modalities; and the communication of results toward answering a specific question and treatment recommendations to referral sources, and the consumers of assessment information.

Prerequisite(s): PP7370, PP7520

Corequisite(s): none

Recommended: none

PP7393 - Integrated Projective Assessment

3 credit hour(s)

Designed to prepare students for their Diagnostic Practicum, this section of Integrative Assessment will focus on training students to develop standard and specialized clinical reports that emphasize analysis and integration of interviews, behavioral observations, and test data from multiple objective and projective assessment measures. Emphasis is placed on developing the skills necessary to interpret projective measures including the Thematic Apperception Test and the Rorschach, using new scoring guidelines and standards. All assignments will focus on interpreting and integrating mini-batteries and full batteries of test results in reports with a particular emphasis on children and adolescents.

Prerequisite(s): PP7370, PP7520

Corequisite(s): none

Recommended: none

PP7400 - Advanced Group Leadership and Supervision

1 -3 credit hour(s)

The emphasis is on gaining firsthand group leadership experience and a conceptual grasp of group processes and leadership issues in group therapy. Students participate as co-leaders with the instructor of the Personal and Professional development group course over two consecutive terms. Analysis of interpersonal interactions and leadership styles and functions are conducted after each class session. Journals are kept that focus on dynamics observed in the group. Co-leaders also have the opportunity to make formal presentations and conduct structured exercises to help integrate relevant theory and experience. A weekend retreat held during the spring semester with students, co-leaders, and the instructor may complete the experience.

Prerequisite(s): By assignment only

Corequisite(s): none

Recommended: none

PP7401 - Advanced Group Leadership and Supervision II

0-1.5 credit hour(s)

This course is a continuation of PP7400 - Advanced Group Leadership and Supervision.

Prerequisite(s): PP7400

Corequisite(s): none

Recommended: none

PP7430 - Fundamentals of International Mental Health Work

3 credit hour(s)

This is an overview course designed to provide basic knowledge on the mental health consequences of humanitarian emergencies around the world, to discuss the role of mental health care within a cross-cultural and socio-political context of complex human disasters, and to critically examine assessment and research methodology in the cross-cultural context.

Prerequisite(s): (CH) Second year or higher in PsyD in Clinical Psychology degree program; PP7339;

Currently or previously on clinical practicum (PP8201 and PP8202)

Corequisite(s): PP8201, PP8202

Recommended: (CH) PP7203

PP7499 - Portfolio Development

1 credit hour(s)

The portfolio development course is intended to help students synthesize their performance and experiences within the master's program. The portfolio will include both scholarly and personal reflection components that illustrate personal and professional growth and development within the program. The portfolio evaluates the student's competency levels as they related to personal development, theoretical knowledge, clinical conceptualization ability, and scientific understanding as it relates to clinical work.

Prerequisite(s): (CH) 35 credit hours must be completed before student enrolls in course

Corequisite(s): none

Recommended: none

PP7500 - Trauma Throughout the Lifespan

3 credit hour(s)

This course is an introduction to the psychological reaction and adjustment to sexual, physical, and emotional trauma at different stages of development. It addresses the theoretical understanding of trauma and the psychological adjustment to trauma, as well as assessment and diagnostic issues, and intervention strategies important for contemporary psychological practice. Some of the topics to be covered include assessment and treatment of child maltreatment and sexual abuse, treatment of adult survivors of sexual abuse, false memory controversy, date rape, domestic violence, and immigration trauma.

Prerequisite(s): (ATL) PP8010

Corequisite(s): (ATL) PP8030

Recommended: none

PP7501 - Adult Psychopathology

3 credit hour(s)

This course is an introduction to the theoretical, clinical, and empirical knowledge about adult psychopathology and the classification of mental disorders. The entire continuum of adult psychological disorders is covered. Emphasis is placed on acquiring a conceptual foundation for understanding and classifying adult abnormal behavior. This is accomplished by reviewing the major theoretical models of abnormal behavior and by learning the rationale and procedures for the dominant nosological system.

Prerequisite(s): (NVA/PHX) an undergraduate abnormal psychology course

Corequisite(s): none

Recommended: none

PP7513 - Advanced Self -Psychology

1.5 credit hour(s)

This course, based on basic principles of psychoanalytic psychology, focuses specifically on the application of the self-psychological concepts of the psyche to the actual conduct of treatment. The first part of the course will provide an elaboration of the general orientation of this framework, basic concepts of self-psychology, and the tenets of treatment. The second part will emphasize the application of principles to treatment, with the use of case vignettes and illustrative case material. Students will be encouraged to consider the "integrateability" of this model with other models of treatment, and to explore the usefulness of this model in relation to their clinical work.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7520 - Personality Assessment

4 credit hour(s)

Administration, interpretation, and theory of major projective tests are presented. Objective personality testing is introduced. Coherent description of personality process is the focus.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7530 - Neuroanatomy and Pathology

3 credit hour(s)

This course explores the neuroanatomy of the human nervous system, presenting both healthy neuro functioning and pathological functioning. Implications for diagnosis and treatment will be introduced.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7532 - Psychopharmacology for Neuropsychologists

3 credit hour(s)

This course presents the medications commonly encountered by the neuropsychologist in their practice. Psychotropic and non-psychotropic medications and their effect on the neurosystem will be reviewed. Their mechanism of action, neurochemical basis, and diagnostic implications will be covered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7534 - Pain Assessment

3 credit hour(s)

This course provides practical information and theories on psychosocial and behavioral factors in acute and chronic pain syndromes. Topics include specific syndromes such as fibromyalgia, cancer, and chronic back pain. Students learn evidence-based interventions in the management of pain based on the latest research in this field.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7550 - Consultation in Diverse Settings

1.5-3 credit hour(s)

This course is designed to familiarize students with the many ways and arenas in which clinical psychologists can function as consultants (including business, private practice, community settings, education, healthcare, and others). It is designed to help students understand the various processes of consultation and management, drawing from principles and procedures found within psychology and related disciplines.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7555 - Team Building

1.5 credit hour(s)

This course provides both theoretical and experiential training in the practice of team building. This will focus on small and medium sized group functioning, with a particular attention to leadership, followership, cohesion, and the rational functioning of groups and teams. A process-focused element will include positive psychology, NTL-style techniques and interpersonal T-Group philosophies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7561 - Seminar in Sport Psychology Consulting I

1 credit hour(s)

This seminar is designed for students to gain experience in the professional activities of a sport psychology consultant. Students will have the opportunity to participate in individual and group projects related to the planning, development, marketing, and provision of sport psychology services to targeted populations. The focus of the seminar will be on developing the requisite skills to succeed as a sport psychology consultant in professional practice. The seminar meets weekly throughout the semester.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7562 - Seminar in Sport Psychology Consulting II

1 credit hour(s)

This course is a continuation of Seminar in Sport Psychology Consulting I (PP7561).

Prerequisite(s): PP7561

Corequisite(s): none

Recommended: none

PP7563 - Seminar in Sport Psychology Consulting III

1 credit hour(s)

This course is a continuation of Seminar in Sport Psychology Consulting II (PP7562).

Prerequisite(s): PP7562

Corequisite(s): none

Recommended: none

PP7600 - The Countertransference Experience

1.5-3 credit hour(s)

A study of critical approaches to understanding of countertransference is conducted. Clinical interactions are carefully reviewed during class discussions.

Prerequisite(s): (CH) PP8040

Corequisite(s): none

Recommended: none

PP7610 - Extended Empathic Responding I

1.5 credit hour(s)

The Extended Empathic Responding course is a requirement for students pursuing the Client-Centered and Experiential Psychotherapies Concentration and Certificate at Argosy University. It provides students with opportunities to obtain experience practicing the empathic response form and for understanding all implementations of the empathic attitude in any therapy. Students will submit taped sessions which demonstrate their increasing accuracy of understanding and the attitudinal aspects of therapeutic presence in relationship with clients. Students may provide in class practice therapy demonstrations that exhibit the empathic understanding response process. Readings in the empathy literature will also be available to students in this course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7611 - Health Psychology: Pain, Neurological Conditions and Rehabilitation

1-3 credit hour(s)

This course is open to all students. It is independent of Health Psychology: Prevention, Stress and Serious Illness (PP7615). Thus, it can be taken alone, before or after PP7615. Both courses are required for students in the Health Psychology concentration.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7612 - Extended Empathic Responding II

1.5 credit hour(s)

This course offers students extended practice in empathic responding. Students will meet with partners exchanging sessions with each other outside of class time, using class time for lectures, consultation and various sorts of self-directed learning in relation to empathic responding.

Prerequisite(s): (CH) PP7610

Corequisite(s): none

Recommended: none

PP7615 - Health Psychology: Prevention, Stress and Serious Illness

1-3 credit hour(s)

This course is open to all students. It is independent of PP7611 - Health Psychology: Pain, Neurological Conditions and Rehabilitation. Thus, it can be taken alone, before or after PP7611. Both courses are required for students in the Health Psychology Concentration.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7620 – Integrated Primary Care Psychology

1.5 credit hour(s)

This course offers an introduction to the basic principles and practices of Integrated Care operations. This course focuses on providing students with a broad understanding of Primary Care, the changing landscape of mental health delivery systems, and how multi-disciplinary work is accomplished in relation to other healthcare professionals. Theories and practices of multi-model treatment paradigms as well as relevant research are also addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7630 - Assessment and Treatment in Behavioral Medicine I

1-3 credit hour(s)

The student is presented with psychological issues in assessment and treatment. Topics to be covered include assessment of pain and pain management (inpatient and outpatient, cognitive and behavioral strategies, relaxation, imagery, hypnosis), stress management in medical conditions, assessment of coping styles and coping reactions in medical conditions, and spinal cord injury.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7632 - Assessment and Treatment in Behavioral Medicine II

3 credit hour(s)

This course is a continuation of Assessment and Treatment in Behavior Medicine I (PP7630).

Prerequisite(s): PP7630

Corequisite(s): none

Recommended: none

PP7640 - Supervision in Family and Couples Therapy

1.5 credit hour(s)

This course trains students in supervision from a family systems perspective. Students must have taken Family and Couples Therapy (PP8050). The students will provide supervision to less advanced students in family therapy courses. Both individual and small group supervision skills are learned and practiced. The skill set to be covered is: 1) developing a supervisory alliance addressing culture, gender, disabilities, therapeutic orientation, and sexual orientation sensitivity in supervision; 2) developing one's own philosophy of supervision and demonstrating it through a case presentation; 3) exploring and identifying parallels between therapy model and supervision model; 4) handling transference and countertransference in supervision; and 5) providing weekly supervision and videotape.

Prerequisite(s): (CH) PP8050

Corequisite(s): none

Recommended: none

PP7641 - Supervision in Family and Couples Therapy II

0-1.5 credit hour(s)

This course is a continuation of Supervision in Family and Couples Therapy I (PP7640.)

Prerequisite(s): PP7640

Corequisite(s): none

Recommended: none

PP7650 - Introduction to Substance Abuse

1.5-3 credit hour(s)

This course provides an introduction to the basic principles and theories underlying the assessment, diagnosis, and treatment of individuals with substance abuse disorders. Through relevant readings, theoretical research and application, didactic presentation, and class discussion, this course explores the essential elements of substance abuse assessment, diagnosis, and treatment with a particular emphasis on cultural diversity, gender, sexuality, and health-related issues. Topics include substances of abuse, counter-transference issues, common defense mechanisms, theoretical models of treatment, co-morbid disorders, the use of self-help groups in recovery, relapse prevention, treatment of culturally diverse populations, and child/family issues.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7661 - Seminar in Self Assessment

0 credit hour(s)

This small group seminar meets weekly for one and one-half hours for one semester. Three meetings will occur as individual meetings with each student for one hour each. The remaining meeting will occur in a group format. The focus of the meetings will be on the evaluation, development, and support of self-assessment, as an identified area of competency for psychologists. Self-assessment skills will be addressed specifically in the domains of relationships/interpersonal functioning, professionalism, delivery and response to feedback, management of personal stressors, and areas for growth/development.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7900 - Intervention and Prevention Program Development

0-1.5 credit hour(s)

In this course, students identify an area of professional practice in which they want to develop an intervention and/or prevention program for use in future places of employment, including internship, hospital, school and community settings, and private practice.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP7901 - Intervention and Prevention Program Development

0-1.5 credit hour(s)

This course is a continuation of Intervention and Prevention Program Development (PP7900).

Prerequisite(s): PP7900

Corequisite(s): none

Recommended: none

PP8000 - Psychological Applications in Administrative Settings

1.5 credit hour(s)

This course will examine the various ways in which psychologists apply their knowledge of human behavior and clinical skills in administrative positions. The processes of effective management will be explored by drawing from psychological principles as well as related disciplines. The role of the psychologist as a leader and psychological variables pertaining to leadership will also be addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8010 - Cognitive Behavioral Theory and Therapy

3 credit hour(s)

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

Prerequisite(s): (ATL) PP7311; (HI) PP7045; (ORA) PP7365; (PHX) PP7501; (SCH) PP7310, PP7311, PP8020; (TAM) PP7311; (TC) PP8035

Corequisite(s): (TAM) PP7365

Recommended: none

PP8011 - Advanced Cognitive Behavioral Psychotherapy

3 credit hour(s)

An integrated, multimodal approach to psychopathology, assessment, and intervention utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

Prerequisite(s): (CH/PHX) PP8010

Corequisite(s): none

Recommended: none

PP8012 - Cognitive-Behavioral Therapy for Anxiety Disorders

3 credit hour(s)

This course provides an in-depth look at the way in which the anxiety disorders are conceptualized and treated from a cognitive-behavioral perspective. The class will focus on CBT theory and evidence-based treatments as well as on a comprehensive review of the current empirical literature on anxiety and somatoform disorders. The learning format will be didactic and experiential.

Prerequisite(s): PP7321, PP8010

Corequisite(s): none

Recommended: none

PP8013 - Dialectical Behavior Therapy

1.5 credit hour(s)

This course provides an overview of Dialectical Behavior Therapy (DBT), a treatment developed by Marsha Linehan, PhD, from its development specifically as a treatment for individuals with chronic suicidal behavior to its most current uses. The course focuses on theory, technique, and the empirical literature regarding the efficacy and effectiveness of DBT. Students will both learn about DBT from a more academic standpoint and be expected to participate in the DBT interventions by engaging in regular mindfulness practice and completing DBT homework assignments.

Prerequisite(s): PP8010

Corequisite(s): none

Recommended: none

PP8014 - Acceptance and Commitment Therapy

1.5 credit hour(s)

A theoretical and practice-focused course on the fundamentals of Acceptance and Commitment Therapy (ACT), including philosophical foundations, theoretical antecedents, ACT theoretical and clinical conceptualization, and treatment applications. Conceptualization and practice development is stressed via didactics, demonstrations, experiential exercises, therapy role-playing, and videotapes.

Prerequisite(s): PP8010

Corequisite(s): none

Recommended: none

PP8015 - Psychology and Trauma

3 credit hour(s)

This course addresses the psychological impact of trauma on individuals and communities, as well as the treatment of trauma-related disorders. Trauma is examined in a broad context, including terrorism, natural disasters, violence, sexual assault, etc. Attention is also given to vicarious traumatization and caring for the caregiver.

Prerequisite(s): (TC) PP7301, PP7370, PP7371, PP7372, PP8010, PP8020 , PP8030, PP8051

Corequisite(s): none

Recommended: none

PP8016 - Advanced Behavioral Analysis and Therapy

1.5 credit hour(s)

A theoretical and practice-focused course on the evidence-based approaches to behavioral treatment. Specific populations, psychological conditions and symptoms that indicate behavioral analysis and treatment will be discussed. Conceptualization and practice development is stressed via didactics, demonstrations, experiential exercises, therapy role-playing, and videotapes.

Prerequisite(s): PP8010

Corequisite(s): none

Recommended: none

PP8020 - Person-Centered and Experiential Theory and Therapy

3 credit hour(s)

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

Prerequisite(s): (ATL) PP7365; (HI) PP7045; (PHX) PP7501; (TC) PP8035

Corequisite(s): none

Recommended: none

PP8021 - Person-Centered Psychotherapy

3 credit hour(s)

An introduction is presented to the theory and practice of person-centered psychotherapy developed by Carl Rogers and amplified by more recent person-centered theorists. Integration of the theory, research, and practice of person-centered therapy is the general goal of this course, which also has a practical aim of helping students develop person-centered attitudes and interviewing skills. Students submit tape recordings of practice interviews as an important part of this course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8022 - Exploring Diversity I

1-3 credit hour(s)

This course uses an open-ended group format to allow students to explore their own "growing edge" in relation to issues of difference. The group facilitators try to create a climate of authenticity, empathy, and prizing toward each member's experience, and group members are asked to help each other explore issues of difference in ways that are mutually productive. Students develop their own focus of learning during the course, and give each other feedback about their progress in peer review groups at the end of the class. Each group member develops a personal learning plan and engages in several out-of-group learning experiences as part of their plan.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8023 - Advanced Experiential and Humanistic Existential Psychotherapy

3 credit hour(s)

This course is designed to increase the student's knowledge of experiential, humanistic and existential theories. Through demonstrations, role-play, and structured exercises, students will practice and further develop their intervention skills within an experiential framework. There will be an emphasis on the importance of presence and intent for authentic in-depth communication with both clinical and non-clinical populations. Experiential learning is an important aspect of this course.

Prerequisite(s): (PHX) PP8020

Corequisite(s): none

Recommended: none

PP8024 - Exploring Diversity II

1-3 credit hour(s)

This course focuses on advanced explorations of issues of difference, involving a seminar on trust-building in person-centered diversity groups, group participation and individual group projects. An open-ended group format allows students to explore their own growing edge in relation to issues of difference. Students are full participants of the group while also observing their own and others' contributions to the development of group process. The group facilitators try to create a climate of authenticity, empathy, and prizing toward each member's experience, and group members are asked to help each other explore issues of difference in ways that are mutually productive. Students develop their own focus of learning during the course, and give each other feedback about their progress in peer review groups at the end of the class. Each group member develops a personal learning plan and engages in several out-of-group learning experiences as part of their plan.

Prerequisite(s): PP8022

Corequisite(s): none

Recommended: none

PP8025 - Diversity Psychology: Past, Present & Future

3 credit hour(s)

This course will lay out the basic concepts embodied by the much-used terms "diversity" and "multiculturalism" as they relate to the theory and practice of Clinical Psychology. Also, a thorough, working definition of "cultural competence" will be highlighted. The course begins with a historical perspective on how and when various issues of diversity and multiculturalism were introduced into the field. Key models will be introduced (e.g., Racial/ethnic identity development; power and privilege; models of acculturation; women's issues; LGBTQ identity development) with an eye towards current/evolving discourse within the field of diversity psychology. Students will be challenged to focus on diversity in terms of clinical considerations (e.g., racial/ethnic identity development; LGBTQ issues; women's issues; poverty issues; disability issues; etc.). The course will include critiques of current literature, incorporating concepts covered in the syllabus as well as more in-depth literature in particular areas of student interest.

Prerequisite(s): PP7339

Corequisite(s): none

Recommended: none

PP8030 - Psychodynamic Theory and Therapy

3 credit hour(s)

The course reviews major schools of psychodynamic theories and methodology of each approach in clinical settings. Both classic psychoanalysis and contemporary theoretical approaches are covered. Attention is given to case formulation with a psychodynamic orientation and the application of psychodynamic interventions in psychotherapy. Case material is used to help students better understand the theories and techniques.

Prerequisite(s): (HI) PP7045; (PHX) PP7501; (TC) PP8035, PP8203, PP8204; (TAM) PP8039

Corequisite(s): none

Recommended: none

PP8032 - Advanced Psychoanalytic Psychotherapy and Supervision

3 credit hour(s)

This advanced intervention course aims to consider in depth select schools of psychoanalytic thought and their respective theories of development and pathology, and, most notably, their perspectives on clinical practice. Object relations, self-psychological, and contemporary relational perspectives are examples of areas of focus. The theory and practice of psychoanalytic clinical supervision are explored and special topics/controversies in the field are also highlighted. The perspectives of individuals representing racial/ethnic, sexual, gender, and other aspects of diversity are incorporated throughout the semester. Clinical material offered by the instructor, and especially by course participants, always act as points of departure and/or the central focus of discussion.

Prerequisite(s): (CH) PP8040; (SF) PP8030

Corequisite(s): none

Recommended: none

PP8033 - Advanced Person-Centered Therapy and Supervision

3 credit hour(s)

The participants, through engaging in a person-centered group process, determine the specific therapeutic interests or problems that become the focus for each meeting. Examples of topics the group may select for attention include the following specific problems of individual therapy: person-centered group or couples therapy, study of taped or filmed sessions, and therapy demonstrations by participants. The general aim of the course is to examine theory more closely and the capability for creating therapeutic, empathic relationships. Students should have at least one client or practice client during the course.

Prerequisite(s): (CH) PP8020

Corequisite(s): none

Recommended: none

PP8034 - Advanced Experiential Psychotherapy and Supervision

3 credit hour(s)

A number of basic therapeutic change processes are illustrated from therapy tapes: advanced listening, confrontation, catharsis, differentiation, and using one's own reactions. These basic processes occur across orientations, and are therefore examined synthetically through a variety of models. There is an experiential emphasis, with students participating in each of the basic processes with each other and/or

clients. Working with feelings is emphasized, so students should be willing to self-disclose. This is a required course for all students who waived Person--Centered Psychotherapy (PP8021).

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8035 - Basic Intervention Skills

3 credit hour(s)

This course provides an introduction to psychological services across theoretical orientations for clinical students. It involves development of basic intervention skills in the fundamental areas of conducting a clinical interview, with attention to initial engagement, diagnostic assessment and therapeutic activity. Legal, ethical, cultural, and professional issues are discussed as they relate to these basic clinical interventions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8036 - Basic Assessment and Intervention Skills

3 credit hour(s)

This course provides an introduction to psychological services for clinical students. It involves developing basic intervention skills across theoretical orientations in the fundamental areas of: conducting a clinical interview, rapport building and maintenance, diagnostic assessment and therapeutic activity. Areas of fundamental psychological assessment will also be reviewed including: basic statistics and issues of measurement, administration practice of commonly used instruments and test interpretation. Legal, ethical, cultural and professional issues will be emphasized throughout the class as well as professional writing.

Prerequisite(s): (PHX) PP7330, PP7370, PP7371, PP7501, PP8020

Corequisite(s): none

Recommended: none

PP8037 - Principles and Practice of Psychotherapy

1-3 credit hour(s)

This is a basic psychotherapy course covering essential features of the psychotherapeutic relationship. The course will cover relationship and intervention issues, focusing on those factors common to all models of psychotherapy. It also will address issues related to the psychotherapy session, such as negotiating a schedule and payment. The goal of this course is to promote self-awareness, relationship skills, and intervention ability as they relate to the practice of psychotherapy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8038 - Interventions I

3 credit hour(s)

This course is the first in a two-class sequence designed to prepare students for beginning clinical work. The purpose of this course is to provide a knowledge base regarding various approaches to psychological

intervention, to apply that information to case examples, and to offer an increased understanding of the process of professional development. In addition, some attention is given to empirically validated treatments and current research in this area.

Prerequisite(s): (TAM) PP7373 (can be concurrent)

Corequisite(s): (TAM) PP7373 (can be prerequisite)

Recommended: none

PP8039 - Interventions II

3 credit hour(s)

This course considers basic issues in the general conduct and processes of psychotherapy. Attention is given to understanding, demonstrating, and practicing the skills involved in developing core therapeutic conditions and the process of emotional discovery. Brief psychotherapy models are also considered.

Prerequisite(s): (ORA) PP7300, PP7365; (TAM) PP8038

Corequisite(s): none

Recommended: none

PP8040 - Psychoanalytic Theory and Therapy

3 credit hour(s)

The course integrates psychoanalytic theories of personality with a study of the technique of psychoanalytic psychotherapy. Attention is given to actual case material and the role of the therapist in analytically oriented treatment. The psychoanalytic perspective on therapeutic process is explored both from classical and more recent analytic viewpoints. Students are introduced to basic psychoanalytic concepts of personality and psychopathology and their implications for therapeutic technique.

Prerequisite(s): (CH) PP7320; (ORA) PP7300, PP7301, PP7365; (SCH) PP7310, PP7311

Corequisite(s): none

Recommended: none

PP8041 - Integrative Approaches to Therapy

3 credit hour(s)

This course offers students the opportunity to develop an understanding of the ways in which theories can be integrated to develop a model of psychotherapy. Students are expected to generate case conceptualizations based on these models. This course also includes an applied component in which students will be expected to articulate their own theory of personality, psychopathology, and psychotherapy in light of the orientations they have learned.

Prerequisite(s): (NVA) PP8010, PP8030, PP8050; (TAM) PP8039

Corequisite(s): none

Recommended: none

PP8042 - Integrated Approaches to Child and Family Treatment

3 credit hour(s)

This course provides an integrative approach to therapeutic work with children and their families. Students learn to combine systems therapy and consideration of the child's unique developmental issues with concepts and strategies from individual psychodynamic and behavioral therapies. The product is a "child-in-the-family" therapy approach that includes both individual sessions with the child and treatment of child together with family in family therapy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8043 - Psychoanalysis and Diversity

1-3 credit hour(s)

This course will expose students to the contemporary psychoanalytic literature on theory and practice related to issues of diversity and difference. The course will explore the impact of social conditions, such as political oppression, stigma, prejudice, racism, sexism, and homophobia on psychodynamic development. The applied clinical focus will entail raising students' awareness of and ability to address emotional reactions related to diversity and bias within the transference-countertransference matrix of the therapeutic relationship. Finally, students will learn how to apply psychodynamic interventions to promote resilience and the reduction of the trauma of social oppression and prejudice.

Prerequisite(s): (CH) PP7339, PP8040, PP8201

Corequisite(s): none

Recommended: none

PP8045 - Object Relations Theory and Self Psychology

3 credit hour(s)

This course presents an overview of the historical origins of object relations theory and self psychology, the status of these theories with regard to contemporary psychodynamic thought and practice, their contributions to philosophy of human nature, and their usefulness in the understanding and treatment of psychopathology, particularly along the borderline/narcissistic spectrum. Beginning with a brief review of the Freudian drive/structural model and its contemporary derivatives, the contributions of several psychodynamic theorists are examined in detail. Particular attention is paid to the application of these perspectives to contemporary clinical psychotherapeutic practice, and the validity and usefulness of these approaches within the realities of current healthcare trends and with diverse populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8046 - Short Term Psychodynamic Psychotherapy

3 credit hour(s)

This course introduces participants to the general enterprise and major systems of short-term psychodynamic psychotherapy. The evolution and current status of the short-term psychodynamic therapies along with the distinguishing features and techniques of the most prominent theoretical schools and systems will be reviewed. The course emphasizes the essential features of all short-term dynamic therapies, (i.e., brevity, selectivity, activity, and focus), and the critical distinctions between treatments that are short-term by design and those that are short-term by default.

Prerequisite(s): PP8030

Corequisite(s): none

Recommended: none

PP8047 - Advanced Psychodynamic Theory and Therapy: A Relational Perspective

3 credit hour(s)

The course will review the major premises of self psychology, object relations, and attachment theory and their integration toward the development of the relational model of psychoanalysis. Current research in infant development, neuroscience, and psychotherapy outcome will be reviewed in order to build an empirical and experiential basis for relational theoretical concepts and therapeutic approach and intervention. The course will emphasize experiential learning including case presentations, role plays, an examination of the process of psychodynamic therapeutic skill acquisition, and student involvement in selecting topics of interest.

Prerequisite(s): (TC) PP8030; (SF) PP8030

Corequisite(s): none

Recommended: none

PP8050 - Family and Couples Therapy

3 credit hour(s)

This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, Bowenian, solution-focused, and constructivist approaches, and may include others, as time permits.

Prerequisite(s): (ATL) PP7365, (NVA) PP7010, PP7501 or PP7330; (HI) PP7365; (ORA) PP7300, PP7301, PP7365; (SCH) PP7310, PP7311; (TAM) PP8039, PP8103

Corequisite(s): none

Recommended: none

PP8051 - Systems Theory and Therapy

3 credit hour(s)

This course examines basic systems theory and applications to clinical interventions. Examples of systems and of systemic conceptualizations include family systems, groups, and organizations. Experiential and didactic approaches are used.

Prerequisite(s): (TC) PP8035, PP8203, PP8204

Corequisite(s): none

Recommended: none

PP8060 - Group Psychotherapy

3 credit hour(s)

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both experiential and didactic components. The course engages students in a thoughtful study of group process, and is structured to help them integrate their thoughts and feelings with their experience. Theories of group development and relevant research are also addressed.

Prerequisite(s): (ATL) PP7365; (NVA/PHX) PP7501; (HI) PP7045; (SCH) PP7310, PP7311; (TAM) PP8039

Corequisite(s): none

Recommended: none

PP8065 - Advanced Group Psychotherapy

3 credit hour(s)

This course is designed to increase the student's knowledge of group process and group psychotherapy, while providing the opportunity to further clarify and enhance leadership technique and style. Readings and class discussion will focus on both general and special issues in group psychotherapy. Experiential learning is a significant aspect of this course.

Prerequisite(s): (PHX) PP8060

Corequisite(s): none

Recommended: none

PP8066 - Advanced Diversity Group Leadership

1.5-3 credit hour(s)

This course focuses on developing the skills and attitudes needed to facilitate diversity-oriented person-centered groups following the model for groups held in the Exploring Diversity I (PP8022) and Exploring Diversity II (PP8024) courses. The class includes didactic sessions on diversity group process, diversity-oriented group sessions, and discussions of students' own process and the process of the group. Community members who have experience in person-centered diversity groups may be invited to join the group to increase the diversity of the group. Warner's models of diversity and trust-development in person-centered groups will be used as a background to students' attempts to cultivate empathy, congruence, and prizing in relation to each person in the group. Completing this class entitles students to be considered for a Level II Certificate in Person-Centered Group Facilitation.

Prerequisite(s): PP8022, PP8024

Corequisite(s): none

Recommended: none

PP8068 - Diversity Training

1.5 credit hour(s)

This course provides both theoretical and experiential aspects to the practice of diversity training. This will focus on the similarities and differences between mental health professional training populations as well as non-mental health professional training populations. Legal, ethical, and multi-cultural considerations will also be addressed. Students will gain the theoretical and applied build-blocks to run diversity training workshops.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8070 - Organizational Behavior

3 credit hour(s)

This course examines organizational systems, contexts, common problems, and points of entry that might be of interest to an external consulting psychologist — particularly one without a specialized industrial psychology background. (e.g., matter of culture and its assessment; job/role design; change planning/organization development; distribution of power/influence and their effects; sources of

conflict and paths to resolution; stress—causes and management; performance appraisal and individual development planning; personality assessment; team building, and other opportunities for group work; individual coaching contracts; value questions such as: "Who is the client?" and "What constitutes help?" in an organizational setting. Effort is made to tailor content of interests of the class. The objective is to help participants assess, and become comfortable with, possibilities of varied interesting work with an organizational clientele.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8091 - Introduction to Brief Therapy Collaborative Therapy

1 credit hour(s)

Participants are introduced to the basic ingredients of Brief Therapy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8100 - Assessment and Treatment of Children and Families

3 credit hour(s)

This course provides an overview of evaluation and treatment procedures specific to children and families. Developmental psychopathology and common issues in child clinical psychology are reviewed. Implications of culture, gender, and society on child clinical practice are also examined.

Prerequisite(s): (TC) PP7010, PP8035, PP8203, PP8204

Corequisite(s): none

Recommended: none

PP8102 - Advanced Family and Couples Therapy

3 credit hour(s)

The emphasis is on an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Supervision skills in family and couples treatment are a second major emphasis of this course.

Prerequisite(s): (ATL/CH/NVA/PHX/SF) PP8050

Corequisite(s): none

Recommended: none

PP8103 - Family and Couples Assessment

3 credit hour(s)

Theory and skill training in the assessment of couples and families are emphasized. Objective and observational assessment techniques for use in a variety of settings (individual, family, and couples therapy, premarital counseling, child custody evaluations, etc.) will be explored. The course will also provide a grounding in psychometrics theory and teach students to critically evaluate measures for suitability for clinical use.

Prerequisite(s): (CH) PP8050; (TAM) PP7373

Corequisite(s): none

Recommended: (CH) PP8102

PP8110 - Interventions with Special Populations

3 credit hour(s)

The course focuses on how specific groups of people, or people with specific disorders, are best treated. Empirically supported treatments are emphasized, as are the importance of psychotherapy outcome research in clinical practice. The dialectic between therapist variables and treatment techniques is also addressed, as are such variables as age, gender, culture, sexual orientation, and economic conditions. Students see examples of how therapeutic modalities and theoretical perspectives can be integrated in the treatment of clinical populations and problems.

Prerequisite(s): (TC) PP8020

Corequisite(s): none

Recommended: none

PP8111 - Pediatric Neuropsychology

1-3 credit hour(s)

This course will provide a basic overview of the neurocognitive development in children. It will provide basic information regarding the most common disorders seen in children as well as the principle instruments used in assessment of those disorders. Students are not expected to purchase instruments discussed in class, but will learn the basic mechanics of their use and their role in providing a diagnostic picture of the child. This course will not provide advanced assessment instruction and is not meant to be an exhaustive coverage of childhood neuropathology. It will provide students with an introduction to the most common forms of neuropathology and the mechanics of neuropsychological assessment for those disorders.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8112 - Neuroanatomy and Neuropathology

1-3 credit hour(s)

This course will provide a basic overview of the neuroanatomical structures most related to the types of pathological conditions seen in adult and pediatric neuropsychology. Individual course on adult, geriatric and pediatric neuropsychology provide additional information regarding specific diagnosis most often seen. This course is meant to provide the student with an overall conceptual understanding of the brain systems and to serve as the foundation for didactic training for those students pursuing a career in neuropsychology.

Prerequisite(s): (SCH) PP7040, PP7051, PP7370

Corequisite(s): none

Recommended: none

PP8115 - Development of Psychotherapists: An International Perspective

3 credit hour(s)

The course examines professional development of psychotherapists from an international perspective. The main objective of the course is to increase the visibility of international contributions to psychotherapy in a variety of ways: (1) to promote awareness, knowledge, and skill for international and intercultural psychotherapy activities among clinicians, (2) to promote professional relations and

communication among therapists of various professional and training backgrounds as well as personal and cultural backgrounds, (3) to promote and facilitate professional collaboration between national psychotherapists and the larger international community of professional clinicians, and (4) to provide information on international and intercultural psychotherapy issues.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8116 - Psychology of Gay, Lesbian, and Bisexual Development

3 credit hour(s)

Theories of development of gay, lesbian, and bisexual orientations, and appreciation for the associated sociopsychological challenges are explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8117 - Indigenous Healing Models and Modern Psychotherapy

1-3 credit hour(s)

This course presents a cross-cultural overview of indigenous models of healing, including allopathic medicine and clinical psychology as modern, Western cultural models of healing. There is a general focus on altered states of consciousness in healing, as well as a specific focus on shamanism and its expression in different cultures (Northern, Southern, and Central American; Hawaiian; Tibetan; Africa). Indian ayurvedic medicine and Traditional Chinese medicine/acupuncture will also be reviewed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8118 - Advanced Interventions with Diverse Populations

1-3 credit hour(s)

This course will focus on the advanced practical clinical applications of working with diverse populations. The aim is to continue to develop and assess the cultural competence of the student clinician. This course will include practice-oriented models for individual, couples, and family interventions, as well as non-conventional mental health interventions (e.g., community-specific workshops, outreach, and consultation endeavors) that may also be relevant to and appropriate for diverse populations. Readings will focus on the continued clinical application of cultural competence

Prerequisite(s): (CH) PP8025 and completion of one of the following: PP8010, PP8020, PP8040, or PP8050

Corequisite(s): none

Recommended: none

PP8119 - Family Violence Across the Life Cycle: Cross--Cultural Perspectives

3 credit hour(s)

This course presents an overview of current issues regarding the etiology, prevalence, research, treatment, and prevention of family violence from a lifespan developmental perspective. The course addresses cultural, racial, sociological, religious, gender, and clinical issues of various forms of family

violence. Topics include perpetrators and survivors of child sexual, physical, and emotional abuse, dating violence, same and other-gender partner battering, and elder abuse.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8140 - Directed Study: Pre-Practicum

1-3 credit hour(s)

This supervised course provides an opportunity for students to gain experience prior to enrollment in the required practicum. Students enrolled in this course also meet regularly with the director of Clinical Training or a faculty member for additional supervision and input.

Prerequisite(s): (TAM) PP7371, PP7100, PP7300, PP7301, PP7365, PP7110, PP7111

Corequisite(s): none

Recommended: none

PP8150 - First- Year Practicum I

1-3 credit hour(s)

A first- year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8151 - First -Year Practicum II

0-3 credit hour(s)

A first- year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8154 - Survey of Organizational Psychology

3 credit hour(s)

This course covers the conceptual foundations of several topics including employee selection, training and development, performance appraisals, motivation and leadership, intervention strategies, employer/employee attitudes and behaviors, organizational structure and function, as well as law and ethics. Additionally, there will be a focus on perspectives that extend student understanding beyond that of individual psychology and business concepts to system and organizational structures, functioning, intervention and change. As a survey course, the purpose is to give an overview of relevant terminology, scope of the discipline and the variety of functions those that practice within the discipline. Particular focus will be given to application, multi-cultural considerations, and understanding organizational life from a variety of perspectives.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8155 - Practice Development and Marketing for Psychologists

1-3 credit hour(s)

This class teaches the basics of practice development and marketing for psychologists, whether in private practice or working for an institution. This is a hands-on class that gives students a chance to practice many of the common modes of marketing and strategies for practice development. There is an emphasis on collaboration with fellow students.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8156 - Operating a Private Practice

1.5 credit hour(s)

This course is designed to provide practical information about how to set up a private practice. It considers a psychological approach to creating a business plan. In addition it emphasizes "hands on" practical information with some theoretical issues. It considers HIPAA, managed care, and insurance issues.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8158 - Sex Offender Treatment

1.5 credit hour(s)

This course provides an introduction to treatment models for working with sexual offenders. Particular attention will be given to group treatment models. Students will learn the basic principles of the offending cycle and gain exposure to methods of intervention with this population.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8159 - Sex Offender Evaluation and Treatment

3 credit hour(s)

The purpose of this course is to familiarize students with legal issues, forensic assessment techniques, and the treatment of sex offenders. The course will cover the etiology and developmental issues of sex offense behavior. Students will learn assessment and intervention techniques in the treatment of sex offenders. Criminal justice and legal issues related to sexual offending will also be explored. Program evaluation, treatment efficacy and issues related to recidivism will be covered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8160 - Introduction to Clinical Practice With Gay, Lesbian, Bisexual, and Transgendered Clients

3 credit hour(s)

This course provides an overview of clinical issues, contemporary theories, interventions, and research relevant to the treatment of gay, lesbian, bisexual, and transgendered clients. Emphasis is on affirmative mental health services for sexual minorities, including the importance of developing an awareness of the

cultural, historical, and social realities of gay, lesbian, bisexual, and transgendered individuals.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8165 - Language and Communicative Disorders: Clinical Implications

3 credit hour(s)

This course emphasizes the importance of language and communicative styles in the psychotherapeutic process. Course content includes a review of normal and abnormal development of speech and language during formative years. Linguistic profiles of child and adult neuropsychiatric disorders are discussed along with implications for assessment and treatment.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8170 - Juvenile/Child Forensic Psychology

1.5-3 credit hour(s)

This course reviews psychology practice in parent neglect and abuse, child protective services assessments, juvenile justice assessments and interventions, and other topics related to juvenile forensic practice.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8172 - Transgender Health

1.5 credit hour(s)

Topics covered in the course include the phenomenology of experiencing oneself as transgendered within varying social contexts. The developmental impacts of this identification are explored along with the decisions to delay puberty. Intersex concerns and conditions are examined in terms of familial and pediatric issues, compared to and differentiated from transgender health issues and identity. World Professional Association for Transgender Health Standards of Care are covered in addition to clinical experiences with the SOC. Medical and surgical interventions for trans persons are explored, as well as long-term outcomes.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8175 - Child and Adolescent Therapy

3 credit hour(s)

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions.

Prerequisite(s): (PHX) PP7330

Corequisite(s): none

Recommended: none

PP8180 - Forensic Issues and Assessment of Abuse Populations

3 credit hour(s)

Forensic concerns and assessment methods for child abuse victims, adult survivors, perpetrators, and abusive families are studied. Objective, projective, and interview methods, physiological measures, and forensic issues are emphasized.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8181 - Advanced Forensic Assessment

3 credit hour(s)

This course is designed to expose students to the differences between clinical and forensic evaluation and assessment. This course focuses on the technical aspects of conducting such evaluations and the final written product, as well as the implications of the evaluations for future deposition and court testimony. Various referral questions will be explored, including competency from arrest through the death penalty, NGRI evaluations, Dispositional Assessment, and juvenile discretionary transfers. This course will also explore family law evaluations, such as child custody and termination of parental rights, and civil matters involving tort cases, police fitness for duty, and involuntary commitment. The emphasis will be on crafting ethical evaluations, with attention to the role of an expert witness as a guest in the justice system and the balances necessary between helping the trier of fact answer the ultimate issue and avoiding overreaching the competence of the psychologist into the inappropriate practice of law.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8185 - Social Psychology and Difference

3 credit hour(s)

This course presents the concepts of attitude formation, attribution theory, interpersonal perception, social constructivism, and social cognition. These concepts are also applied to populations with different social attributions related to culture, gender, race, age, sexual orientation, class, and physical status.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8190 - Women's Issues in Health Psychology

3 credit hour(s)

This course covers the settings in which health psychology is practiced, with an emphasis on issues relevant to female patients. Topics covered include health promotion and epidemiology, the relationship between psychological factors and medical illnesses, stress management and coping strategies, intervention strategies in behavioral medicine, and methods of consultation in health settings. Students focus on women's health concerns such as weight management, eating disorders, and

cardiac and renal disease.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8193 - Correctional Psychology

1.5 credit hour(s)

This course provides an introduction to correctional psychology. Students will obtain a general overview of the various components of the correctional system and the role of psychologists within that system. In addition, students will gain an understanding of working with criminals in an institutional setting. Specific attention will be paid to professional conduct within these settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8195 - Substance Abuse Intervention with Diverse Populations

1-3 credit hour(s)

This course reviews key concepts to substance abuse interventions with diverse populations, including theoretical models for understanding and treating chemically dependent clients. Students review the literature relevant to the etiology, maintenance, and treatment of substance abuse disorders. Various screening and assessment approaches used to assess the severity of addiction and develop a treatment plan are discussed. Emphasis is on the treatment settings and interventions used with clients from diverse racial, ethnic, and socioeconomic backgrounds.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8199 - Sexual Orientation in Practice

1.5 credit hour(s)

The focus of this 1.5-credit hour, elective course will be on the emerging models of affirmative psychological practice with LGBT individuals and their families. We will explore the sociological, historical, and psychological contexts in which LGBT individuals have been understood in order to understand the milieu out of which these affirmative psychotherapeutic models developed. A primary focus will be on self-as-psychologist awareness with regard to learned homophobia, heterosexism, prejudice, etc. and with an eye to increasing competent and ethical clinical practice with these populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8201 - Practicum I

1-3 credit hour(s)

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured

such that either the first year of practicum experience (Practicum I and Practicum II) will focus on assessment issues and the second year on psychotherapy (Practicum III and Practicum IV), or that both assessment and intervention experience will be intermixed over the two years of practicum.

Prerequisite(s): (ATL) PP7110, PP7111, PP7311, PP7365, PP7370, PP7385, and either PP7331 or PP7373; (ORA) PP7060, PP7300, PP7301, PP7365, PP7370, PP7373; (PHX) PP7010, PP7111, PP7330, PP7370, PP7371, PP7501, PP8020, PP8036; (TC) PP6150, PP7010, PP7100, PP7110, PP7111, PP7300, PP7301, PP7370, PP7371, PP7372, PP8035

Corequisite(s): none

Recommended: none

PP8202 - Practicum II

1-3 credit hour(s)

See description for Practicum I (PP8201).

Prerequisite(s): (ATL) PP7110, PP7111, PP7311, PP7365, PP7370, PP7385, PP7331; (CH) PP8201; (NVA) (ORA) PP7060, PP7300, PP7301, PP7365, PP7370, PP7373, PP8010; (PHX) PP8201; (SF) PP8201; (TC) PP6150, PP7100, PP7010, PP7110, PP7111, PP7301, PP7370, PP7371, PP7372, PP8035

Corequisite(s): none

Recommended: none

PP8203 - Practicum III

1-3 credit hour(s)

See description for PP8201 - Practicum I.

Prerequisite(s): (ATL) PP7100, PP8010; (CH) PP8020, PP8201, PP8202; (NVA) (ORA) PP7340, PP8010, PP8040, PP8050, PP8201, PP8202; (PHX) PP7373, PP8202; (SF) PP8202; (TC) PP8010, PP8020, PP8201, PP8202

Corequisite(s): (ATL) PP7340, PP8030

Recommended: none

PP8204 - Practicum IV

0-3 credit hour(s)

Practicum in either psychodiagnostics or psychotherapy for the purposes of gaining entry level skills.

Prerequisite(s): (ATL) PP7100, PP7340, PP8010, PP8020, PP8030, PP8201, PP8202, PP8203; (CH) PP8201, PP8202, PP8203; (PHX) PP8203; (SF) PP8203; (TC) PP8010, PP8020, PP8030, PP8051, PP8201, PP8202

Corequisite(s): none

Recommended: none

PP8205 - Advanced Practicum

1-3 credit hour(s)

An additional period of practicum in either psychodiagnostic or psychotherapy for the purpose of gaining further skills in these areas.

Prerequisite(s): (SF) PP8204

Corequisite(s): none

Recommended: none

PP8206 - Practicum and Seminar V

1-3 credit hour(s)

Continuation of Practicum and Seminar IV (PP8204).

Prerequisite(s): PP8204; (SF) PP8205

Corequisite(s): none

Recommended: none

PP8208 - Diagnostic Practicum and Seminar I

0-3 credit hour(s)

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

Prerequisite(s): (HI) PP7045, PP7100, PP7365, PP7370, PP7371, PP7372; (TAM) PP7300, PP7301, PP7370, PP7371, PP7372, PP7373 (or concurrent), PP7100, PP7365, PP7010, PP7340 (or concurrent), PP7344 (or concurrent)

Corequisite(s): none

Recommended: none

PP8209 - Diagnostic Practicum and Seminar II

0-3 credit hour(s)

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

Prerequisite(s): (HI) PP7373, PP8208; (TAM) PP8208

Corequisite(s): none

Recommended: none

PP8210 - Diagnostic Practicum and Seminar II — Extended

0-3 credit hour(s)

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

Prerequisite(s): (HI) PP8209; (TAM) PP8208

Corequisite(s): none

Recommended: none

PP8211 - Intervention Practicum and Seminar I

0-3 credit hour(s)

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

Prerequisite(s): (HI) PP7100, PP7342; (TAM) PP8208, PP8209, PP8210, PP7373, PP8038, PP8039, PP8041

Corequisite(s): none

Recommended: none

PP8212 - Intervention Practicum and Seminar II

0-3 credit hour(s)

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

Prerequisite(s): (HI) PP8020, PP8211; (TAM) PP8211

Corequisite(s): none

Recommended: none

PP8213 - Intervention Practicum and Seminar — Extended

0-3 credit hour(s)

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

Prerequisite(s): (HI) PP8030, PP8212; (TAM) PP8211, PP8212

Corequisite(s): none

Recommended: none

PP8216 - Practicum Extension

0 credit hour(s)

This course allows students to continue in the Practicum I and Practicum II or Practicum III and Practicum IV sequence into the summer for practicum sites that require more than a 9-month commitment. In addition to the required hours working at the assigned practicum site, students enrolled

in practicum meet weekly in a practicum seminar led by a core faculty member. The focus on the practicum seminar will be consistent with the current practicum placement.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8220 - Adult Neuropsychological Assessment

1-3 credit hour(s)

This course will introduce students to the basics of brain-behavior relationships. It will focus on the various ways to assess cognitive functioning and familiarize students with some of the mostly widely used neuropsychological tests including the flexible approach of selecting individual tests and the fixed/flexible test battery approach. The course will also introduce student to the assessment and diagnosis of neuropsychological disorders.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8300 - Advanced Practicum

0-3 credit hour(s)

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. Students enrolled in this course will also meet regularly with the Director of Clinical Training or a faculty member for additional supervision and input.

Prerequisite(s): (CH) PP8201, PP8202, PP8203, PP8204; (PHX) PP8204; (TAM) PP8208, PP8209, PP8210, PP8211, PP8212, PP8213

Corequisite(s): none

Recommended: none

PP8310 - Advanced Practicum and Seminar I

1-1.5 credit hour(s)

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. In addition to the required hours working at the assigned training site, students enrolled in a practicum meet regularly with a faculty member for additional supervision and consultation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8311 - Advanced Practicum and Seminar II

0-1.5 credit hour(s)

Continuation of Advanced Practicum and Seminar I (PP8310).

Prerequisite(s): PP8310

Corequisite(s): none

Recommended: none

PP8312 - Advanced Practicum and Seminar III

1 credit hour(s)

Continuation of Advanced Practicum and Seminar II (PP8311).

Prerequisite(s): PP8311

Corequisite(s): none

Recommended: none

PP8320 - Pre-Internship Seminar

0 credit hour(s)

The focus of the Pre-Internship Seminar is therapy and psychological assessment training. In addition to the hours working at the assigned training site, students meet weekly (or bi-monthly as required) in this seminar with peers and a faculty member/supervisor for case conferences, discussion of applied issues, and to further case formulation and presentation skills. The intent of this seminar is to provide didactic and experiential training in support of the students' field work during the period of time in the training program between the practicum and formal Internship experiences.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8330 - Rehabilitation Psychology

1.5 credit hour(s)

The primary thrust of this course will focus on conducting psychological treatment and assessment with medically compromised individuals going through the physical rehabilitation process. Assessing a client's current adjustment with regard to their physical disability and suggestions as to how to help a client enhance his/her own current coping strategies will be outlined. Treatment compliance techniques will be taught as will the problematic issue of alcohol and drug use/abuse among individuals with chronic disabilities. The various roles of a clinical psychologist working in a rehabilitation setting will be discussed. Working as part of medical team with other healthcare professionals is integral to working in the rehabilitation and/or health psychology fields. Time will be spent discussing how to negotiate these team relationships. The course will introduce you to various types of medical conditions requiring physical rehabilitation and provide you with an introductory knowledge of these conditions. The medical conditions discussed may include stroke, spinal cord injury, other traumatic neurological impairments, amputation, MS, diabetes, visual impairments, geriatric issues requiring rehabilitation, and neuromuscular conditions in childhood. The independent living movement and the Americans with Disabilities Act (ADA) will be featured as will a discussion of how to encourage your clients to be as independent as possible. Vocational issues including community reentry training will be highlighted. Social supports and preventative medicine will be additional discussion topics. Medicare and Medicaid and other types of payments for services will be introduced. Ethical issues, including confidentiality while functioning on a comprehensive medical team and issues related to HIPPA, will also be addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8331 - Pain Assessment and Treatment

1.5 credit hour(s)

This course introduces the role of the psychologist in the interdisciplinary management of pain. Students learn about the many components of pain and the theory of the origins of pain. Few of the components of pain are related to physical deformities and most are psychological in nature. In this course students will learn interventions with clients reporting chronic pain, how to assess the subjective severity of the person's pain, how to evaluate the individual's coping abilities and how to identify the maladaptive aspects of a client's pain management abilities. Students learn psychological treatments for their pain including numerous relaxation techniques and other cognitively focused interventions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8333 - Treatment and Diagnosis of ADHD

1-3 credit hour(s)

The course has 2 major objectives. First, to educate the student on the theoretical and empirical literature on Attention Deficit Hyperactivity Disorders. Second, to help the student develop the assessment skills to evaluate for an Attention Deficit Hyperactivity Disorder.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8334 - Attention Deficit Disorder and Nonverbal Learning Disability

1.5 credit hour(s)

The purpose of this course is to introduce students to mainstream theories and speculations regarding two specific syndromes, Attention Deficit Disorders and Nonverbal Learning Disabilities. This course will discuss "attention" as a cognitive/neuropsychological process and the possible etiological factors contributing toward ADHD. Nonverbal Learning Disability will be explored from a neuropsychological point of view by introducing research and theoretical speculations regarding its etiology and development. These syndromes and their educational and rehabilitation implications will be presented in both children and adults.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8400 - Child and Family Behavior Therapy

3 credit hour(s)

Behavioral assessment and treatment approaches to the major disorders of childhood are surveyed. Specific strategies for intervention in dysfunctional parent-child interaction, as well as parent-adolescent and marital discord, are covered.

Prerequisite(s): (ATL) PP8010; (HI) PP7100, PP8010

Corequisite(s): none

Recommended: none

PP8401 - Child and Adolescent Psychotherapy

3 credit hour(s)

This course provides an overview of theory and techniques in child and adolescent psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions.

Prerequisite(s): (ATL) PP7010, PP7330, PP7331; (CH) PP8203; (PHX) PP7330

Corequisite(s): none

Recommended: none

PP8420 - Suicide Risk Assessment

1.5 credit hour(s)

This class will introduce information related to high-risk for suicide and other high-risk self-destructive behaviors. It is not intended to assess risk for violence or harm to others. It is intended to introduce the important concepts related to assessment and level of care decision-making in issues pertaining to risk to self-assessment. Introduction to the important legal and ethical considerations is also considered. Personal influences, culture and philosophical considerations will also be addressed as part of the Person of the Therapist. Consideration to hospitalization, petition/certificate process and the Illinois Mental Health Code and Professional Standards are also discussed. (Students from other states are encouraged to bring their State Mental Health Code and Professional Practice Standards for reference to their states standards).

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8430 - ADHD

3 credit hour(s)

This course presents the theoretical and empirical foundations on Attention Deficit Hyperactivity Disorder. Students learn to administer, score, and interpret instruments used in the assessment of ADHD. The data from these instruments is integrated with a clinical interview to lead to an accurate diagnosis and an effective treatment plan.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8432 - Geriatric Neuropsychology

3 credit hour(s)

With the aging of the population, the ability to diagnosis and treat neuropsychological disorders in the elderly is increasingly crucial in clinical practice. This course reviews the neurological conditions commonly found in the geriatric population. The student will be introduced to commonly employed assessment instruments and given the introductory knowledge needed to write integrative reports.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8434 - Learning Disabilities

3 credit hour(s)

Learning disabilities assessment has become increasingly sophisticated in the past decade. The practicing psychologist needs a working knowledge of the commonly occurring learning disabilities in children and adults. In addition, this course will present the commonly used instruments used to assess learning disabilities. Students will be expected to develop beginning level skills in the assessment and diagnosis of learning disabilities.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8441 - Introduction to Forensic Psychology—Civil

1.5 credit hour(s)

This course provides a basic overview of the civil court system and the role of the psychologist in multiple settings. Students will gain practical and theoretic knowledge regarding expert testimony, child custody evaluations and other types of civil evaluations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8442 - Introduction to Forensic Psychology—Criminal

1.5 credit hour(s)

This course provides a basic overview of the criminal justice system and the role of the psychologist as both treatment provider and court-designated evaluator. Students will learn methods of assessment for the clinical evaluation of criminal competency, diminished capacity, symptom validity and psychopathy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8450 - Advanced Child Neuropsychology

3 credit hour(s)

This course addresses the administration, scoring and interpretation of neuropsychological test instruments for the purpose of the comprehensive assessment and diagnosis of organically-based disturbances in children and adolescents. Emphasis is given to specific developmental syndromes and disorders, appropriate assessment techniques, and basic report writing.

Prerequisite(s): (ATL) PP8720; (PHX) PP7050, PP7330, PP7373

Corequisite(s): none

Recommended: none

PP8470 - Adult Development and Aging

3 credit hour(s)

This course concentrates on the health development of the individual personality during the second half

of the lifespan, from early adulthood through the process of aging. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural and transcultural dimensions of personality development are examined. The normative path of individuation is the subject of the course, with some consideration, through class presentations, given to the genesis and epigenesis of psychopathology.

Prerequisite(s): (CH) PP7020

Corequisite(s): none

Recommended: none

PP8499 - CRP Proposal Development

1-3 credit hour(s)

The objective of this course is to teach students to develop a clinical research proposal that will be the basis for the required Clinical Research Project. The student is aided in locating and framing her/his research problem. The course then steps through the general preparation of the research proposal, including introduction, statement of the problem and purpose of the study, hypotheses or guiding questions, significance of the study, (preliminary) survey of the literature, research design and methodology, basic assumptions, limitations and delimitations, bibliography, APA style, and regulations on research with human subjects. An overview of qualitative research methodologies is also included.

Prerequisite(s): (ATL) PP7201; (CH) PP7202, PP7203; (PHX) PP7200; (SF) PP7201

Corequisite(s): none

Recommended: none

PP8500 - Clinical Research Project Seminar

0.5-3 credit hour(s)

The first of three required Clinical Research Project (CRP) courses, the CRP Seminar meets for an hour once a week. It is designed to provide a forum to help students develop their CRP proposal. Students are encouraged to register for and attend the CRP Seminar once they have a CRP topic and are in the process of writing their research proposal.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8501 - Clinical Research Project I

1-3 credit hour(s)

This course provides academic credit while students are in the process of completing their Clinical Research Project (CRP). Students who have completed all degree requirements except for the CRP are required to register for CRP credit each semester until their CRP is approved by their faculty committee.

Prerequisite(s): (CH) PP8499; (PHX) PP7201; (SF) PP7200, PP7201, PP8499

Corequisite(s): none

Recommended: none

PP8502 - Clinical Research Project II

1-3 credit hour(s)

See description for Clinical Research Project I (PP8501).

Prerequisite(s): (NVA) permission of clinical research project advisor; (SF) PP8501.

Corequisite(s): none

Recommended: none

PP8503 - Clinical Research Project III

1-3 credit hour(s)

See description for Clinical Research Project I (PP8501).

Prerequisite(s): (SF) PP8502

Corequisite(s): none

Recommended: none

PP8504 - Clinical Research Project — Extended

1 credit hour(s)

Students who have completed all degree requirements except for the CRP are required to register for Clinical Research Project—Extended each semester until the CRP is successfully defended.

Prerequisite(s): (SF) PP8503

Corequisite(s): none

Recommended: none

PP8505 - Clinical Research Project — Extended

1 credit hour(s)

Students who have completed all degree requirements except for the CRP are required to register for Clinical Research Project—Extended each semester until the CRP is successfully defended.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8510 - Dissertation Seminar

1 credit hour(s)

The first of two required 1-semester credit hour dissertation courses, the Dissertation Seminar meets four times during the semester (usually weeks 1, 4, 7, and 11). It is designed to provide a forum to help students develop their dissertation proposal. Students are encouraged to register for and attend the Dissertation Seminar once they have a dissertation topic and are in the process of writing their dissertation proposal. Course is graded as "Credit/No Credit."

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8511 - Dissertation Seminar I

1 credit hour(s)

The first of two required 1-semester credit hour dissertation courses, the Dissertation Seminar meets four times during the semester (usually weeks 1, 4, 7, and 11). It is designed to provide a forum to help students develop their dissertation proposal. Students are encouraged to register for and attend the Dissertation Seminar once they have a dissertation topic and are in the process of writing their dissertation proposal. Course is graded as "Credit/No Credit."

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8515 - Clinical Research Project Editing

0 credit hour(s)

Students register for this course after final approval to the Clinical Research Project (CRP) has been granted by the full CRP committee. Student submits approved draft of CRP to editor, and then edits and proofreads it twice to ensure compliance with APA style, campus requirements, and the laws of standard English.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8516 - Dissertation Seminar I

1 credit hour(s)

This course is the first of two required 1 credit hour dissertation courses. The course is a survey of the primary research methodologies and designs utilized in clinically oriented research. Course material includes experimental and quasi-experimental methods, single-subject designs, qualitative designs, data interpretation, and ethical issues/guidelines for human participant research. The course provides a foundation and forum to facilitate the student's development of her or his proposal and final dissertation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8525 - Introduction to Health Psychology

1.5-3 credit hour(s)

This course is designed as an exploration of the field of Health Psychology, and the role of the psychologist within the health care system. Major theories and current research will be reviewed, with an emphasis upon clinical practice applications in a variety of treatment settings. Gender, culture, ethnicity, economic factors, and their implications for treatment, will be reviewed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8533 - Psychology and Law I—Introduction

1.5 credit hour(s)

This course provides a basic overview of the legal system and the role of the psychologist in mental health law. Students will gain a broad understanding of the ways in which psychologists interact with the legal system including providing treatment, evaluations and testimony. In addition, students will become familiar with the legal precedents that govern mental health law.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8534 - Psychology and Law II - Advanced

1.5 credit hour(s)

This course provides an in-depth analysis of family and juvenile law. In addition, practical exposure is provided through guest lectures and case reviews. This course is designed to broaden the basic understanding of psychology and law gained from Psychology and Law I (PP8533).

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8601 - Clinical Health Psychology I

1-3 credit hour(s)

This course provides an introduction to the field of clinical health psychology. Biopsychosocial models of health, effects of stress, health-care settings, and systemic issues in health are covered.

Prerequisite(s): (ATL) PP7050, PP8010; (TC) PP7050

Corequisite(s): none

Recommended: none

PP8602 - Clinical Health Psychology II

1-3 credit hour(s)

This course provides an introduction to the pathophysiology and psychology of various acute and chronic medical conditions. Assessment and treatment approaches in clinical health psychology are also covered.

Prerequisite(s): (ATL/TC) PP8601

Corequisite(s): none

Recommended: none

PP8603 - Child Clinical Health Psychology

3 credit hour(s)

A review of the application of psychology in pediatric settings, and in dealing with acute and chronic medical conditions among children and adolescents is provided. Techniques specific to working with this population are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8604 - Assessment and Treatment of Young Children

3 credit hour(s)

This course is designed to provide a comprehensive review of evaluation procedures specific to young children ages infancy to preschool (0–5 years). The focus is on issues of the development of young children, assessment procedures and tools used with this age group and treatments consistent with the needs of young children. Topics will include a discussion of typical development as well as developmental disorders and early onset of psychiatric conditions. This course endeavors to provide academic knowledge and beginning clinical experience in the specialty of assessing and treating young children.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8605 - Issues In Pediatric Psychology

3 credit hour(s)

This course provides students with an opportunity to discuss current cross-cutting issues in the practice of pediatric psychology. An overview of the historical and conceptual foundations of this area of clinical child psychology is provided. Students also have the opportunity to explore the role of the pediatric psychologist within the context of specific childhood illnesses. Students should be well-grounded in the area of child development and child psychopathology.

Prerequisite(s): (ATL) PP7050, PP7331, PP8010; (NVA) PP7330, PP8010

Corequisite(s): none

Recommended: none

PP8606 - Stress Management and Relaxation Training

3 credit hour(s)

Students are introduced to many principles and practices of stress management and the effects of stress on well-being, including an introduction to: the immune system, psychoneuroimmunology, progressive muscle relaxation, yoga based therapy, meditation, hypnosuggestive approaches, biofeedback, cognitive approaches, exercises and pharmacological approaches to stress reduction. The course will also introduce cross-cultural and alternative explanations of anxiety and stress (such as existential conceptualizations, concepts of health and healing from other cultures, such as prayer and holistic methods) and techniques for dealing with acute and chronic stress such as EMDR. The course includes both experiential work and practice in relaxation training.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8609 - Advanced Cognitive Behavioral Psychotherapy and Supervision

3 credit hour(s)

An integrated, multimodal approach to psychopathology, assessment, and intervention and supervision utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8610 - Play Therapy

3 credit hour(s)

This course familiarizes students with the unique techniques of symbolic play therapy with children of different ages and family backgrounds. Experiential projects and exercises allow students to develop increased comfort with using these techniques and with understanding and responding to the play communication of children.

Prerequisite(s): (NVA) PP7330; (PHX) PP7330; (TC) PP7010, PP8100

Corequisite(s): none

Recommended: none

PP8611 - Developmental Psychopathology

3 credit hour(s)

This course introduces students to the models, concepts, and terminology of development psychopathology. Emphasis is placed on developing familiarity with the research base, and on implications for working with children and families of various cultural and socioeconomic groups.

Prerequisite(s): (TC) PP7010, PP8100

Corequisite(s): none

Recommended: none

PP8612 - Attachment, Neuroscience, and Psychotherapy Across the Lifecycle

0-3 credit hour(s)

This course integrates current theoretical perspectives, program intervention evidence-based outcomes, and suggested applications of attachment theory and research to clinical practice with children, adolescents, adults and couples. Students will develop a comprehensive understanding about the development of attachment strategies, adjustment outcomes and treatment interventions with children, adolescents, adults, couples and parent/child dyads as these are understood from the perspective of attachment theory and research; neuroscience theory and research; evidence-based assessment measures and intervention programs; and, the relationship between attachment, neuroscience and psychotherapy.

Prerequisite(s): (CH) PP7020

Corequisite(s): none

Recommended: (CH) PP8201 , PP8401

PP8616 - Psychology of Women

3 credit hour(s)

Through the use of readings, lecture and group process, theories are examined dealing with female personality development and gender-related psychopathology such as depression and anorexia. Also included are an exploration of problems women may encounter, including rape, incest and abuse. Issues relevant to clinical practice, such as therapist gender, therapist pregnancy, transference problems and role conflicts are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8620 - Introduction to Forensic Psychology

3 credit hour(s)

The course focuses on the relationship between law, psychology, and the mental health system, with a more specific examination of the practice of psychology in the judicial forum. Ethical issues and practice concerns are examined in the context of criminal, civil, administrative, and family-related forensic practice.

Prerequisite(s): (ATL) PP7311; (TAM) PP7301; (TC) PP7100, PP7301, PP7370, PP7371

Corequisite(s): (TAM) PP7372

Recommended: none

PP8621 - Treatment of Forensic Populations

3 credit hour(s)

An overview of approaches to treating offender populations is provided. Factors in the etiology of perpetrator behavior, methods of assessment, current research, and treatment methods are addressed.

Prerequisite(s): (TC) PP8620

Corequisite(s): none

Recommended: none

PP8622 - Survey of Forensic Psychology

3 credit hour(s)

This course introduces students to the role psychologists play in the judicial, correctional, and police fields as researchers, assessors, therapists, and expert witnesses. This class surveys relevant law and ethical issues, and specialized forensic assessment and intervention techniques, and introduces aspects of effective expert witness testimony and report writing.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8623 - Landmark Cases in Psychology

3 credit hour(s)

This course introduces the legal systems and studies the judicial decisions that deal with various mental health issues. As the title "Landmark" suggests, the cases selected for discussion either define the mental health subject or are viewed as generally accepted law on the issue. The course covers both civil and criminal cases affecting the practice of psychology. The course reviews the evolution of thought on mental health law, including the disagreements within and across courts. The goal of the course is to understand what the law currently is, and the underlying legal principles and policy interests that have shaped the discourse about these issues.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8624 - Criminal Psychology

3 credit hour(s)

This course addresses areas in which psychologists serve criminal law processes including evaluations for competency to stand trial. Interventions with criminal populations charged with violence, sexual abuse, and other crimes are also reviewed in the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8625 - Child and Family Forensics

3 credit hour(s)

This course reviews psychology practice in parent neglect and abuse, child protective service assessments, juvenile justice assessments and interventions, and other topics related to juvenile forensic practice.

Prerequisite(s): (NVA) PP7373

Corequisite(s): none

Recommended: none

PP8626 - Civil Psychology and Law

3 credit hour(s)

Students are introduced to civil law areas in which psychologists play a key role as experts, including personal injury, workman's compensation, Social Security disability, sexual harassment, and child custody. Relevant statutory and case laws are studied, as well as the specific ways psychologists can better contribute in this area. Expert witness testimony in this area is discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8627 - Assessment of Forensic Populations

3 credit hour(s)

Forensic assessment combines a background in psychological assessment, psychopathology, psychological report writing, and a basic knowledge of forensic psychology into actual assessment procedures and reports. This course advances psychological assessment and report writing knowledge to specific forensic contexts. It integrates the forensic psychology specialty guidelines and ethical considerations in the contexts where a psychologist may perform a forensic assessment. It reviews the basic legal knowledge and history pertinent to the topics of forensic assessment presented in class. It reviews the psychological knowledge needed for specialized assessment including issues of malingering, and applies it to the forensic psychological knowledge into reports that are appropriate for the forensic contexts presented in class.

Prerequisite(s): (PHX) PP7051, PP7373

Corequisite(s): none

Recommended: none

PP8629 - Psychology and Spirituality

1.5 credit hour(s)

This course will explore various spiritual topics and their relationship to psychotherapy. The integrative potential of the two disciplines will be considered by addressing points of convergence and divergence.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8630 - Theories of Family Process and Development

3 credit hour(s)

As a fundamental introduction to systems theory, students learn to think systemically across individual,

family, and other human communities through a diverse range of presenting issues. Students are exposed to the major theories, metaphors, and concepts of systems thinking; to "personal" theory construction; and to conceptualizing clinical cases from a variety of perspectives. This course also focuses on the developmental stresses and changes that occur within families, both traditional and nontraditional, over the life cycle.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8631 - Advanced Individual, Couples, and Family Therapy

3 credit hour(s)

An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course provides a survey of current skills and methods in individual, couples, and family therapy with an emphasis on integrating various systemic models of functioning and intervention.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8645 - Introduction to Neuropsychology

3 credit hour(s)

This course provides a review of neuroanatomy and an introduction to neuropsychology, focusing on the neurological basis and neuropsychological consequences of cerebral dysfunction. The course surveys types of cognitive and behavioral dysfunction and a broad range of neurological conditions that have neuropsychological implications.

Prerequisite(s): (NVA) PP7330, PP8010; (SF) PP7373, PP7050; (TC) PP7050, PP7370

Corequisite(s): none

Recommended: none

PP8646 - Introduction to Neuropsychological Assessment

1-3 credit hour(s)

This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted, in light of all of the data available, including historical, interview, observational, and test data.

Prerequisite(s): (HI) PP7051; (SF) PP7373, PP7050; (TC) PP8645

Corequisite(s): none

Recommended: none

PP8647 - Biological Bases of Behavior and Neuropsychological Assessment

3 credit hour(s)

An introduction is presented to brain-behavior correlates and the systematic function of the nervous system. Areas to be covered include anatomy, physiology, and theoretical formulations of neurobiology foundations of behavior. An introduction is also provided to neuropsychological tests and their use in the assessment of organically based disturbances.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8648 - Neuropsychological Assessment

3 credit hour(s)

This course builds on PP8645 Introduction to Neuropsychology and extends the understanding of brain-behavior relationships through the formal assessment process. Students learn the administration and interpretation of instruments associated with neuropsychological functioning including cognition, memory, and personality functioning. Students learn to write comprehensive Neuropsychological Consultation reports, which include rehabilitation appropriate recommendations for treatment.

Prerequisite(s): (NVA) PP8645; (SF) PP7373, PP7050; (TC) PP8646

Corequisite(s): none

Recommended: none

PP8649 - Functional Neuroanatomy and Neuropsychology for Neuropsychologists

3 credit hour(s)

This course will provide an overview of the neuroanatomical structures most related to the types of pathological conditions seen in adult and pediatric neuropsychology. This course is meant to provide the student with an overall conceptual understanding of the brain systems and to serve as the foundation for didactic training for those students pursuing a career in neuropsychology. There is an emphasis on functional neuroanatomy and the subsequent psychological and neuropsychological consequences of developmental and acquired neuropathology. The course will emphasize brain-behavior relationships as a means to understand neurocognitive functioning and dysfunction.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8650 - Assessment and Treatment of Substance Use Disorders

3 credit hour(s)

This course focuses on the examination of substance abuse and dependence disorders along with the relevant research, theory, assessment, and treatment approaches. Major classes of abused drugs will be discussed along with multicultural, traditional, as well as nonpsychologically based approaches to prevention and treatment.

Prerequisite(s): (ATL) PP7311

Corequisite(s): none

Recommended: none

PP8651 - Skills Laboratory in Health Psychology: Meditation

1.5 credit hour(s)

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8652 - Skills Laboratory in Health Psychology II: Focusing

1.5 credit hour(s)

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8653 - Eye Movement Desensitization and Reprocessing

3 credit hour(s)

This class covers the theoretical foundations of Eye Movement Desensitization and Reprocessing (EMDR), empirical research on EMDR, how to use EMDR as a therapeutic modality, and its applications to various client populations. It involves extensive role-playing and supervision of cases where students use EMDR.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8654 - Ethical Issues for Psychology and Religion

3 credit hour(s)

The legal and ethical issues are discussed in the conduct of psychotherapy, which includes the spiritual dimension of human life. Psychotherapy for clients whose problems raise theological questions (e.g., death and dying, cultism, divorce, abortion, suicide, sexual orientation, etc.) is also discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8655 - Skills Laboratory in Health Psychology III

1-3 credit hour(s)

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8656 - Skills Laboratory in Health Psychology IV

1.5 credit hour(s)

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8660 - Career Counseling

3 credit hour(s)

This course introduces a base of theoretical knowledge and practical skills specific to career counseling with diverse populations in a variety of settings. This course also addresses the theory, administration, scoring, and interpretation of interest's tests, aptitude tests, values tests, and career assessment tests. We review vocational development as a life-long process. Integral to this process are: (1) self-awareness and assessment; (2) career awareness and assessment; (3) career decision making and planning; and (4) career implementation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8661 - Eating Disorders

1.5 credit hour(s)

This survey class focuses on the introductory aspects of recognizing, assessing and intervening in cases involving eating disorders. The historical elements and cultural aspects of development of the different eating disorders is a critical focus of the course materials. Understanding your own opinions, views and conceptualization of body image and issues with food are discussed. This course conceptualizes eating disorders as part of the compulsive spectrum of disorders, where the eating disorder is used as a symptomatic remedy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8662 - Addictive Disorders

1.5 credit hour(s)

This course will acquaint students with conceptual models for understanding, assessing, and treating addictive disorders. The course emphasizes transtheoretical stages of change and motivational interviewing applied to a range of addictive disorders as a means of affective regulation in a vulnerable self will be stressed. A method of treatment will be presented that incorporates symptom focused interventions into a relational psychoanalytic psychotherapy. An array of treatment strategies will be discussed, including those based on harm reduction as well as on abstinence. Relapse prevention will be a focus.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8663 - Executive Coaching

1.5 credit hour(s)

This course will introduce the theory and practice of executive coaching, in particular and coaching roles, in general. In addition to understanding theoretical underpinnings, the student will be expected to develop some competence in the application of theory and principles. The class will include applied exercises and experiential participation for the students to practice the above.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8665 - Medical Psychology

3 credit hour(s)

This course teaches students clinical skills for working with seriously medically ill patients. Topics covered include orientation to work within a hospital setting, acting as a member of a medical treatment team, common presenting problems of medically ill individuals and of their families, an overview of the disease process in several life-threatening illnesses, and cognitive and psychological factors in treatment and treatment compliance.

Prerequisite(s): (ATL) PP7050; (NVA) PP8010

Corequisite(s): none

Recommended: none

PP8669 - Domestic Violence

1.5 credit hour(s)

This course provides an introduction to the theory and practice of domestic violence counseling and evaluation. Students will gain a practical understanding of the model for group treatment with domestic batterers. Included in this course is an understanding of the causes of domestic violence and best practice models for treatment.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8670 - Human Sexuality

0-3 credit hour(s)

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, concepts of sex therapies, and sexual dysfunction. Other issues to be discussed are sexually transmitted diseases, contraceptives, and family planning.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8671 - Clinical Use of Dreams

1-3 credit hour(s)

A study of dreams from different theoretical and therapeutic perspectives is presented.

Prerequisite(s): (CH) PP8040

Corequisite(s): none

Recommended: none

PP8673 - Hypnotherapy

1-3 credit hour(s)

Hypnosis is the mind-body approach with the oldest and largest body of literature in the West. This course represents an exploration of the history of hypnosis, and an introduction to the theory of hypnosis and the practice of hypnosis through building fundamental skills for hypnotic inductions and

suggestions. Presented are an overview of the most significant hypnotic phenomena that have been examined in laboratory and clinical settings, a description of the phenomenology of hypnosis, and an overview of the relationship between hypnosis, relaxation, and meditation. There is also supervised participation in the group and individual hetero-and auto-hypnosis.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8674 - Clinical Hypnotherapy I

4 credit hour(s)

This is a foundational course in Transpersonal Hypnotherapy, which provides students with an understanding of the essence of the transpersonal approach, the history of hypnosis, the language of hypnosis, and the application of hypnosis to psychotherapy. This course covers several hypnotic inductions, teaches students to monitor trance states, utilize suggestibility tests, and both learn and teach self-hypnosis. This foundational course offers students the opportunity to learn and practice journey work in a supportive environment, where they can receive feedback to enhance their therapeutic skills, languaging, and effectiveness working with clients in the hypnotic state.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8677 - Mourning and Loss

3 credit hour(s)

This course examines the nature of human loss in many facets. Beginning at the many ways humans respond to separation and loss from birth, this course outlines a developmental perspective. We begin by viewing how death continually impacts life and in fact without loss and the threat of separation, human experience would be very different. However, we make great attempts to keep this reality far from consciousness. A traumatic experience often forces us to confront this reality and alters world views and psychological functioning. The course begins with a developmental perspective outlining the normal process of loss and separation from the vantage of attachment theory and psychoanalytic theory. We will discuss the nature of stage theory since this has dominated popular literature of loss and then consider alternative perspectives. The course will then consider the multi-faceted nature including discussion of psychic (non-physical) losses and their impact on psychological functioning. From there, the course will address issues of loss and mourning in psychotherapy. Finally, it will apply what we have learned to different topics.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8680 - Religious Theories of Personality and Psychotherapy

3 credit hour(s)

This course is an introductory survey on the human condition, the causes of human distress, and strategies for human healing derived from the major religious traditions, East and West. Religious theories of personality structure, motivation, development, and dysfunction are discussed. Religiously

grounded interventions are also presented, with emphasis upon various forms of meditation. Students are encouraged to integrate their own religious world view into their therapeutic approach.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8681 - Psychology of Religious Experience

3 credit hour(s)

This course explores how psychology and religion inform each other in fundamental ways by examining the psychological and theological perspectives on religious experience, including conversion phenomena.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8682 - Psychotherapy and Spirituality

3 credit hour(s)

This course focuses on the relationship between psychotherapy and spirituality. It reviews areas such as personality configuration and spirituality, values in psychotherapy, transference and spirituality, and the therapist's spiritual journey.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8683 - Existential Psychotherapy

3 credit hour(s)

Existential philosophy as a world view is thoroughly explored, as well as the impact of this philosophy on theories of personality and psychotherapy. The applications of this view to psychotherapy are reviewed. Students are also encouraged to use this viewpoint to promote their own self-awareness.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8690 - Brief Therapy

3 credit hour(s)

This course examines the structure and rationale of brief therapy, as applied to a wide range of problems. The course highlights the therapeutic relationship and the use of time as the vehicle of change, along with the skills and attitudes necessary for the successful brief therapist. The course may include didactic presentation, live demonstration, interviews, role-playing, and audio-or videotaped examples.

Prerequisite(s): (ATL) PP8010, PP8030

Corequisite(s): none

Recommended: none

PP8691 - Personality Disorders

3 credit hour(s)

This course provides a theoretical framework for understanding and treating personality disorders. Going beyond DSM categories, the seminar examines both the developmental issues associated with dysfunctional patterns of personality and the challenges for clinicians in putting this knowledge into operation within psychotherapy. Some attention is given to assessment techniques and research strategies as these provide clinicians with tools to measure efficacy over time.

Prerequisite(s): (ATL) PP7311, PP8030

Corequisite(s): none

Recommended: none

PP8692 - Gay and Lesbian Issues

3 credit hour(s)

This course explores theories of development of gay, lesbian, and bisexual orientations, and appreciation for the associated sociopsychological challenges.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8701 - Geriatric Assessment/Introduction to Neuropsychological Screening

3 credit hour(s)

This course focuses on the development of knowledge and skills necessary to perform psychological assessments and neuropsychological screenings, with an emphasis on older adults. Students gain a conceptual grasp of (1) uses of traditional assessment instruments with older adults, (2) use of psychological tests designed specifically for older adults, (3) use of neuropsychological tests to provide a screening for cognitive deficits, and (4) use of functional assessment with older adults.

Prerequisite(s): (TAM) PP7365, PP7370, PP7371, PP7372

Corequisite(s): none

Recommended: (TAM) PP7050, PP7200

PP8702 - Neuropsychological Assessment I

1-3 credit hour(s)

This course is the first of a two-part introduction to neuropsychological assessment. It builds upon Introduction to Neuropsychology (PP8645) and extends the understanding of brain-behavior relationships through the formal assessment process. The course provides an overview of the administration, scoring and interpretation of instruments associated with neuropsychological functioning, including cognition, memory, and personality functioning, as well as reporting of results.

Prerequisite(s): PP7370, PP8645; (CHI) PP7392

Corequisite(s): none

Recommended: none

PP8703 - Advanced Couples Therapy

1.5 credit hour(s)

The emphasis is on an integration of assessment and therapeutic theory and technique through on-going couple and family simulations. Supervision skills in family and couples treatment are a second

major emphasis in this course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8704 - Neuropsychological Assessment II

1.5 credit hour(s)

This course is a continuation of Neuropsychological Assessment I (PP8702).

Prerequisite(s): PP7370, PP8645 (all except CHI), PP8702; (CHI) PP7392

Corequisite(s): none

Recommended: none

PP8705 - Child Assessment

3 credit hour(s)

This course provides an introduction to commonly used child assessment tools, including both cognitive and personality instruments. Students develop skills in test selection, administration, interpretation, and the presentation of data in oral and written formats.

Prerequisite(s): (TAM) PP7301, PP7370, PP7371, PP7372

Corequisite(s): none

Recommended: none

PP8710 - Child Therapy

3 credit hour(s)

This course focuses on models of psychotherapy with children. Basic approaches, theories, techniques, and interventions for working in a clinical setting with children are explored. Legal and ethical issues, as well as empirically validated treatments, are considered.

Prerequisite(s): (PHX) PP7330; (TAM) PP7330, PP8705

Corequisite(s): none

Recommended: none

PP8711 - Child Maltreatment

3 credit hour(s)

The etiological factors, theoretical issues, diagnostic and treatment methods, and research in the area of child abuse (physical, sexual and emotional) are examined. Issues involving adult survivors of abuse are also discussed.

Prerequisite(s): (NVA) PP7330

Corequisite(s): none

Recommended: none

PP8712 - Adolescent Psychotherapy

3 credit hour(s)

This course provides an overview of theory and techniques in adolescent psychotherapy. While the overall orientation views adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches including expressive therapies, problem-focused cognitive and behavioral strategies, and the interface of group work, individual treatment, and family therapy.

Attention is given to the relation of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions. Legal and ethical issues, as well as empirically validated treatments, are integrated into the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8715 - Geropsychology

3 credit hour(s)

This course provides an overview of diagnostic and treatment issues commonly found among older adult clients. Topics include the epidemiology of psychiatric and behavioral disorders among the aged, health psychology, treatment strategies, and sociocultural issues in assessment and treatment. Clinical applications are emphasized.

Prerequisite(s): (ATL) PP7010; (NVA) PP7340, PP7501; (PHX) PP7010, PP7370; (TAM) PP7010, PP7300, PP7301

Corequisite(s): none

Recommended: none

PP8717 - Psychology of Gender

3 credit hour(s)

The Psychology of Gender teaches the basic research and theory in the study of gender from a contextual perspective. Application of theoretical constructs to clinical material is integrated into each class meeting. The course focus is understanding the impact of gender on clinical work.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8718 - Psychology of Women

3 credit hour(s)

The course covers basic theory of the psychological development of women and girls. A dual emphasis is placed on contextual and dynamic factors which shape personality development and behavior, and application of these clinical constructs into work with women. An appreciation of diversity and different cultural experiences of women is integrated into the course.

Prerequisite(s): (HI) PP7342

Corequisite(s): none

Recommended: none

PP8720 - Neuropsychological Assessment I

3 credit hour(s)

This course covers the scientific basis of neuropsychology. Brain-behavior relationship, the research of neuropsychological assessment techniques, and the problems and utility of neuropsychological evaluation are covered. Various aspects of head injury and rehabilitation are presented. Students develop skills in the use of neuropsychological screening instruments through the administration and interpretation of these techniques.

Prerequisite(s): (ATL) PP7040, either PP7331 or PP7373; (TAM) PP7050, PP8701

Corequisite(s): none

Recommended: none

PP8721 - Neuropsychological Assessment II

3 credit hour(s)

This advanced assessment course introduces students to a more comprehensive understanding of CNS functioning; both pediatric and geriatric variables are explored toward theoretical understanding of neuropsychological assessment of special populations. This course also includes diversity variables (e.g., racial and gender) as part of the assessment process.

Prerequisite(s): (ATL/TAM) PP8720

Corequisite(s): none

Recommended: none

PP8722 - Neuropsychological Interventions

1.5-3 credit hour(s)

Neuropsychological intervention is an important aspect of the treatment of patients with cognitive and emotional dysfunctions due to brain injury resulting from stroke, Traumatic Brain Injury (TBI), neurodevelopmental disorders, dementia, genetic dysfunctions and exposure to neurotoxic solvents. This course provides coverage to interventions designed to aid patients with cognitive impairments in the areas of memory, attention, learning and memory, visuoperception, language, apraxia, and executive functions. Specific attention will be paid to the role of the psychologist in a multidisciplinary team. In addition, attention is given to the implications of neurological disorders on social and emotional difficulties. The course is presented in a framework for developing, delivering, and evaluating services that target these specific areas of functioning while promoting the individual's overall adaptation and recovery. Topics also address the importance of multidimensional assessment, provide best practice guidelines for clinical research, and discuss the role of pharmacotherapy in cognitive rehabilitation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8730 - Marital Therapy

3 credit hour(s)

Therapy and skills training in the treatment of couples are emphasized. Both married and committed unmarried adult couples are addressed, employing an integrative eclectic intervention model.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8731 - Couples and Marital Therapy

3 credit hour(s)

Assessment, therapy and skills training in the treatment of couples are emphasized. Married, committed unmarried adult couples, and parent-child couples are addressed, employing an integrative eclectic intervention model and other approaches.

Prerequisite(s): (CH) PP8050; (TAM) PP8103, PP8050

Corequisite(s): none

Recommended: none

PP8740 - Advanced Multicultural Theory and Therapy

3 credit hour(s)

This class is an in-depth exploration of the application of multi-cultural theory to the practice of psychology. Diagnosis, psychological assessment and therapy are all impacted by the diverse identifications of both clients and clinicians. This course will continue the exploration of diverse cultural experiences and worldviews and their impact on human development. Students will be exposed to various cultural models of healing with an emphasis on experiencing the process from worldviews different than ones own. There will also be emphasis on culturally relevant means of assessing, describing and studying mental health, mental illness and the healing process.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8750 - Evaluation and Treatment of Behavioral Health Problems

3 credit hour(s)

This course provides students with an overview of psychological practice within a medical setting with individuals who manifest the psychological concomitants of a medical illness. Students have the opportunity to discuss current cross-cutting issues in health psychology such as consultation, adherence, pain and pain management, and stress and coping. Assessment, intervention and prevention issues and the cultural factors that influence these issues are explored and discussed. The course format is a combination of didactic and advanced clinical seminar where students are expected to actively discuss relevant questions they bring to class.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8751 - Family Systems and Health

1.5-3 credit hour(s)

This course provides an introduction to the field of family systems and health. The focus of the course is to develop clinicians who appreciate individual, family, and illness developmental stages. Rolland's (1994) Integrative Treatment Model is the theoretical template for this course. The objectives for the course are that students: 1) understand the impact and experience of health, illness and disability for individuals, families, and healthcare treatment teams; 2) are able to conceptualize from a recursive perspective the nature of illness in families and how developmental time can constrain, maintain, or enhance family/individual problems; 3) consider how the therapist's experience with illness in their own lives (personal and/or family) affects their clinical work; 4) become familiar with assessment and treatment of families with health issues; and 5) become familiar with issues of collaboration with the medical community.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8752 - Antepartum and Postpartum Mood Disorders

1.5 credit hour(s)

This course is an overview of perinatal mood disorders focused on identification, assessment and treatment of women with antepartum and/or postpartum mood disorders. This course will prepare students to evaluate and address the needs of women struggling with these reproductive-related mood disorders; teach students to distinguish among the different types of mood and anxiety disorders surrounding childbirth; and enable students to identify and set-up interventions for a course of brief psychotherapy with pregnant and postpartum women.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8753 - Introduction to Managed Care for Psychologists

1.5 credit hour(s)

This course introduces psychology students to managed care, its impact on the practice of psychology, and steps psychologists can take to provide quality care within a managed care environment. Issues such as the theory of managed care, cost accounting, managed care's impact on clinical psychology, and options for psychologists in relating to the managed care environment are considered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8754 - Group Person-Centered and Experiential Psychology

1.5 credit hour(s)

This course features group sessions, including person-centered group process and open- space formats, in which students are invited to participate in the organization of the Minor, and to initiate interactions that they feel will assist in their ongoing development as person-centered and experiential psychotherapists.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8760 - Extended Practice in Empathic Responding

3 credit hour(s)

This course offers students extended practice in empathic responding. Students meet with partners, exchanging sessions with each other throughout the year and will meet with an ongoing consultation group.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8761 - Teaching of Psychology

1.5 credit hour(s)

This course addresses the principles and methods of effective teaching of psychology. Students engage in "teaching" a concept of topic in clinical psychology about which they have passion. Students also

construct a course syllabus for a graduate or undergraduate course in psychology taught over a 14-week semester. Student evaluation methods are also considered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8762 - Death and Dying

1-3 credit hour(s)

This course facilitates students' understanding of death, dying, grief, and bereavement through readings, videotapes, and participation in an experiential classroom format. Emphasis is placed on meaningful exploration of encounters with loss within the contexts of family, culture, ethnicity, religion, gender, and age. Moreover, ideas regarding helpful and unhelpful experiences of intervention through the examination of personal experiences with loss are considered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8770 - Assessment of Malingering and Deception

1.5 credit hour(s)

This course provides an in-depth analysis to the assessment of response bias in psychological evaluations within the field of criminal and civil forensics. Students will learn the various methods available for the assessment of effort and symptom validity.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8800 - Directed Independent Study

1-3 credit hour(s)

Special topics in clinical psychology are explored. These topics vary with student interest and available faculty. Note: Students are generally limited to one Directed Independent Studies course per program of study.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8804 - Foundations of Mindfulness

1-3 credit hour(s)

This course will introduce students to mindfulness, its clinical applications, and its health and relationship benefits. Learn what mindfulness is, its connections to contemporary psychological perspectives, and its role in improving the therapy relationship. Understand the underpinnings of mindfulness in neuroscience. Students will be encouraged to develop their own practice as a part of self-care and professional development as clinicians. Students will also begin to learn how to choose, teach, and integrate evidence-based mindfulness interventions for clients with anxiety, depression, psychophysiological disorders, and more.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8810 - Special Topics in Psychotherapy

1-3 credit hour(s)

This course presents special topics related to psychotherapy. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular areas of interest or expertise. The focus of this course is on expanding and extending the core curriculum in all areas of psychotherapy in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8820 - Special Topics in Developmental Psychology

1-3 credit hour(s)

This course presents special topics related to developmental psychology. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular areas of interest or expertise. The focus of this course is on expanding and extending the core curriculum in all areas of developmental psychology in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8890 - Preparation for the Comprehensive Examination

0 credit hour(s)

As an aid to students, the institution provides a noncredit course designed to focus on the integrative skills that are assessed as part of the Comprehensive Examination. The course is not a review of content area, but rather is designed to provide students with a way of approaching content areas that allows for a meaningful comparison of different theories, and a way of translating concepts across different theoretical perspectives. Class time is spent in learning and practicing this skill.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8900 - Internship

0 credit hour(s)

This course offers a supervised field experience in a variety of community settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8901 - Half- Time Internship

0 credit hour(s)

This course offers a supervised field experience in a variety of community settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8902 - Internship Extension

0 credit hour(s)

This course is an extension to PP8900 Internship for students who do not complete their internship by the end of the summer I terms. It is designed to provide continued enrollment to ensure students are still covered by the university liability insurance.

Prerequisite(s): PP8900

Corequisite(s): none

Recommended: none

PP8910 - Internship Seminar

1 credit hour(s)

This weekly or bi-weekly seminar is for interns from local non-APA, non-APPIC internship sites at which the student is the only intern in training. The purpose of the seminar is to fulfill the requirement that interns have a peer group with which to interact, and the requirement that there be a second doctoral level psychologist to help mentor their professional development. The seminar involves discussion of case conceptualization, assessment issues, intervention strategies, and will help the student to explore his or her emerging professional identity as a clinical psychologist. Credit earned for the seminar will be in addition to the total required program credit hours. Students may be required to attend the seminar until they have completed the full 2000 hours of their internship training.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PP8950 - Special Topics

0-3 credit hour(s)

This generic course title permits faculty and students to pursue particular topics of interest in a seminar format. The topics are announced with each offering.

Prerequisite(s): (SCH) varies depending on topic of interest

Corequisite(s): none

Recommended: none

PP8952 - Psychophysiological Interventions

3 credit hour(s)

Psychophysiological treatment interventions, their physiological basis, their mechanisms of action, and their clinical applications. The course will primarily focus on biofeedback interventions and adjunct therapies.

Prerequisite(s): (NVA) PP7050

Corequisite(s): none

Recommended: none

Counseling (C)

C6035 - Human Growth and Development

3 credit hour(s)

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual. Influences on human development, ranging from individual models to cross-cultural groups, are explored. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6036 - Essentials of Interviewing

3 credit hour(s)

This course provides an experiential exposure to the elements of good interviewing skills that are the foundation for counseling and other interpersonal interactions. This course is required for the student who has not had an interactive interviewing skills course, and is an excellent skill enhancer for the more experienced student. Expected student outcomes include development of the foundation skills that enhance understanding and problem solving between individuals in a variety of multicultural settings, including counseling, consulting, supervision, and training.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6037 - Seminar in Counseling

3 credit hour(s)

This seminar presents special topics related to counseling, enabling fulltime and visiting faculty members, including recognized leaders in the counseling field, to provide special seminar offerings in their particular area of expertise or interest. The focus of this seminar is on expanding the core curriculum in all areas of counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that compliments and supplements the core curriculum.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6041 - Foundations of Mental Health Counseling

3 credit hour(s)

This course examines the roles and responsibilities of the professional counselor in a pluralistic society. Issues include efficacy, licensing, accountability, ethical standards, and relationship to professional associations, as well as publication, presentations, and issues related to private practice development. Information technology is also included as it relates to the professional counselor. Expected student outcomes include a plan for personal development that includes University matriculation beyond a program of study that refers to specific individual goals, and demonstration of minimum competencies for successful degree completion.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6362 - Student Appraisal

3 credit hour(s)

This course identifies the purpose of assessment and the issues and concepts in the measurement, data interpretation, and follow-up evaluation for exceptional students. The purpose is to introduce formal and informal assessment instruments and techniques, and alternative assessment instruments. The course introduces curriculum-based assessment and programming approaches for planning and providing instruction based on ongoing diagnosis. The course also offers a synthesis for assessment and programming approaches and suggestions for their implementation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6430 - Treatment of Mental Disorders

3 credit hour(s)

This course is designed to engage counseling students in expanding their knowledge of the DSM and its implication for developing treatment interventions and strategies. The classification system of pathology will be reviewed and current knowledge about the clinical presentation, etiology, and diagnosis of commonly encountered disorders will be explored. The models and theories that guide intervention and typical treatment settings will be discussed.

Prerequisite(s): (SAR)C6035, C6036, C6436, C6431, C6432

Corequisite(s): none

Recommended: none

C6431 - Counseling in Community Settings

3 credit hour(s)

This course presents a new paradigm in mental health and wellness. It presents contemporary counseling theory, such as brief therapy as it relates to theories of prevention, as contrasted with rehabilitation theory. Early identification and early intervention therapeutic models are studied. Evaluation instruments are presented. The focus of the course is on psychoeducational and interpersonal communication, decision making and developmental models. Special topics such as support networks, nontraditional therapies, self-concept, mind-body connections, lifestyle, stressors,

conflict resolution, transition and change, problem solving, and cultural esteem, are addressed from a prevention perspective. The expected student outcome is the ability to apply prevention theory to life adjustment problems in the counseling process.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6432 - Diagnosis and Treatment of Psychopathology

3 credit hour(s)

This course provides a framework for exploring the range of personality and behavioral disorders as presented in the Diagnostic and Statistical Manual of Mental Disorders by the American Psychiatric Association (DSM). The class focuses on description, etiology, assessment, and understanding of major diagnostic categories. The student becomes familiar with the utilization of Axis I through V Diagnostic dimensions. Developmental and dynamic elements are considered in the context of case studies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6433 - Theories of Personality

3 credit hour(s)

This course presents a comprehensive overview of the major personality theoreticians, including Freud, Jung, Adler, Skinner, Sullivan, Fromm, Murray, and Rogers. All major theories of personality are studied with special emphasis on psychoanalytic, psychophysiological, behavior, interpersonal, cognitive, social, humanistic and existential theory. Contemporary research that expounds personality theory is also reviewed. Students are expected to apply basic theoretical tenets to the understanding and analysis of personality development. The expected student outcome is the ability to integrate personality theory and counseling practice.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6435 - Individual Evaluation and Assessment

3 credit hour(s)

This course provides students with a paradigm for understanding various psychological tests used in making predictions about human behavior. Reasons for testing and assessment are explored, and students become familiar with the administration, scoring, and interpretation of various objective and projective tests. Topics include the uses of intelligence tests, achievement, personality, and vocational tests. Validity and reliability will be examined so that students are exposed to the limitations inherent in every test. The difference between testing and assessment will be clarified.

Prerequisite(s): (SAR) C6432

Corequisite(s): none

Recommended: none

C6436 - Individual Counseling Theories and Practice

3 credit hour(s)

This course is designed to provide the counselor with a theoretical foundation for individual counseling. There is an emphasis on developing a personal model for integrated individual counseling practice, as well as a survey of the major theories and contributors to the field of individual counseling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6437 - Grief and Loss Counseling

3 credit hour(s)

This course is designed for master's level counseling students for the study of grief and loss counseling. Coping with loss and grief is a normal part of living. Although some clients enter counseling with the understanding that they are having difficulty with unresolved current or past losses, more often clients are unaware that their physical, emotional and psychological symptoms and complaints are related to an unresolved loss. This course will help counseling students to identify the potential connection between a client's symptoms and unresolved loss and to provide effective treatment for the client. The process of mourning and models of grief counseling and grief therapy will be presented and analyzed to promote greater understanding of how to facilitate bereavement in uncomplicated grief and how to conduct psychotherapy with complicated grief.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6438 - Group Theories and Practice

3 credit hour(s)

This course is designed to provide the counselor with a theoretical foundation for group counseling. There is an emphasis on developing a personal model for group practice, as well as a survey of the major theories and contributors to the field of group counseling. Types of group leaders, ethical issues in group work, states of group development, and integrating group theory into a counseling practice are of special interest.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6439 - Human Sexuality

3 credit hour(s)

This course explores the various aspects of human sexual behavior and counseling issues related to sexuality. The biological, psychological, social, emotional, and developmental aspects of human sexual behavior are studied. Specific techniques and approaches to sexuality counseling are applied to case studies. The complexity of sexual behavior is emphasized, and other dynamics and related factors are also explored. Special topics, including sexually transmitted disease, cultural influences, societal norms, ethical issues, family planning, substance abuse, aging, sexual disorder and sexual deviancy, are considered. The expected student outcome is the ability to apply knowledge about sexuality counseling

to a variety of case studies, to analyze the case studies fully, and to recommend appropriate treatment plans.

Prerequisite(s): (SAR) C6432

Corequisite(s): none

Recommended: none

C6440 - Ethics in Counseling

3 credit hour(s)

This course explores the legal, ethical, and professional choices faced by practicing human service professionals. A wide variety of ethical issues and topics are covered. Topics include ethical decision making, professional standards, counselor values and attitudes, counselor competence and supervision, client rights and confidentiality, dual relationships, and ethical issues in research and testing. This course also focuses on ethical issues in multicultural counseling, marital and family therapy, group counseling, and issues related to dealing with unethical behavior. Expected student outcome is the development of a comprehensive appreciation of difficult ethical issues in counseling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6441 - Psychosocial Theory

3 credit hour(s)

This course provides for the advanced study and application of psychosocial theory to counseling. It offers an in-depth examination of the emergence of psychosocial theory and the role of psychosocial theory in counseling. The focus of the course is on the theories of personality and social development formulated by Jung, Adler, Rogers, Maslow, and Erikson. Current issues such as AIDS, feminist psychology, ethnic diversity, life adjustment, and violence are examined from a psychosocial perspective. The expected student outcome is the identification of the underlying psychosocial processes that impact the counseling process.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6443 - Group Guidance Counseling

3 credit hour(s)

This seminar presents the theories and strategies of group guidance counseling. The dynamics of group interactions are presented and the process of group activity is studied. Psychodynamic, behavioral, developmental, psychoeducational, and transactional models of group counseling are discussed. The special focus of the seminar is on the application of group counseling techniques to student populations. Specific group counseling issues, such as peer influence, which especially affects school-aged populations, are considered. Expected student outcomes include facility with the organization and conduct of effective group interventions within multicultural school systems.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6444 - Counseling Exceptional Students and Families

3 credit hour(s)

This seminar addresses the special counseling needs of exceptional students from birth through high school, the complex psychology of exceptional children, and the nature and needs of specific types of exceptional students relative to the counseling process, as well as special characteristics of this population and appropriate counseling strategies. Special topics include crisis intervention, self-esteem, peer relationships, adaptations, family involvement, multicultural impact, special education-related service requirements, current issues and trends, and interdisciplinary collaboration.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6445 - Social and Cultural Competencies for Counselors

3 credit hour(s)

This course is designed to acquaint students with the unique characteristics of special populations and the competencies necessary for counselors to work effectively across diverse populations and in a variety of settings. Special attention is given to various cultural groups and special populations (e.g., African Americans, Native Americans, Latino Americans, Asian Americans, Arab Americans, the disabled, the older person, and gay women's and single parent issues). Emphasis is placed on personal explorations and development that will enhance awareness, knowledge, skills, and attitudes for more effective counseling interactions with a variety of special groups.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6446 - Substance Abuse Counseling

3 credit hour(s)

Substance abuse issues and concerns are no longer viewed as solely the concern of those in the chemical dependency field. Most conscientious helping professionals recognize the need to be informed and aware of basic substance abuse knowledge and skills. At some point most counselors, educators, and other helping professionals will likely encounter the challenging clinical reality of substance abuse. It is also a reality that the substance abuse field has mushroomed with knowledge regarding possible causes of chemical dependency, various methods of treatment and counseling, and differing prevention and intervention strategies and techniques. This course includes such topics as definitions of alcohol and drug abuse/dependency, diagnosis, etiology, signs/symptoms, medical and psychological complications, effects on the family, codependency, children of alcoholics, adolescent substance abuse, student assistance programs, evaluation and treatment modalities, multiple substance abuse, and other related topics. A major goal of this course is to provide the helping professional with an essential, yet basic, knowledge of substance abuse in order to appreciate the scope and depth of this rapidly changing field.

Prerequisite(s): (SAR) 6432

Corequisite(s): none

Recommended: none

C6447 - Counseling At-Risk Students

3 credit hour(s)

This course addresses the special counseling needs of at-risk students from birth through high school. The term at-risk can be useful for describing many young people whose potential for becoming responsible and productive adults is limited by the challenges within the ecology of their lives. These include problems at home, in schools, in communities; problems with some of the cultural norms and social messages that contribute to risk in children's lives; and problems within children and adolescents themselves. At-risk categories include school dropouts; substance use and addiction; teen pregnancy and risky sexual behavior; antisocial behavior, delinquency and youth gangs; school shooters; youth suicide; and exceptional student education. Special characteristics and appropriate counseling strategies are discussed. Special topics include crisis intervention, peer relationships, family involvement, multicultural impact, education-related requirements, current issues and trends, and interdisciplinary collaboration.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6448 - Group Counseling in Schools

3 credit hour(s)

This course presents the theories and strategies of group guidance counseling. The dynamics of group interactions are presented and the process of group activity is studied. Psychodynamic, behavioral, developmental, psychoeducational, and transactional models of group counseling are discussed. The special focus of the seminar is on the application of group counseling techniques to student populations. Specific group counseling issues, such as peer influence, which especially affects school-aged populations, are considered. Expected student outcomes include facility with the organization and conduct of effective group interventions within multicultural school systems.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6452 - Career and Lifestyle Assessment

3 credit hour(s)

This seminar explores the basic tenets of career counseling as it applies to vocational, occupational, and career issues. The focus of the seminar is on the process of career counseling with various populations, using dynamic and didactic models. Special consideration is given to career education, career exploration, career choice, and career counseling. Testing instruments, including appropriate achievement tests, interest inventories, aptitude tests, personality tests, and valued tests, are reviewed. Expected student outcomes include the ability to develop and manage a career counseling program, the ability to identify available resources, and the ability to facilitate career development among diverse individuals throughout the lifespan.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6459 - Consultation in Education

3 credit hour(s)

This course presents the consultative theories and techniques related to successful consultation and collaboration in educational practice. The focus of the course is on effective, individual (micro) consultation with professionals and others working in the field of education and related disciplines. The process of educational consultation will be examined, the role and responsibilities of the educational consultant are examined, and practical skills related to the delivery of services within the school systems are developed. Expected student outcomes include the demonstration of core competencies associated with successful consultative practice in a multicultural educational setting.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6460 - Supervision for Counselors

3 credit hour(s)

This course examines the role of supervision in the counselor's career and lifelong professional development. The course also addresses the role of professional supervision in a variety of settings. The course is intended to serve as an opportunity for the student to identify his/her current stage of professional development. The student will create a professional development plan including components of professional identity, academic, experiential knowledge, and ethics. This course is intended to be the student's final in-residence course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6490 - Practicum in Mental Health Counseling

1 credit hour(s)

The practicum is beginning of the student's supervised clinical training. Under supervision, the student completes 100 hours of clinical experience in an appropriate counseling setting. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The student is required to arrange an appropriate practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist will directly supervise the student. The faculty seminar leader, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student outcomes of the practicum include clinical experiences which contribute to the student's growth and development as a counselor.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6491 - Field Experience: Mental Health Counseling I

3 credit hour(s)

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, the student must be directly supervised by

an appropriately licensed or certified therapist. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The activity of the student is closely monitored by the course instructor and the field-site supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

Prerequisite(s): (TAM) C6035, C6036, C6041, C6432, C6436, C6438, C6440, C6445, and faculty permission

Corequisite(s): none

Recommended: none

C6492 - Field Experience: Guidance Counseling I

3 credit hour(s)

This course requires the student to arrange an independent and appropriate clinical practicum in guidance counseling. The student is required to participate in the field experience for a minimum of eight hours per week for 15 weeks. While engaged in the guidance counseling practicum, the student must be directly supervised by a school guidance counselor who is either employed by the public school system or is certified as a school guidance counselor. While engaged in a mental health practicum, the student must be directly supervised by an appropriately licensed therapist. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development, and satisfactory field evaluations.

Prerequisite(s): (SAR) C6509, C6440, C6036; (TAM) C6035, C6036, C6433, C6436, C6440, C6443, C6445, C6510, and faculty permission

Corequisite(s): none

Recommended: none

C6493 - Field Experience: Guidance Counseling II

3 credit hour(s)

This course requires the student to arrange an independent and appropriate clinical practicum in guidance counseling. The student is required to participate in the field experience for a minimum of eight hours per week for 15 weeks. While engaged in the guidance counseling practicum, the student must be directly supervised by a school guidance counselor who is either employed by the public school system or is certified as a school guidance counselor. While engaged in a mental health practicum, the student must be directly supervised by an appropriately licensed therapist. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and

satisfactory field evaluations.

Prerequisite(s): (SAR) C6509, C6440, C6036, C6492 (TAM) C6492, and faculty permission

Corequisite(s): none

Recommended: none

C6494 - Field Experience: Mental Health Counseling II

3 credit hour(s)

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

Prerequisite(s): (SAR) C6036, C6440, C6041, C6491; (TAM) C6036, C6432, C6436, C6440, C6445, and faculty permission.

Corequisite(s): none

Recommended: none

C6495 - Field Experience: Mental Health Counseling III

3 credit hour(s)

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting, under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

Prerequisite(s): (SAR) C6036, C6440, C6494, and faculty permission; (TAM) C6494 and faculty permission

Corequisite(s): none

Recommended: none

C6496 - Field Experience Extension

1 credit hour(s)

This course is a continuation of field Experience: Mental Health Counseling III (C6495).

Prerequisite(s): C6495

Corequisite(s): none

Recommended: none

C6501 - Marriage & Family Therapy Practicum I

3 credit hour(s)

C6501 Marriage & Family Therapy Practicum I provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional marriage and family counselor is

expected to perform. The student's practicum I includes 250 hours to be completed at the approved site, and 100 of those hours must be direct service working with couples and families. Weekly supervision throughout the practicum (usually performed by the on-site supervisor); group supervision (usually performed by a program faculty member) will occur and the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings); the opportunity for the student to develop program-appropriate audio, video, or transcript student interactions with clients for use in supervision; the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and, a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

Prerequisite(s): C6036, C6432,

Corequisite(s): none

Recommended: none

C6502 - Marriage & Family Therapy Practicum II

3 credit hour(s)

Continuation of C6501 Marriage & Family Therapy Practicum I with an additional 250 hours to be completed at the approved site and 100 of these hours must be direct service working with couples and families.

Prerequisite(s): C6501

Corequisite(s): none

Recommended: none

C6503 - Marriage & Family Therapy Practicum I Extension

0 credit hour(s)

Continuation of C6501 Marriage & Family Therapy Practicum I.

Prerequisite(s): C6501

Corequisite(s): none

Recommended: none

C6504 - Marriage & Family Therapy Practicum II Extension

0 credit hour(s)

Continuation of C6502 Marriage & Family Therapy Practicum II.

Prerequisite(s): C6502

Corequisite(s): none

Recommended: none

C6509 - Principles of School Counseling

3 credit hour(s)

This course is designed to introduce the student to the theory and practice of developmental school counseling. The theory of developmental counseling is examined and the role of the counselor as school counseling specialist and facilitator is reviewed. Specific counseling interventions and issues, including individual counseling, small group counseling, large group counseling, peer facilitation, consultation, coordination and accountability, are explored. Expected student outcomes include the development of

basic counseling skills for diverse school populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6510 - Principles of Guidance

3 credit hour(s)

This course is designed to introduce the student to the theory and practice of developmental guidance and counseling. The theory of developmental guidance is examined and the role of the counselor as guidance specialist and facilitator is reviewed. Specific counseling interventions and issues, including individual counseling, small group counseling, large group guidance, peer facilitation, consultation, coordination and accountability, are explored. Expected student outcomes include the development of basic guidance and counseling skills for diverse populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6524 - Ethics for School Counselors

3 credit hour(s)

This course explores the legal, ethical and professional choices faced by practicing school counselors. A wide variety of ethical issues and topics are covered. Topics include ethical decision making, professional standards, counselor values and attitudes, counselor competence and supervision, student rights and confidentiality, dual relationships, record keeping, school law, and ethical issues in research and testing. This course also focuses on ethical issues in multicultural counseling, group counseling, consultation, and issues related to dealing with unethical behavior. Expected student outcome is the development of a comprehensive appreciation of difficult ethical issues in school counseling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6601 - Practicum — Counseling

1-3 credit hour(s)

The practicum is the beginning of the student's supervised clinical training. Under supervision, the student completes 100 hours of clinical experience in an appropriate counseling setting. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The student is required to arrange an appropriate practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist will directly supervise the student. The faculty seminar leader, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student outcomes of the practicum include clinical experiences which contribute to the student's growth and development as a counselor.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6602 - Internship I — Counseling

1-3 credit hour(s)

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C6603 - Internship II - Counseling

1-3 credit hour(s)

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting, under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

Prerequisite(s): C6602

Corequisite(s): none

Recommended: none

C6612 - Internship I—Counseling/Extension

0 credit hour(s)

Continuation of C6602 Internship I — Counseling

Prerequisite(s): (SAR) C6602

Corequisite(s): none

Recommended: none

C6613 - Internship II — Counseling/Extension 1

0 credit hour(s)

Continuation of C6603 Internship II—Counseling

Prerequisite(s): (SAR) C6603

Corequisite(s): none

Recommended: none

C6623 - Internship II—Counseling/Extension 2

0 credit hour(s)

Continuation of C6603 Internship II—Counseling/Extension 1

Prerequisite(s): (SAR) C6613

Corequisite(s): none

Recommended: none

C7000 - Advanced SPSS

3 credit hour(s)

This course is designed to provide students with advanced knowledge and skills in the area of data analysis using SPSS software. Students are expected to become capable of data entry and retrieval processes, as well as, advanced analysis including but not limited to, descriptive statistics, chi-squares and one-way analysis of variance.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7050 - History and Systems in Counseling Psychology

3 credit hour(s)

This course provides a survey of the major philosophical, historical, and socio-cultural factors that led to the development of the field of counseling psychology and the major theories within the field. Emphasis is on presenting the key ideological controversies within the field, and exploring how these controversies have developed. By examining how the major theories have been constructed, students will be better able to understand and meaningfully compare different theoretical viewpoints.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7210 - Cognitive and Affective Bases of Behavior

3 credit hour(s)

This course offers a review of current theory and research in cognitive and affective science. Areas such as memory, attention, perception, problem solving, language, emotion, and decision making are considered. Applications to therapy are emphasized throughout the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7410 - Assessment in Counseling

3 credit hour(s)

This course reviews key concepts of psychometric theory and assessment. The administration and interpretation of frequently used psychometric instruments are explored. Students are exposed to instruments and approaches for the assessment of cognitive, emotional, and personality functioning as well as career and interest surveys. The course will also focus on conceptualization and presentation of assessment findings. Ethical considerations of the assessment process and supervision of others conducting assessments will be explored.

Prerequisite(s): (ORA) PC6525 or equivalent

Corequisite(s): none

Recommended: none

C7412 - Assessment in Counseling Psychology

3 credit hour(s)

This course reviews key concepts of psychometric theory and assessment. The administration and interpretation of frequently used psychometric instruments are explored. Students are exposed to instruments and approaches for the assessment of cognitive, emotional, and personality functioning as well as career and interest surveys. The course will also focus on conceptualization and presentation of assessment findings. Ethical considerations of the assessment process and supervision of others conducting assessments will be explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7421 - Etiology of Mental Illness

3 credit hour(s)

There are multiple causes of mental illness, including those beyond the expertise of the professional counselor, that are necessary to consider when planning an intervention and functioning in multidisciplinary teams. This course focuses on the biological, genetic, and diathesis stress models of mental illness. Students examine multiple causes of mental disorders, and explore biochemical, physiological, genetic, and tissue changes that account for the manifestation of specific symptoms in mental illness. This course is for professional counselors, and does not require an extensive background in psychobiology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7430 - Advanced Theory and Practice in Counselor Education and Supervision

3 credit hour(s)

This course is designed for doctoral level counseling students for advanced study of traditional, contemporary, and emergent theories in counseling as well as family systems theory. It goes beyond basic counseling theory and practice to consider the psychotherapeutic process in depth. Theories will be presented and analyzed to promote greater understanding of theoretically based case-conceptualization and application of research based interventions from the perspective of a clinician, supervisor, and counselor educator. Relevant research on integrative psychotherapy and emerging approaches will also be considered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7431 - Counseling in Community Settings

3 credit hour(s)

This course is designed to provide students with the foundations, contextual understandings, basic knowledge, and skills for developing and carrying out counseling programming for low income and vulnerable population groups in a variety of settings. Students will demonstrate — and/or realize the need for — the ability to conduct needs assessments, find funding, develop administrative structures,

advocate for clients and services, and evaluate programs. In the process of developing this knowledge, students will develop a grant proposal for funding such programs.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7432 - Advanced Individual Counseling

3 credit hour(s)

This seminar provides an advanced examination of individual counseling for counselors, psychotherapists, psychologists, social workers, mental health workers, and other similar human services professionals. Classic models of counseling are explored and their appropriateness in various case studies are evaluated. Concepts and techniques from nine major therapeutic approaches are explored, along with a focus on developing a personalized style and theoretical orientation in relation to each client's unique life situation.

Prerequisite(s): (ORA) PC6230 or equivalent

Corequisite(s): none

Recommended: none

C7433 - Advanced Group Counseling

3 credit hour(s)

The focus of this seminar is the direct application of theories of group dynamics and group leadership within the therapeutic process. Discussion revolves around the use of groups in facilitating personal growth and resolving emotional and interpersonal difficulties. The seminar examines the developmental stages of group process and the problems inherent in group leadership. The expected student outcome is the ability to practice effective group therapy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7434 - Cognitive-Behavioral Theories of Counseling

1-3 credit hour(s)

The cognitive-behavioral course provides students with an in-depth knowledge base of the cognitive-behavioral theories, past and present. Course content addresses theoretical concepts from an historical perspective, applied intervention strategies associated with theoretical underpinnings, and a review of past and current outcome research relevant to theoretical conceptualizations of the seminal work of Bandura, Beck, Ellis, Festinger, Glass, Meichenbaum, Pavlov, Skinner, and Wolpe and subsequent researchers who contributed to the discipline or application of cognitive-behavioral psychology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7435 - Existential-Humanistic Theories of Counseling

3 credit hour(s)

This course explores in-depth the humanistic psychotherapies. The origins and histories of the existential, Gestalt, and person-centered therapies are examined. Particular emphasis is given to the

philosophical and phenomenological assumptions underlying these approaches. Key figures of each of these schools of therapy will be highlighted. Whenever possible, primary sources will be used.

Prerequisite(s): (ORA) PC6230 or equivalent

Corequisite(s): none

Recommended: none

C7436 - Psychodynamic Theories of Counseling

3 credit hour(s)

There are many theories that seek to explain human behavior, but none contain the richness and complexity of Psychodynamic Theory. This course seeks to explore human behavior as a function of events occurring inside the mind. Course assignments will examine, through psychoanalytic literature, the history and evolution of psychodynamic theory as a major force in shaping contemporary psychotherapy. Concepts such as instinct, drive, psychosexual development, structural, and dynamic organization of mental functioning, as well as psychological defense, are studied.

Prerequisite(s): (ORA) PC6230 or equivalent

Corequisite(s): none

Recommended: none

C7437 - Advanced Prevention Theory

3 credit hour(s)

This course presents a new paradigm in mental health and wellness. It presents contemporary counseling theory, such as brief counseling, as it relates to theories of prevention, as contrasted with rehabilitation theory. Early identification and early intervention models are studied. Evaluation instruments are presented and students are expected to develop introductory understanding of their application and interpretation. The focus of the course is on psycho-educational and interpersonal communication, as well as, decision making and developmental models. Students are expected to develop advanced mastery of prevention theory and its application to community counseling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7438 - Personality Theory

3 credit hour(s)

This course is designed for doctoral level counseling psychology students for advanced study of traditional, contemporary, and emergent theories of personality. It goes beyond basic theory and practice to consider the etiology of personality and the psychotherapeutic process in depth. Theories will be presented and analyzed to promote greater understanding of theoretically based case-conceptualization and application of research based interventions from the perspective of clinician, supervisor, and educator.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7439 - Dynamics of Marriage and Family Systems

3 credit hour(s)

This course presents the history and foundations of marital and family theory and practice using a system framework. The primary purpose of the course is the study of the emergence and the tenets of the major theoretical constructs in marriage and family therapy, including psychoanalytic, behavioral, experiential, strategic, and structural models. The specific therapeutic interventions derived from these models are evaluated. Ethics, controversial issues, cultural identity, and contemporary trends are also considered. The expected student outcome is the ability to apply basic theoretical tenets to individual case histories.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7440 - Marriage and Family Therapy

3 credit hour(s)

This seminar provides advanced study in marriage and family therapy and practice, offering an in-depth examination of the theories and research related to the conduct of counseling and therapy with couples and families. Special attention is given to the specific marriage and family therapy techniques that are most successful in practice, including psychodynamic, experiential systems, structural, strategic, behavioral, and psychoeducational strategies. Special topics such as multicultural issues, alternative lifestyles, spousal abuse, substance abuse, and brief therapy are discussed. The expected student outcome is the ability to develop and utilize effective, individualized, therapeutic interventions with diverse couples, based on sound theoretical judgment.

Prerequisite(s): (ORA) PC6700 or equivalent

Corequisite(s): none

Recommended: none

C7443 - Multicultural Issues in Counseling

3 credit hour(s)

This course focuses on the broad definition of cultural diversity that includes ethnicity, demographic variables, and personal associations. Issues related to historical influences on the mental health professions, values, beliefs, diagnosis, assessment, ethics, and professional competence are covered. General models and research are reviewed accompanied by specific application of principles and concepts to the various roles of counselors and development of an individualized plan to promote awareness, knowledge, and skills when working with the culturally diverse.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7444 - Multicultural Issues in Counselor Education and Supervision

3 credit hour(s)

This course is designed to assist students in becoming ethical and multiculturally competent counselors, counselor educators, supervisors, and researchers. Emphasis is placed on three dimensions of multicultural competence: (1) awareness of one's own cultures, biases, and values; (2) knowledge of

others' cultures; and (3) skills in counseling, educating, leadership, research, supervising and advocating for and with diverse populations. The course also reviews current theories of teaching, supervising and counseling from a cultural perspective to aid students in creating a transcultural integrative approach to practice.

Prerequisite(s): (ORA) PC6511 or equivalent.

Corequisite(s): none

Recommended: none

C7445 - Brief Psychotherapies

3 credit hour(s)

This course focuses on a review of contemporary models of the brief psychotherapies. The class explores theoretical models that underlie this mode of treatment and examines ways for their application in applied settings. In addition, the class contrasts brief psychotherapy models with classical therapies, such as behavioral and psychological therapies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7450 - Adolescent Psychology

3 credit hour(s)

Theoretical, applied, and research issues related to the physical, educational and psychological development of adolescents are reviewed. Theoretical perspectives of Freud, Erikson, Marcia, Sullivan, and Piaget are presented and contrasted. Applied issues relative to the psychological and cognitive adjustment of teenagers are reviewed, including developmental changes, puberty, risk-taking, social development, peer pressure, self-esteem building, extended family adjustment, teen parenting, sexual identity, and career exploration. Crisis issues, deviant behavior research, and treatment concerns are also reviewed, such as antisocial behavior, violence, substance abuse, depression, and suicide as related to the adolescent population. Research methods appropriate for use with the adolescent client are presented with emphasis on outcome measures and experimental designs that are relevant to adolescent psychology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7451 - Theories of Child and Adolescent Counseling

3 credit hour(s)

This is an advanced course in the study of the theories of child counseling based on developmental, psychodynamic, behavioral and social learning, and psychoeducational theory and research. Assessment, diagnosis, and therapeutic approaches and treatment plans are considered as vital elements of the counseling process. Stages of development, maturation variables, and special intervention modalities such as play, art, and drama are reviewed. The involvement and influence of family, school and society are examined. Contemporary issues and problems such as child abuse and disadvantaged children are discussed. The expected student outcome is the ability to apply counseling theory to children and adolescents.

Prerequisite(s): (SAR) C6035, C6436

Corequisite(s): none

Recommended: none

C7452 - Professional Development in Counseling

0-3 credit hour(s)

This course focuses on the development of counselors and therapists over their career lifespan in order to enhance the professional development and competence of counselors/therapists. Issues related to a stage model of professional development, as well as publications and private practice development, are also considered. Information technology is included as it relates to the professional counselor. Expected student outcomes include a plan of personal development that includes University matriculation and beyond, a program of study that reflects specific individual goals, and demonstration of minimum competencies for successful degree completion.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7453 - Clinical Consultation

3 credit hour(s)

This course presents the consultative theories and techniques related to successful multidisciplinary consultation and collaboration in clinical practice. The focus of the course is on individual (micro) consultation with professionals and others working in medical, forensic, social service, and mental health systems, as well as allied disciplines. The process of clinical consultation is examined, the role and responsibilities of the clinical consultant are explored, and practical skills related to the delivery of services are developed. Expected student outcomes include the emergence of core competencies associated with successful consultative practice in a clinical setting.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7454 - Models of Clinical Supervision

3 credit hour(s)

This course examines the current definitions and applications of clinical supervision. The major models of clinical supervision are presented, along with the role of clinical supervision in a variety of settings, including the academic "counselor-in-training" as well as the various professional settings in which clinical supervision is performed. The course explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. It further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, and research issues and methods. The expected student outcome is the development of an individual training model and the ability to demonstrate an understanding of the ethical requirements of supervision.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7455 - Addictions Counseling

3 credit hour(s)

This course focuses on a wide variety of topics and issues related to addictions counseling. Many different aspects of alcoholism and addictions counseling are examined from a variety of different vantage points and perspectives. Course content includes defining addictions, chemical dependency, models of understanding, alcohol and alcoholism, etiology of addiction, medical and psychiatric complications, effects on the family, evaluation and diagnosis, intervention, treatment approaches and counseling techniques, recovery process and twelve-step programs, and professional and ethical issues in addictions counseling. The expected student outcome is demonstration of knowledge and awareness regarding major issues related to addictions counseling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7456 - Advanced Grief and Loss Counseling

3 credit hour(s)

This course is designed for doctoral level counseling students for the study of grief and loss counseling. Coping with loss and grief is a normal part of living. Although some clients enter counseling with the understanding that they are having difficulty with unresolved current or past losses, more often clients are unaware that their physical, emotional and psychological symptoms and complaints are related to an unresolved loss. This course is intended to help counseling students to identify the potential connection between a client's symptoms and unresolved loss and to provide effective treatment for the client. The process of mourning and models of grief counseling and grief therapy will be presented and analyzed to promote greater understanding of how to facilitate bereavement in uncomplicated grief and how to conduct psychotherapy with complicated grief.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7458 - Diagnosis and Treatment Planning

3 credit hour(s)

The foundation of an effective treatment plan is the data gathered through biopsychosocial assessment. Data can be collected from interviews, client history and records, testing, or collateral contacts. This course focuses on application of advanced knowledge and skills in the assessment/diagnosis and treatment planning process. Specific steps for developing an effective treatment plan based on assessment data and recognizing the uniqueness of each client are described. Theory-based case conceptualization and treatment planning, using a variety of interventions and approaches, are applied to both behavioral problems and/or DSM -TR diagnoses.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7459 - Psychopharmacology for Counselors

3 credit hour(s)

Counselors are increasingly members of interdisciplinary teams, and need new information in order to communicate with other disciplines. This course is designed to acquaint the professional counselor with the history and use of psychotropic drugs. Emphasis is given to the understanding of the uses of these drugs and the common side effects of the major categories of psychiatric medications. Relationships between major DSM classifications and appropriate medications are presented.

Prerequisite(s): (SAR) C6432

Corequisite(s): none

Recommended: none

C7460 - Techniques of Child and Adolescent Counseling

3 credit hour(s)

This seminar presents the various counseling techniques that are successful in treating children and adolescents. The unique counseling needs of children and adolescents are identified and special techniques and traditional methodologies are considered. Specific topics such as peer relationships, sexuality, abuse, substance abuse, and ethical treatment of children are also reviewed. Expected student outcomes include the development of clinical skills essential for providing appropriate services to children and adolescents.

Prerequisite(s): (ORA) PC6104 or equivalent

Corequisite(s): none

Recommended: none

C7461 - Ethics in Counselor Education and Supervision

3 credit hour(s)

This course provides an advanced exploration of the legal, professional and ethical choices faced by counselor educators and supervisors. Basic ethical issues are first reviewed and extended into a practical, case-oriented study of current demands and obligations for teaching and supervising students and practitioners. A relational-contextual perspective is presented to aid participants in developing sensitivity to the application of ethical standards, professional liability practices, and risk management techniques to their development as educators and supervisors. The importance of integrating various models in practice is stressed.

Prerequisite(s): (ORA) PC6300 or equivalent

Corequisite(s): none

Recommended: none

C7462 - Ethics in Practice

3 credit hour(s)

This course provides an advanced exploration of the legal, ethical, and professional choices faced by mental health practitioners. Basic ethical issues are first reviewed and extended into practical, case-oriented study of current demands and obligations for the mental health issues in ethics, professional liability, risk management, and managed care service environments. Successful practitioners will recognize changes in the way employers provide mental health benefits, and will modify and market their services accordingly, in order to offer ethical and effective treatments and consultative services.

Prerequisite(s): (SAR) C6440

Corequisite(s): none

Recommended: none

C7463 - Theory and Practice of Motivation

3 credit hour(s)

This course covers the theory and development of motivation. Major interest is placed on the factors of motivation, models, and strategies for enhancing motivation in individuals and groups, variables affecting (and affected by) motivation, and environmental influences on motivation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7464 - Ethics and Professional Development

3 credit hour(s)

This course provides an advanced exploration of the ethical, legal, and professional issues associated with counseling practice, clinical supervision, and counselor preparation training. Ethical issues are first reviewed and extended into a practical study of current demands and obligations for counseling, consultation, teaching and supervision of students and practitioners. The application of ethical standards, professional liability practices, and risk management techniques to these various roles are addressed. In addition, the professional development of the counselor educator and counselor supervisor is addressed. Topics will also include theories and skills of leadership, advocacy models, and current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7465 - Teaching in Higher Education

3 credit hour(s)

This course focuses on various models, perspectives, research and techniques pertaining to learning to teach in higher education. Issues related to values, beliefs, pedagogical techniques, learning styles, as well as how to structure, deliver, and evaluate instruction will be covered. Students will develop essential concepts and strategies related to organizing and presenting courses in a practical and effective style applicable to all domains of knowledge.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7470 - Private Practice Management

3 credit hour(s)

This course will assist students in learning how to successfully develop and maintain a psychotherapy private practice. Topics covered will include creating a business plan, marketing strategies for private practice, clinical forms, insurance billing and HIPAA requirements.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7471 - Treatment of Sexual Dysfunctions

3 credit hour(s)

This course explores the various aspects of human sexual behavior and sexuality counseling issues. The biological, physiological, and social attributes that shape human sexual behavior and its changes, values, responsibilities, and needs are addressed, as well as medical aspects of sexual pathology in pathogenesis and recent therapy possibilities. A wide variety of issues will be considered, including sexually transmitted diseases, planning a family, sexuality, and aging.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7475 - Advanced Clinical Practice

3 credit hour(s)

This course provides advanced integration of knowledge and skills related to specific focus areas in counseling practice. These areas include (but are not limited to): consultation as a form of professional practice, advanced career counseling, crisis and trauma intervention models and techniques (at the individual, community, national, and international levels), and other elements of the overall practice of counseling.

Prerequisite(s): C7410, C7430, C7464

Corequisite(s): none

Recommended: none

C7480 - Counseling Specialty Seminar I

1 credit hour(s)

In this seminar intended to be taken across three consecutive semesters, students focus on development of an individual specialty area. Students will become familiar with the processes and resources available for the production of original research. Each student will identify and develop a specialty area for research and practice and develop an individualized plan for the seminar (in conjunction with the seminar leader and faculty mentor). The individualized plan should include development and submission of a program proposal for presentation at state, regional, or national counseling conferences and/or completion and submission of a manuscript for publication in a scholarly journal. During the first course of this sequence, students will develop an individualized plan for the seminar and complete a review of relevant literature.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7481 - Counseling Specialty Seminar II

1 credit hour(s)

In this seminar intended to be taken across three consecutive semesters, students focus on development of an individual specialty area. Students will become familiar with the processes and resources available for the production of original research. Each student will identify and develop a

specialty area for research and practice and develop an individualized plan for the seminar (in conjunction with the seminar leader and faculty mentor). The individualized plan should include development and submission of a program proposal for presentation at state, regional, or national counseling conferences and/or completion and submission of a manuscript for publication in a scholarly journal. During the second course of this sequence, students will continue to work on the project(s) in their individualized plans for the seminar.

Prerequisite(s): C7480

Corequisite(s): none

Recommended: none

C7482 - Counseling Specialty Seminar III

1 credit hour(s)

In this seminar intended to be taken across three consecutive semesters, students focus on development of an individual specialty area. Students will become familiar with the processes and resources available for the production of original research. Each student will identify and develop a specialty area for research and practice and develop an individualized plan for the seminar (in conjunction with the seminar leader and faculty mentor). The individualized plan should include development and submission of a program proposal for presentation at state, regional, or national counseling conferences and/or completion and submission of a manuscript for publication in a scholarly journal. During the third course of this sequence, students will complete the project(s) in their individualized plans for the seminar and submit to the appropriate professional organization and/or journal.

Prerequisite(s): C7480, C7481

Corequisite(s): none

Recommended: none

C7484 - Group Counseling Theory and Practice

3 credit hour(s)

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both experiential and didactic components, including those related to diversity in group process, and is structured to help students integrate their thoughts and feelings with their experience. This course focuses on providing students with a broad understanding of group development, dynamics, leadership styles and different approaches to conducting group therapy. Theories of group development and relevant research are also addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7500 - Advanced Counseling Practicum

1 credit hour(s)

The advanced practicum provides for the development and refinement of advanced counseling and supervisory skills related to the professional practice of counselor education and supervision. This can either be conducted at the student's current work site or on-campus (functioning as a supervisor for MA

practicum students) upon recommendation and decision of the program chair. If conducted at the student's current work site, the practicum experience must include new learning that is qualitatively different from the student's occupational responsibilities. The student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7505 - Advanced Counseling Internship I

1 credit hour(s)

Doctoral students are required to complete doctoral-level counseling internship experiences that total a minimum of 600 clock hours. During the Advanced Counseling Internship I, students should complete approximately 300 hours toward the required 600 hours. The required hours include supervised experiences in teaching, supervision, professional leadership, clinical settings, and/or consultation. The purpose of the advanced counseling internship is to provide the student with the opportunity to add depth in knowledge and skills by participation in activities that are consistent with the student's career objectives. The internship should include most of the activities of a regularly employed professional in the internship setting. Students are required to develop an individualized plan for the Advanced Counseling Internship, based on experience and training, and to receive approval for this plan prior to beginning the advanced counseling internship. Experiences in providing supervision and in teaching are required components of each student's internship plan. During internship, the student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is also provided on a regular schedule with other students throughout the internship by a program faculty member.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7506 - Advanced Counseling Internship II

1 credit hour(s)

Doctoral students are required to complete doctoral-level counseling internship experiences that total a minimum of 600 clock hours. During the Advanced Counseling Internship II, students should complete the remaining hours needed toward the required 600 hours. The required hours include supervised experiences in teaching, supervision, professional leadership, clinical settings, and/or consultation. The purpose of the advanced counseling internship is to provide the student with the opportunity to add depth in knowledge and skills by participation in activities that are consistent with the student's career objectives. The internship should include most of the activities of a regularly employed professional in the internship setting. Students are required to develop an individualized plan for the Advanced Counseling Internship, based on experience and training, and to receive approval for this plan prior to beginning the advanced counseling internship. Experiences in providing supervision and in teaching are required components of each student's internship plan. During internship, the student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a

doctorate in counselor education or a related profession. Group supervision is also provided on a regular schedule with other students throughout the internship by a program faculty member.

Prerequisite(s): C7505

Corequisite(s): none

Recommended: none

C7506E - Advanced Counseling Internship II Extension

0 credit hour(s)

This course is an extension of C7506 Advanced Counseling Internship II and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): C7505, C7506

Corequisite(s): none

Recommended: none

C7510 - Advanced Counseling Internship

0-2 credit hour(s)

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the doctoral advisor and student, based on experience and training. Students should be given the opportunity to participate in additional supervised practicum or internships that are appropriate to their career objectives. During internships, the student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship by a program faculty member.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7520 - Trauma Throughout the Lifespan

3 credit hour(s)

This course is an introduction to psychological reaction and adjustment to sexual, physical, and emotional trauma at different stages of development. It addresses the theoretical understanding of trauma and the psychological adjustment to trauma, as well as assessment and diagnostic issues, and intervention strategies important for contemporary psychological practice. Some topics to be covered include assessment and treatment of child maltreatment and sexual abuse, false memory controversy, date rape, domestic violence, and immigration trauma.

Prerequisite(s): none

Corequisite(s): none

Recommended: C7458

C7537 - Special Topics in Counseling

3 credit hour(s)

This seminar presents special topics related to counseling, enabling full-time and visiting faculty

members, including recognized leaders in the field, to provide special seminar offerings in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in all areas of counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

Prerequisite(s): By permission of advisor. (ORA) PC6600 or equivalent.

Corequisite(s): none

Recommended: none

C7542 - Advanced Career and Lifestyle Assessment

3 credit hour(s)

This course provides an in-depth exploration of the tenets of career counseling as they relate to vocational, occupational and career issues. The focus of the course is on the process of career counseling with various populations, using dynamic and didactic models. Special consideration is given to career education, career exploration, career choice, and career counseling. Testing instruments, including appropriate achievement tests, interest inventories, aptitude tests, personality tests, and values tests are reviewed. Expected Possible Student learning outcomes include mastery of the ability to develop and manage a career counseling program, the ability to identify available career resources and the ability to facilitate career development among diverse individuals throughout the lifespan.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7600 - Geriatric Assessment/Introduction to Neuropsychological screening (includes Aging)

3 credit hour(s)

This course focuses on the development of knowledge and skills necessary to perform psychological assessments and neuropsychological screenings, with an emphasis on older adults and aging. Students gain a conceptual grasp of (1) uses of traditional assessment instruments with older adults, (2) use of psychological tests designed specifically for older adults, (3) use of neuropsychological tests to provide a screening for cognitive deficits, and (4) use of functional assessment with older adults.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7601 - School Counselors as Consultants

3 credit hour(s)

This course present the consultative theories and techniques related to successful multidisciplinary consultation and collaboration in educational settings. The process of consultation is examined, the roles and responsibilities of the school consultant are explored, and practical skills related to school consultation are developed. Expected student outcomes include the emergence of core competencies associated with successful consultative practice in school settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7602 - Eye Movement Desensitization and Reprocessing

3 credit hour(s)

This class covers the theoretical foundations of Eye Movement Desensitization and Reprocessing (EMDR), empirical research on EMDR, how to use EMDR as a therapeutic modality, and its applications to various client populations. It involves extensive role-playing and supervision of cases where students use EMDR.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7660 - Foundations of Counseling Psychology

3 credit hour(s)

This course examines the systems of orientation, identity, roles and responsibilities of the counseling psychologist in a pluralistic society. A critical examination of the historical context of counseling psychology is explored. Issues include standards of the profession, licensing, accountability, ethics, professional associations, social and cultural foundations, skills and theories. This course will also examine the roles and functions of counseling psychologists in a variety of settings and contexts, as well as issues related to supervision, consultation, and private practice development.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7662 - Social Bases of Behavior

3 credit hour(s)

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings will be emphasized.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7663 - Physiology of Psychology

3 credit hour(s)

This course introduces the student to brain-behavior correlates, systematic functioning of the nervous system, and basic psychopharmacology. The impact of anatomy, physiology, synaptic processes, biological foundations of language, cognition, learning, memory, and the endocrine processes are studied in terms of their impact on behavior and psychopathology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7699 - Doctoral Counseling Practicum I and Seminar

0 credit hour(s)

Each practicum provides a supervised one-semester counseling psychology experience in an appropriate work environment. The student will be supervised on-site by an appropriately licensed supervisor. The practicum seminar will meet on a weekly or biweekly basis. Both site and faculty supervisors closely monitor the activity of the student.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7700 - Doctoral Counseling Practicum II and Seminar

0 credit hour(s)

Each practicum provides a supervised one-semester counseling psychology experience in an appropriate work environment. The student will be supervised on-site by an appropriately licensed supervisor. The practicum seminar will meet on a weekly or biweekly basis. Both site and faculty supervisors closely monitor the activity of the student.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7750 - Fundamentals of School Guidance and Counseling

3 credit hour(s)

This course provides for the advanced study of developmental models of school guidance and counseling. Six specific school counseling interventions are explored in depth. Through readings, interviews, and application exercises, the student will gain a solid foundation of developmental programs based on the ASCA National Model. Expected student outcomes include the development of skills needed to implement a developmental program in a school setting.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7834 - Directed Independent Study: Counseling

1-3 credit hour(s)

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories, or concepts in counseling; or evaluation of new strategies used in counseling. It can involve the resolution of an isolated educational problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements. Note: Students are generally limited to one Directed Independent Studies course per program of study.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7901 - Internship

0 credit hour(s)

This course offers a variety of supervised field experiences in a variety of settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C7930 - Advanced Seminar in Research Methods

3 credit hour(s)

This 15-week seminar focuses on preparation for the Comprehensive Examination and the development of the dissertation prospectus. The focus is on learning how to review massive amounts of theory, data, and research and learning to synthesize it into useful knowledge. The focus also includes advanced understanding of the research project development and management. Students may enroll in the latter part of the doctoral program as defined by their program of study as an elective.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C8000 - Fundamentals of Psychometrics

3 credit hour(s)

A broad understanding of group, individual and systemic approaches to appraisal is provided. Students will examine data and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in psychology. The specific ability to administer and interpret tests and inventories will be reviewed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

C8001 - Assessment I: Cognitive Assessment

3 credit hour(s)

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternate cognitive assessments will also be considered.

Prerequisite(s): C8000 or Instructor Consent

Corequisite(s): none

Recommended: none

C8002 - Assessment II: Personality Assessment

3 credit hour(s)

This course involves the theory of and practice of objective and subjective personality assessment. The course focuses on how personality assessment is used to provide information in educational, psychiatric, industrial, forensic, and medical practice. Primary emphasis is on the Minnesota Multiphasic Personality Inventory - 2nd Edition (MMPI-2); the Millon Clinical Multiaxial Inventory - 3rd Edition (MCMI-III); and the Personality Assessment Inventory (PAI). In addition students gain familiarity with numerous scales and inventories used to measure functioning in educational, industrial, forensic and psychiatric practice.

Prerequisite(s): C8000 or Instructor Consent

Corequisite(s): none

Recommended: none

Dissertation (D)

D9001 - Dissertation A

3 credit hour(s)

This course guides students in the preparation of completing an original dissertation/research project. Students will define a topic for a dissertation/research project, write/submit a prospectus for approval, form a dissertation/research project committee, and complete the CITI web-based training. Students will also research the background of the selected topic area, critically evaluate prior research, conduct a review of literature and information sources related to the proposed research and write/submit the introduction to the dissertation/research project (chapter one) for approval. Additionally, students may begin writing a working draft of the review of the literature (chapter two). Objectives may vary as per an approved alternative timeline.

Prerequisite(s): Successful completion of all program course requirements and comprehensive examination

Corequisite(s): none

Recommended: none

D9001E - Dissertation Extension

0 credit hour(s)

This course is an extension of D9001 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9001

Corequisite(s): none

Recommended: none

D9002 - Dissertation B

3 credit hour(s)

This course guides students in the preparation of completing an original dissertation/research project. Students will write/submit the literature or information source review (chapter two) for approval. Students will also submit any revisions or refinements needed to the introduction to the dissertation/research project (chapter one) per feedback provided by the committee. Additionally, students may begin writing a working draft of a methodology or approach to organizational improvement and problem resolution (chapter three). Objectives may vary as per an approved alternative timeline.

Prerequisite(s): D9001

Corequisite(s): none

Recommended: none

D9002E - Dissertation Extension

0 credit hour(s)

This course is an extension of D9002 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9002

Corequisite(s): none

Recommended: none

D9003 - Dissertation C

3 credit hour(s)

This course guides students in the preparation of completing an original dissertation/research project. Students will write/submit the methodology or approach to organizational improvement and problem resolution (chapter three) for approval. Students will submit the IRB application after the committee approves the methodology or approach to organizational improvement and problem resolution (chapter three). Students will also submit any revisions or refinements of the proposal (chapters one, two and three) per feedback provided by the committee, prepare for the proposal defense and successfully defend the proposal. Upon receipt of IRB certification and a successful proposal defense, students may begin to conduct their research. Objectives may vary as per an approved alternative timeline.

Prerequisite(s): D9001, D9002

Corequisite(s): none

Recommended: none

D9003E - Dissertation Extension

0 credit hour(s)

This course is an extension of D9003 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9003

Corequisite(s): none

Recommended: none

D9004 - Dissertation D

3 credit hour(s)

This course guides students in the completion of an original dissertation/research project. Students will conclude their data collection and/or analysis, interpret and draw conclusions based on results, and write/submit the results (chapter four) and the discussions, conclusions, implications and recommendations sections (chapter five) for approval. Students will complete the abstract and final sections of the dissertation/research project, make any revisions or refinements needed to the final document per feedback from the committee, and submit the final dissertation/research project document for approval. Additionally, students will prepare for the oral defense and successfully defend the dissertation/research project. Objectives may vary as per an approved alternative timeline. Students should follow Argosy University's protocol for submitting final revisions, editing and paperwork for degree completion.

Prerequisite(s): D9001, D9002, D9003

Corequisite(s): none

Recommended: none

D9004E - Dissertation Extension

0 credit hour(s)

This course is an extension of D9004 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9004

Corequisite(s): none

Recommended: none

D9501 - Dissertation I

1.5 credit hour(s)

This course guides students in the preparation of completing an original dissertation/research project. Students will define a topic for a dissertation/research project, write/submit a prospectus for approval, form a dissertation/research project committee, and complete the CITI web-based training. Additionally, students may begin writing a working draft of the introduction to the dissertation/research project (chapter one). Objectives may vary as per an approved alternative timeline.

Prerequisite(s): Successful completion of all program course requirements and comprehensive examination

Corequisite(s): none

Recommended: none

D9501E - Dissertation Extension

0 credit hour(s)

This course is an extension of D9501 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9501

Corequisite(s): none

Recommended: none

D9502 - Dissertation II

3 credit hour(s)

Students will research the background of the selected topic area, critically evaluate prior research, and write/submit the introduction to the dissertation/research project (chapter one) for approval. Students will also conduct a review of literature and information sources related to the proposed research and begin writing a working draft of the literature/information source review (chapter two). Additionally, students will submit any revisions or refinements needed to the introduction to the dissertation/research project (chapter one) per feedback provided by the committee. Objectives may vary as per an approved alternative timeline.

Prerequisite(s): D9501

Corequisite(s): none

Recommended: none

D9502E - Dissertation Extension

0 credit hour(s)

This course is an extension of D9502 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9502

Corequisite(s): none

Recommended: none

D9503 - Dissertation III

3 credit hour(s)

This course guides students in the preparation of completing an original dissertation/research project. Students will finalize and submit the literature/information source review (chapter two) and write/submit the methodology or approach to organizational improvement and problem resolution (chapter three) for approval. Students will submit the IRB application after the committee approves the methodology or approach to organizational improvement and problem resolution (chapter three). Students will also submit any revisions or refinements of the proposal (chapters one, two and three) per feedback provided by the committee and prepare for the proposal defense. Additionally, based on the readiness of the student and recommendation of the committee, students may complete their proposal defense. (Note: The proposal defense may be scheduled during D9503 or D9504 at the discretion of the committee). Objectives may vary as per an approved alternative timeline.

Prerequisite(s): D9501, D9502

Corequisite(s): none

Recommended: none

D9503E - Dissertation Extension

0 credit hour(s)

This course is an extension of D9503 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9503

Corequisite(s): none

Recommended: none

D9504 - Dissertation IV

3 credit hour(s)

This course guides students in the preparation of completing an original dissertation/research project. Students will defend their proposal (if not already completed in D9503). Upon receipt of IRB certification and completion of a successful proposal defense, students will conduct their research. Students will analyze and interpret data, draw conclusions based on results, and write/submit the results (chapter four) for approval. Additionally, students will begin writing a working draft of the discussions, conclusions, implications and recommendations sections (chapter five). Objectives may vary as per an approved alternative timeline.

Prerequisite(s): D9501, D9502, D9503

Corequisite(s): none

Recommended: none

D9504E - Dissertation Extension

0 credit hour(s)

This course is an extension of D9504 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9504

Corequisite(s): none

Recommended: none

D9505 - Dissertation V

1.5 credit hour(s)

This course guides students in the completion of an original dissertation/research project. Students will finalize and submit the discussion, conclusions, implications and recommendations sections (chapter five), and complete the abstract and final sections of the dissertation/research project. Students will submit the final document for approval and make any revisions or refinements needed per feedback from the committee. Additionally, students will prepare for the oral defense and successfully defend the dissertation/research project. Objectives may vary as per an approved alternative timeline. Students should follow Argosy University's protocol for submitting final revisions, editing and paperwork for degree completion.

Prerequisite(s): D9501, D9502, D9503, D9504

Corequisite(s): none

Recommended: none

D9505E - Dissertation Extension

0 credit hour(s)

This course is an extension of D9505 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9505

Corequisite(s): none

Recommended: none

Doctoral Research (DR)**DR8801-A - Doctoral Research I - A**

1.5 credit hour(s)

This course guides students in initial stages of original doctoral applied or dissertation research.

Students define a topic and submit a preliminary plan for approval. Students begin researching the background of the selected topic area, critically evaluating prior research, and conducting a review of literature and/or information sources related to the proposed research topic.

Prerequisite(s): Successful completion of core courses, successful completion of Doctoral Qualifying Examination, R7031, R7035

Corequisite(s): none

Recommended: none

DR8801-B - Doctoral Research I - B

1.5 credit hour(s)

This course guides students in initial stages of original doctoral applied or dissertation research. Students complete a review of the literature or information sources relevant to the background of the approved topic. The review of the literature or information sources should critically evaluate prior research and valid information sources relevant to the proposed research topic.

Prerequisite(s): Successful completion of Doctoral Qualifying Examination, DR8801-A.

Corequisite(s): none

Recommended: none

DR8802-A - Doctoral Research II - A

1.5 credit hour(s)

This course guides students in the preparation of completing original doctoral research. Students complete an introduction to their doctoral research that identifies research questions, hypotheses or problem statement and identifies the importance of the research.

Prerequisite(s): DR8801-B

Corequisite(s): none

Recommended: none

DR8802-B - Doctoral Research II - B

1.5 credit hour(s)

This course guides students in the preparation of completing original doctoral research. Students submit the design of their doctoral research, describing the proposed processes, and methods for analysis. Students complete and submit an IRB application.

Prerequisite(s): DR8802-A

Corequisite(s): none

Recommended: none

DR8803-A - Doctoral Research III - A

1.5 credit hour(s)

This course guides students in the implementation of original doctoral applied or dissertation research. Students successfully defend the proposal and earn IRB approval. Candidates begin to conduct the study or apply the intervention/solution.

Prerequisite(s): DR8802-B

Corequisite(s): none

Recommended: none

DR8803-B - Doctoral Research III - B

1.5 credit hour(s)

This course guides students in the implementation of original doctoral applied or dissertation research. Candidates complete the intervention or data collection activities and conduct data analysis. Candidates interpret and summarize the findings/results of their study.

Prerequisite(s): DR8803-A

Corequisite(s): none

Recommended: none

DR8804-A - Doctoral Research IV - A

1.5 credit hour(s)

This course guides candidates in the completion of original doctoral applied or dissertation research. Candidates draw conclusions, infer implications, and make recommendations based on results of the study.

Prerequisite(s): DR8803-B

Corequisite(s): none

Recommended: none

DR8804-B - Doctoral Research IV - B

1.5 credit hour(s)

This course guides candidates in the completion of original doctoral applied or dissertation research. Candidates compile all sections of the research study into one research document and orally defend their final doctoral research study. Following a successful defense, candidates complete any revisions recommended by their research mentors and submit the doctoral research document for final editing and approval.

Prerequisite(s): DR8804-A

Corequisite(s): none

Recommended: none

Education (E)**E6007 - Foundations of Reading**

3 credit hour(s)

This course is designed to provide foundational knowledge of the science of reading for school counselors and others in the schoolhouse who support classroom teachers. In this course, candidates will not only read about the components of the scientific approach to the teaching of reading but study and report on how those components look in actual K-12 classrooms. Each class member will identify a school and specific classrooms where the concepts of the course will be examined as they are practiced. Candidates will discuss and practice scientifically-supported components of effective reading practice and how those components operate within a world of books, assessment and feedback practices, instructional strategies, instructional materials, computer-based programs, and reading and writing in the content areas.

Prerequisite(s): The candidate must make arrangements and gain approval to engage in recurring, weekly visits to classrooms where the teaching of reading will be observed and practiced.

Corequisite(s): none

Recommended: none

E6018 - Introduction to Higher and Postsecondary Education

3 credit hour(s)

This course provides an introduction to the organization, structure, and philosophy of higher and postsecondary education in the United States. Students consider various institutional types and missions and discuss their impact on organizational structure, complexity, governance models, institutional

resources, and accreditation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6020 - Student Success from Admission to Graduation

3 credit hour(s)

This course leads students through an investigation of adolescent and adult student development and learning theories, as well as the most recent studies in recruitment, persistence and completion. Students use these theoretical constructs to identify and analyze a problem or concern, develop a plan, budget, and an assessment process using appropriate technology to enhance student recruitment, persistence, and completion. The acquisition and incorporation of diverse perspectives in this project is required.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6022 - Fiscal Realities and Responsibilities

3 credit hour(s)

This course provides an overview of higher and postsecondary education finance and budgetary considerations at the federal, state, and local levels. Students learn to analyze the budgetary process and constraints within a postsecondary institution. Students complete field experiences and a project that focuses on the management of fiscal resources within an environment of competing priorities.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6024 - Program Planning and Evaluation

3 credit hour(s)

This course familiarizes students with the various theoretical models and best practices of program planning, implementation, and evaluation in higher and postsecondary institutions. Students learn to conduct needs assessments, design programs that consider responsible and effective use of resources, and examine the evaluative processes utilized in education to enhance student success.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6026 - Issues in Higher and Postsecondary Education Policy and Law

3 credit hour(s)

This course examines U.S. higher and postsecondary education law and policy issues, and the application of this knowledge to specific situations. Using real, contemporary issues in higher and postsecondary education, students learn to develop and disseminate policies that are applicable and consistent with the education laws.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6034 - Introduction to Educational Leadership

3 credit hour(s)

This course examines various aspects of effective educational leadership. Effective practices include those related to leadership, ethical behavior and change management. Additional topics will include school organization, cultural diversity, reform efforts, school law, human resources, and resource allocation as applicable to educational leadership that will prepare individuals for principal positions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6035 - Supervision and Evaluation of Instruction

3 credit hour(s)

This course examines various aspects of effective educational leadership. Effective practices include those related to leadership, ethical behavior and change management. Additional topics will include school organization, cultural diversity, reform efforts, school law, human resources, and resource allocation as applicable to educational leadership that will prepare individuals for principal positions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6036 - School Law

3 credit hour(s)

This course examines the legal foundations of public education. Students examine the major categories of education law at the federal, state, and local levels. These categories include tort law; special education, discrimination, and employment law; and No Child Left Behind. Case studies will be used to illustrate and connect legal content to administrative

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6037 - Improving School Decisions Through Data Driven Change

3 credit hour(s)

The purpose of this course is to prepare educational leaders to utilize quantitative and qualitative educational research to carry out strategic data-driven inquiry for school improvement. Improving student learning and achievement can be accomplished most effectively through the use of data analysis to understand student learning needs and to make instructional decisions. Sources and types of various data will be discussed, along with research-based suggestions concerning the interpretation and use of selected data. The application of this data will include opportunities to explore examples of data directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources and assessment through data discovery.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6038 - Education in a Diverse Society

3 credit hour(s)

This course provides an examination of educational issues pertinent to administration within the context of the current demographic realities found within the United States. Focus is on the dimensions of diversity such as race, ethnicity, socioeconomic status, gender, exceptionalities, language, sexual orientation, and religion and how these impact working with diverse student and adult populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6039 - Administration of Human Resources

3 credit hour(s)

This course provides an examination of the human resource concepts and practices associated with developing and managing an effective HR program in the field of education. Different approaches to management, motivation, professional development, and performances are addressed, along with obstacles to effective team development. Emphasis is given to knowledge and practical understanding of personnel management and administration, personnel relations, personnel laws and procedures, and collective bargaining.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6100 - Research in Education

3 credit hour(s)

This course provides an introduction to the theory and practice of research in the field of education. Both design and analysis issues are discussed. The student is involved in both research review and design relevant to his/her professional level of certification. Action research will be the research design of major focus.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6233 - Educational Finance

3 credit hour(s)

This course leads the student through the steps necessary to build an effective school budget. It outlines the budget responsibilities of the superintendent of schools, the assistant superintendent, and the school principal.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6314 - Administration of Special Education Programs

3 credit hour(s)

The supervision of special education in the K-12 environment including legal, ethical, physical, communications, records, and financial implications and constraints.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6320 - Introduction to ESOL

3 credit hour(s)

This course provides an overview of the academic needs of the second language learner and the policies that must be adhered in order for a school to be in compliance with federal and state regulations.

Participants in this course will gain awareness of the cultural and social factors that influence the ESOL learner, identify the ESOL instructional strategies that yield high academic performance for the second language learner, explore the testing and evaluation process used to determine eligibility for ESOL services, and develop an understanding of how language is acquired and the cross cultural influences that have an impact on this process.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6361 - Foundations of Exceptional Student Education

3 credit hour(s)

This course is designed to present an overview of special education for the general education classroom teacher. It provides an overview of the identification, classification, eligibility, continuum of services, and unique characteristics of individuals with disabilities across all areas of exceptionalities and will demonstrate the role of families in the education process. This course also examines special education laws, regulations, and processes that impact the student and teacher as well as a variety of learning approaches that will enable the general education teacher to work effectively with exceptional students.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6420 - Multicultural Education in Contemporary Society

3 credit hour(s)

This course provides an examination of today's schools and methods of teaching within the context of the current demographic revolution taking place in American society. Focus is on the elements of culture and eliminating the barriers to cultural understanding.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6434 - Community Relations and Collaboration

3 credit hour(s)

This course focuses on developing skills and strategies for working collaboratively with various

constituencies in the P-12 arena. Emphasis is placed on partnerships and opportunities that address the whole child at a local, national, and global level.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6443 - Assessments and the ELL/ESL Student

3 credit hour(s)

This course examines formal and informal assessments, with a focus on authentic assessments for English language learners. Students examine, create, and modify various methods and tools for assessing language proficiency and content knowledge. Cultural considerations of standardized assessments as well as variables that affect reliability and validity of assessment are explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6450 - Principles of Education and Classroom Management

3 credit hour(s)

This course provides students with a comprehensive framework for understanding the core concepts, principles, and underlying assumptions of the field of educational psychology and the educator's role in academic achievement. The course is designed to promote knowledge and skills related to: learning, pedagogy, differentiated instruction, curriculum design, lesson plan development, and interventions/programs that enhance student's academic development. Special emphasis will be given to classroom management strategies and creating an environment conducive to learning. Field experience is required.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6501 - Current Trends in School Curriculum

3 credit hour(s)

This course provides a critical analysis of current curricular theory, research and practices in education within a rapidly changing environment. Candidates will learn how to evaluate data-driven curriculum solutions with respect to meeting the learning needs of each student. Candidates also explore the benefits of technology to enable student learning within the context of given curricula.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6502 - Organization and Administration of Student Affairs

3 credit hour(s)

Students examine the role and responsibilities of managers within student affairs programs in public and private technical, college, and university environments and campus-based, hybrid, and online formats. Special projects help students investigate departmental areas of interest ranging from admissions to alumni affairs.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6504 - The Impact of Technology and Its Applications in Student Services

3 credit hour(s)

This course provides administrators an overview of current and emerging technology applications to promote the development and implementation of effective services for student success. An analysis of program and institutional needs, mandates and federal imperatives, as well as personnel roles and services will be considered in the planning and implementation of technology applications in student services.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6506 - Capstone

3 credit hour(s)

The capstone experience is the culmination of the student's work throughout the program, incorporating all program outcomes and course objectives through the student's review of key projects and field experiences completed in the core courses. In this course, the student will assemble, organize, analyze, and revise these key projects and deliverables as needed and develop a reflective narrative and oral presentation that provides the context for the body of work and shows the progression in the attainment of competencies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6522 - The School, Family, and Community

3 credit hour(s)

This course addresses the myriad relationships among the school, the family, and the community as they affect the mission of the school district and the operations of the individual campus. The course will examine the role of the School Board within the broader community, the intricacies of school communications, the importance and political relevance of parents groups and booster organizations, the effect of inter-governmental relations upon the school, and site-based management practices which include parents and others. Community, faculty, and parent empowerment will be considered along with the complex issues that require creative problem-solving.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6530 - Reading Strategies and Learning Theories for the P-16 Classroom

3 credit hour(s)

This course provides an examination of multiple learning theories and instructional strategies related to the reading process and the teaching of reading through research, methods, curricula, and materials. There will be a focus on reading methods that capitalize on the spoken language, comprehension, and

literacy in both content and context as related to a variety of classroom settings and diverse student populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6536 - Teaching Literacy to ELL Students

3 credit hour(s)

This course explores optimal instructional strategies to meet the needs of diverse nonnative English learners. Theoretical foundations of first and second language acquisition, both oral and written are examined. Assessment strategies are evaluated.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6579 - Texas Principalship

3 credit hour(s)

The Texas Principalship will address the role of the campus leader in the leadership, organization and administration of schools in Texas, as well as preparation for the Texas Examinations of Educator Standards (TExES) for Principal Certification.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6580 - School Administrative Practicum/Internship I

1.5-3 credit hour(s)

In this course students complete the first semester of their School Administrative practicum experience. This practicum requires the student to complete a minimum of 240 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a school improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.

Prerequisite(s): E6037

Corequisite(s): none

Recommended: none

E6581 - School Administrative Practicum/Internship II

1.5-3 credit hour(s)

In this course students complete the second semester of their School Administrative practicum experience. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a school improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.

Prerequisite(s): E6580

Corequisite(s): none

Recommended: none

E6582 - School Administrative Practicum/Internship Extension

0 credit hour(s)

This course is the continuation of E6580 School Administrative Practicum/Internship I and E6581 School Administrative Practicum/Internship II.

Prerequisite(s): E6580, E6581

Corequisite(s): none

Recommended: none

E6610 - Learning Theories and Teaching Strategies

3 credit hour(s)

This course provides an examination of the relationship of teaching strategies to learning styles through methods, curricula, and materials. The course focuses on the implications of learning-style-concepts, and suggests teaching strategies for accommodating varied learning styles in the classroom.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6804 - Managing and Evaluating Instructional Technology and Distance Education

3 credit hour(s)

This course presents theories and methods of planning, operating, and evaluating instructional technologies and distance education, managing in educational and corporate settings principles of staff training, proposal development, and legal issues.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6840 - Reflections in Practice

3 credit hour(s)

Candidates engage in learning activities related to reflective pedagogy, self-assessment, and professional development that enhance student learning. The course is designed to involve candidates in critical reflection of: varied and appropriate curricular approaches, effective instructional strategies and assessment, classroom environment facilitation, and collaboration with the community.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E6901 - Foundations of Education

3 credit hour(s)

This course provides a general orientation to the roles of schools in society, as well as issues and topics related to student achievement, curriculum and instruction, the roles of teachers in schools and communities, teacher education and credentialing, and the process of becoming a teacher. In addition to course activities, presentations, and assignments, the student will complete fieldwork in a variety of classroom settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7000 - Education Public Policy Analysis

3 credit hour(s)

Educational policy-making processes are examined at the macro (national, regional, and state) and micro (local and institutional) levels using a variety of policy models. Selected educational policies at the macro and micro levels are analyzed, using different policy models. Students are expected to identify the factors such as the actors involved, politics, and economical inputs that impact policy formation and implementation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7001 - Comprehensive Planning

3 credit hour(s)

This course focuses on concepts and strategies associated with comprehensive planning for educational organizations. An emphasis will be placed on the development, communication and implementation skills needed for district planning.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7002 - Change Theory: The District

3 credit hour(s)

This course focuses on theories and strategies for leading change in the educational setting. Emphasis is placed on systemic change at the district or organizational level.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7004 - Improving School Leadership Through Data Driven Inquiry

3 credit hour(s)

The purpose of this course is to prepare educational leaders to utilize quantitative and qualitative educational research to carry out strategic data-driven inquiry for school improvement. Improving student learning and achievement can be accomplished most effectively through the use of data analysis to understand student learning needs and to make instructional decisions. Through this course, teachers and administrators will learn the importance of using data to plan appropriate instructional experiences for their students and to identify and analyze measures of data to understand student learning needs.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7005 - Advanced Education Law

3 credit hour(s)

In this advanced law course, students examine the legal foundations and operations of public education at the central office/district level. Laws, policies, and procedures impacting district employees, students, curriculum/instruction, and contractual agreements are studied. Course components include case studies, field experiences, and a course project.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7006 - Human and Fiscal Resources Management in Public Schools

3 credit hour(s)

This course presents theories and strategies that guide the effective management of human and fiscal resources in public school districts. Building on the concepts learned in courses in educational finance and human resources management, students will analyze the close relationship between human and fiscal resources and the success of the school district. Students will make extensive use of local, regional and state data to analyze the effectiveness of resource allocation and disbursement.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7007 - Ethics and Interpersonal Effectiveness for Educational Leaders

3 credit hour(s)

This course is designed to have potential leaders examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7009 - Educational Leadership in Administration

3 credit hour(s)

This is an advanced course in educational leadership designed for individuals who desire to pursue a principal position in the future. It features an analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by: creating cultures of educational excellence; responding to diverse learner needs; facilitating the development of safe, efficient, and effective learning environments; and influencing the political, social, economic, legal, and cultural contexts that shape schools and schooling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7010 - Change Theory: The School

3 credit hour(s)

This course focuses on theories and strategies for leading change in the educational setting. Emphasis is placed on systemic change at the building level.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7011 - Advanced Supervision

3 credit hour(s)

This advanced course analyzes influence of supervision and evaluation of instruction on teacher efficacy and professional growth. Knowledge, skills, and behaviors necessary for effective supervision are applied to the tasks and functions of supervising and evaluating teachers at different stages of experience and expertise. The course considers the needs of teacher as adult learner and encourages the development of collegial development groups as part of a comprehensive program for professional and curriculum development. Students will practice supervisory and evaluative strategies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7012 - Data Driven Change for School Improvement

3 credit hour(s)

The course will provide an introduction to data driven decision making that will offer a link between research and practice. Students will learn about both quantitative and qualitative educational research to make decisions about school improvement through professional development. Students will also develop and present a school improvement plan specifically for a real-life school district.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7013 - Survey of School Law

3 credit hour(s)

This course examines the legal foundations of public education at the individual school level. It addresses legal principles and issues pertinent to student- and building-level employee legal rights and responsibilities. The legal process, structure of the law, legislation/litigation, and current legal issues are studied.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7014 - Educational Finance and Business Management

3 credit hour(s)

This course is designed as a comprehensive overview of public school finance and business management. Students examine the macro economic, political and management issues facing public school principals. Lessons address resource allocation and resource distribution in light of the principles

of liberty, adequacy, and equity.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7015 - Human Resources in Education

3 credit hour(s)

This course presents concepts and strategies that guide the effective management of human resources at the school level. Emphasis is placed on the recruitment, employment, orientation and evaluation of personnel as well as an examination of the ethical issues related to human resources.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7033 - Leading and Managing Change in a Diverse Society

3 credit hour(s)

This course focuses on concepts and strategies for managing change in educational, human services, and business settings. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Processes, procedures, and skills for change are presented in terms of situational considerations and implications.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7034 - Critical Analysis of Problems and Issues in Education

3 credit hour(s)

Problems and issues that relate to the present and the future of private education are the core of this course. They are identified in a forum that brings experience and current methodology together to address problems that relate to the specific roles of the course participants. Long-range and short-range problem-solving strategies, directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources, are addressed in terms of current situational models.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7038 - Leading and Managing Higher and Postsecondary Institutions

3 credit hour(s)

Students rethink and re-conceptualize their roles and responsibilities in furthering institutional missions by analyzing the current structure and administrative practices of higher and postsecondary institutions. Students apply leadership, organizational, and administrative theories and assess the roles of governing boards, administrators, faculty members, learners, and external entities in shaping an institution.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7040 - Strategic Planning and Implementation in Higher and Postsecondary Education

3 credit hour(s)

Students develop strategic plans for institutions or departments using current planning and implementation models and processes with the aim of fulfilling an institutional mission and moving toward a vision. Through environmental scanning, students collect, analyze, and interpret data to inform and support short-term and long-term decisions and plans.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7042 - Transforming Practice in Higher and Postsecondary Education

3 credit hour(s)

Students evaluate, select, and apply transformational, social justice, change management, and entrepreneurial leadership theories to improve practice and promote greater access, equity, and accountability.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7044 - The Postsecondary Learner

3 credit hour(s)

Students analyze and apply learning and motivational theories to improve practice in teaching and learning and promote a positive learning culture sensitive to individual needs and learning styles. Through an in-depth analysis of learner characteristics, students design a learning environment responsive to the needs of diverse postsecondary learners.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7046 - Designing Curriculum

3 credit hour(s)

Students apply curriculum and instructional design models, current theory, and best practices to develop a plan of study that improves access and equity, critical thinking and collaboration, and persistence and learning.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7048 - Advanced Student Development Theory

3 credit hour(s)

Students apply historical and current psychosocial, social identity, and epistemological theories and models to develop and implement policies and practices aimed at creating positive and holistic student experiences. Students will synthesize factors that affect learner development and develop approaches for working with individuals, groups, and organizations within a diverse campus community.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7120 - Child, Family, and Community Relations and Collaboration

3 credit hour(s)

This course focuses on P-12 schools and districts developing and sustaining family and community relationships and collaborative initiatives that help all children learn. Emphasis on selected issues, including diversity, special needs, partnerships, communication, collaboration models, politics, school violence, terrorism, and NCLB.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7134 - Comprehensive Planning and Implementation

3 credit hour(s)

This course focuses on concepts and strategies associated with effective planning in educational and human services organizations. A decision-oriented evaluation model is also considered. Examples demonstrate how data can be used as input for a comprehensive plan. Strategies for the coordination of curriculum and instruction delivery systems into an overall management plan are presented. Specific administrative levels of responsibility are defined. An evaluation component of comprehensive planning is outlined in both objective and subjective terminology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7137 - Educational Leadership in Theory and Practice

3 credit hour(s)

Advanced analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by: creating cultures of educational excellence; responding to diverse learner needs; facilitating the development of safe, efficient, and effective learning environments; and influencing the political, social, economic, legal, and cultural contexts that shape schools and schooling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7331 - Curriculum Theory and Design

3 credit hour(s)

This examines the theoretical assumptions underlying curriculum design. Students clarify definitions, explore conflicting conceptions of the curriculum, and develop strategies for constructing, developing, and implementing curricula that are consistent with specific theoretical principles. Students also examine the impact of research upon curricula, various methods for implementing specific differentiated curriculum plans, and the basis for evaluating curricula in terms of design and delivery.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7334 - Staff and Professional Development

3 credit hour(s)

This course considers and evaluates methods for promoting professional growth, focusing on the improvement of teaching and learning. Various approaches to staff and professional development and in-service education are examined in terms of their purposes and components. Specific models are examined.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7410 - Critical Analysis of Trends and Policy: Power and Privilege

3 credit hour(s)

This course critically examines the intersection of power and privilege in society. This interplay is reflected in every educational setting through policies, procedures, and practices. Issues addressed include equitable access, equality and equity in educational funding, and empowerment of marginalized populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7412 - Advanced Educational Psychology

3 credit hour(s)

This course explores the psychology of learning and the application of developmental theories within the educational setting. It addresses cognitive, social, ethical, emotional, and moral development as they impact motivation, effective classroom management, and assessments. Content addresses the application of theoretical and empirical knowledge about human development in the educational environment.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7414 - Teaching and Learning Theories

3 credit hour(s)

Issues related to human development, learning strategies, and technologies are studied for their impact on teaching and learning. Relevant research and current trends in teaching and learning are applied to P-12 settings. Instructional adaptations are identified and integrated into lesson planning and delivery to meet diverse student needs. The importance of assisting all students in meeting local and national learning expectations and standards is addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7416 - Organizational Communication Systems

3 credit hour(s)

This course focuses on effective, ethical communication in today's diverse P-12 organizations. Topics will

include: relevant foundational and current organizational communication theories, technologies, leadership roles, and collaborative strategies. Students will evaluate the effectiveness of current internal and external communication practices in the P-12 setting.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7418 - Response to Intervention

3 credit hour(s)

This course is designed to present an overview of the Response to Intervention (RtI) 3-Tier Model for the general education classroom teacher. Students will learn how the RtI model effectively addresses the needs of all students through a continuum of services. These include: (1) high-quality instruction and scientific, evidence-based, tiered intervention strategies aligned with individual student need; (2) frequent monitoring of student progress to make results-based academic or behavioral decisions; (3) data-based school improvement; and (4) the application of student response data to important educational decisions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7422 - Data Informed Decision-Making I (Elementary and Secondary—Classroom Level)

3 credit hour(s)

This course will focus on all available data needed to effectively make decisions for both classrooms and grade levels. Information discussed in this course will also cover assessment types, assessment data (informal, formal, and personal), and utilization of data for decision making at both the class and individual student level. Students will also learn how data informs decision-making in Response to Intervention (RtI) when developing classroom support systems and programs to help students who are experiencing challenges in both behavioral and instructional areas.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7462 - Assessment for the Classroom Teacher

3 credit hour(s)

This course is designed to help students to apply appropriate assessment methods at critical points in the learning environment. Student work can generate multiple assessments that measure academic or non-academic objectives. Strategies for organizing timely data collection and use are examined.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7464 - Understanding and Communicating Assessment Data

3 credit hour(s)

Understanding what the data reveals is key to enhancing teaching and learning in the classroom. Communicating these results to parents, administrators, teachers and the community is required as

these can be used to guide curricular revisions and improvement, and support classroom practices. This course will develop students' skills to synthesize and communicate the appropriate assessment results to various constituencies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7510 - Financial and Resource Decision Making

3 credit hour(s)

Students address financial and resource allocation to promote learning, equity, equality, and adequacy. The course is designed to prepare emerging leaders to apply the theoretical knowledge, techniques, strategies, and best practices necessary to effectively manage the human, technological, physical, and financial resources that further the missions of postsecondary institutions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7512 - Navigating Law, Policy, and Politics

3 credit hour(s)

Students navigate higher education issues affected by law, policy and politics. Students analyze the manner in which the political process and policy formation affects higher education decisions, practices, and procedures.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7514 - Comprehensive Internship and Project

3 credit hour(s)

Students design and participate in an intensive field-based internship aimed at strengthening their leadership skills and abilities. As part of this continuous 15-week internship, students complete a minimum of 60 clock hours at an Argosy approved site. Under the supervision and support of an Argosy University approved on-site mentor and the Argosy University supervisor, the student will complete a comprehensive project and a variety of assignments designed to strengthen performance in an area of postsecondary education. Note: Each student will need to make one trip to an Argosy University campus to plan his or her internship experiences with the university supervisor at least one month before the start of this course. [See Program Handbook]

Prerequisite(s): E7038, E7040, E7042, E7510, E7512, E7834, W7000

Corequisite(s): none

Recommended: none

E7518 - Development of Instructional Expertise

3 credit hour(s)

Students apply a problem-solving framework to postsecondary teaching and learning that includes developing practical solutions to learning challenges, proactive lesson planning, and a process of self-awareness and self-assessment based on a constructivist paradigm. Students develop their own unique

instructional style that capitalizes on their individual personality and talents.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7520 - Online, Hybrid, and Emerging Technologies

3 credit hour(s)

Students evaluate the impact and potential of online, hybrid and emerging web-based initiatives for promoting learning, critical thinking, collaboration, and persistence. They use current research and theory to develop a plan for improving or implementing one of these technologies in a postsecondary setting weighing the costs, ethical implications, and legal ramifications against the potential for increased enrollment, effectiveness, and engagement.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7615 - Special Education Administration

3 credit hour(s)

The supervision of special education in the K-12 environment including legal, ethical, physical, communications, records, and financial implications and constraints.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7637 - Managing Human and Fiscal Resources in Education

3 credit hour(s)

This course presents concepts and strategies that guide the effective management of human and fiscal resources in education. It provides an in-depth analysis of personnel administration and the knowledge and skills necessary to take a strategic approach to resource management in organizations of higher learning. The course examines the processes of human resource and fiscal planning, job analyses and description, recruitment, selection, compensation and rewards, evaluation and relevant employment laws.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7803 - Instructional Design

3 credit hour(s)

This course provides students with an in-depth exploration of the instructional design process, from analysis through evaluation and implementation, and includes practice in all phases. The course focuses on design issues including course planning, selection of instructional strategies, assessment of instruction, and course revision evaluation and revision. Students practice the design of effective instruction based on principles from instructional design theory. This course will be applicable for both K – 12 and higher education environments.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E7834 - Writing for Research and Professional Publications

3 credit hour(s)

This course provides students with an opportunity to gain advanced skills in the academic writing process. Any pre-dissertation or writing process consists of writing a prospectus. The final assignment is a finished prospectus that may be used as the basis of writing professionally in the field or for publication.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E8380 - School District Practicum/Internship I

1.5-3 credit hour(s)

In this course students complete the first semester of their School District practicum experience. This practicum requires the student to complete a minimum of 240 clock hours over two consecutive semesters at a university-approved school district. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a district improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.

Prerequisite(s): E7004

Corequisite(s): none

Recommended: none

E8381 - School District Practicum/Internship II

1.5-3 credit hour(s)

In this course students complete the second semester of their School District practicum experience. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a district improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.

Prerequisite(s): E8380

Corequisite(s): none

Recommended: none

E8382 - School District Practicum/Internship Extension

0 credit hour(s)

This course is the continuation of E8380 School District Practicum/Internship I and E8381 School District Practicum/Internship II.

Prerequisite(s): E8380, E8381

Corequisite(s): none

Recommended: none

E8383 - School Administrative Practicum/Internship I

1.5-3 credit hour(s)

In this course students complete the first semester of their School Administrative practicum experience. This practicum requires the student to complete a minimum of 240 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a school improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.

Prerequisite(s): E7012

Corequisite(s): none

Recommended: none

E8384 - School Administrative Practicum/Internship II

1.5-3 credit hour(s)

In this course students complete the second semester of their School Administrative practicum experience. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a school improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

E8385 - School Administrative Practicum/Internship Extension

0 credit hour(s)

This course is the continuation of E8383 - School Administrative Practicum/Internship I and E8384 - School Administrative Practicum/Internship II.

Prerequisite(s): E8383 ,E8384

Corequisite(s): none

Recommended: none

E8386 - Advanced Educational Leadership Studies Practicum

3 credit hour(s)

This course is a practicum that requires the student to complete a minimum of 45 clock hours in a semester at a university-approved school. Under the supervision and support of a university-approved onsite mentor and a university supervisor, the student will complete a district improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.

Prerequisite(s): E7004

Corequisite(s): none

Recommended: none

E8386-EX - Advanced Educational Leadership Studies Practicum Extension

0 credit hour(s)

This course is an extension of E8386 - Advanced Educational Leadership Studies Practicum and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): E8386

Corequisite(s): none

Recommended: none

Forensic Psychology (FP)

FP6005 - Maladaptive Behavior and Psychopathology

3 credit hour(s)

This course is an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the DSM will be reviewed. The course also looks at various methods of treatment related to the disorders covered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6010 - Psychology and the Legal System

3 credit hour(s)

This course focuses on the relationship between law and psychology and the mental health system, mental illness, and criminal conduct, with a more specific historical and procedural examination of the practice of psychology in the judicial forum. Substantive issues related to ethics and the law, risk assessment screening, psychological principles applied to law enforcement and correctional functions, and standards of legal competency and insanity are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6015 - Psychology of Criminal Behavior

3 credit hour(s)

This course will provide an introduction to personality theories and learning styles in the context of psychological theories of criminal and aggressive behavior. Historical and contemporary theoretical conceptualizations of criminal behavior are explored. Selected topics may be considered including alcohol and crime, sex crimes, juvenile delinquency, and women and crime.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6020 - Individual Assessment

3 credit hour(s)

This survey course is designed to provide students with a basic understanding of the core concepts related to individual psychological assessment, psychological tests, their psychometric properties, and applications in the field of forensic health. Basic statistical concepts are covered to facilitate comprehension of reliability, validity, scaling, and norming in test construction and test results.

Statistical concepts covered enable students to understand and appreciate the meaning of assessment results. Students analyze the more commonly used assessment methods and tools, their functions, as

well as their limitations. The implications of assessment and test results, referrals for testing, and the impact of cultural and ethical issues are also covered to help students understand the use of psychological testing in forensic mental health settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6030 - Research and Evaluation

3 credit hour(s)

Studies that provide a basic understanding of types of research are presented: basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal considerations pertinent to the professional counselor.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6035 - Evaluation and Treatment of Offenders

3 credit hour(s)

This course will provide an overview of forensic assessment topics with an emphasis of relevant literature, theory, procedure and tools, including risk assessment, legal competencies and criminal responsibility. Topic areas will include types of intervention with adults and juveniles within the criminal justice setting including special offender populations such as sexual offenders, offenders with developmental disabilities or those classified as mentally retarded.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6500 - Professional and Ethical Issues in Forensic Psychology

3 credit hour(s)

This course considers the ethical and legal conflicts or dilemmas of the mental health profession within the legal system. The course includes a discussion of other professional issues such as race, ethnicity, and sexual orientation. The course reviews applicable approaches to addressing or resolving these issues, dilemmas, and conflicts as they relate to forensic practice.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6520 - Forensic Psychological Assessment

3 credit hour(s)

This course provides an overview of forensic assessment topics, with an emphasis on the literature, theory, procedures, and assessment tools. Specific areas covered may include risk assessment, legal competency, polygraph use, and criminal responsibility.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6525 - Psychology of the Victim

3 credit hour(s)

This course presents an intensive study, both theoretical and clinical, of the victim. It concentrates on the psychological impact of physical, sexual, or environmental victimization. Students become familiar with multiculturally appropriate evaluation and treatment issues in working with diverse victims. Also reviewed are the manner in which social, legal, judicial, and treatment systems interact with victims. Special topic areas may include victim populations such as children, domestic violence survivors, and political refugees.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6535 - Consultation, Triage and Testimony in Forensic Psychology

3 credit hour(s)

This course addresses the practical difficulties of the forensic mental health professional working within the legal arena. It will focus on the perceptions, motivations, and needs of legal decision makers such as practicing lawyers, judges, and juries. It will address the different roles that forensic mental health consultants have in the process as well as specific skills necessary to function as an expert witness. Students will review the ethical dilemmas of those serving in these areas, including the impact of financial considerations on objectivity and the different positions of advocacy, objective evaluation, and testimony, and discuss approaches to resolving these issues.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6542 - Forensic Psychology Field Placement

3 credit hour(s)

This field placement experience is intended to assist students' professional development as they integrate and apply the knowledge and skills learned throughout their program. This second-year course provides training experience at a forensic setting in which students ethically apply their knowledge of psychological and legal theory to their practice in the forensic field. Students also critically evaluate and apply research and assessment methods and materials appropriate to the field settings.

Prerequisite(s): FP6005, FP6010, FP6015, FP6020, FP6030, FP6500, FP6535

Corequisite(s): none

Recommended: none

FP6880 - Police Psychology

3 credit hour(s)

This course examines the role of mental health professionals in the police and public safety fields. Topics focus on psychological issues underpinning the core constructs of police work including assessments and evaluations of officers, culture of police work, and police policies and procedures. Additionally, the course addresses common stressors of police work, coping mechanisms, and special topics, such as

suicide in the police force. The course also covers clinical services provided to officers, legal and ethical issues, and current research in the field of police psychology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6900 - Substance Abuse Counseling

3 credit hour(s)

This course introduces graduate level students to the field of substance abuse and its assessment and service within forensic settings. This course reviews the key biopsychosocial concepts of diverse substance abuse counseling interventions. Students examine theoretical models and research used for assessing and treating substance abuse and addicted clients in and out of the justice system.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6902 - Issues in Psychological Profiling

3 credit hour(s)

This course is intended to introduce the student to the basics of offender profiling as well as different methodologies and issues facing the field. The focus of this course will cover techniques of criminal profiling. Additional content areas include career paths in criminal profiling including professional organizations and affiliations relevant to criminal profiling, legal considerations, and professional ethics.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6903 - Psychology of Counterintelligence

3 credit hour(s)

This course examines the history and current status of intelligence and counterintelligence. There is special focus on the psychological constructs that motivate those who commit espionage. The course covers volitional and ideational motivations, as well as current scientific studies that examine the role of psychological factors. Additionally, this course highlights potential future concerns, such as the role of social media in intelligence.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6904 - Operational Psychology

3 credit hour(s)

Operational psychology is the application of psychology and scientific inquiry to the activities of national defense. This course examines the history, current trends, and future of operational psychology as a public service. Topics include roles of forensic mental health professionals in the military, government, and national security with a focus on psychological and ethical underpinnings of this field.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6905 - Correctional Psychology

3 credit hour(s)

This course provides an overview of the roles and responsibilities of mental health professionals in correctional settings. Students examine a variety of services that correctional mental health professionals provide to inmates within the correctional environment. The course covers common security procedures in general detention facilities, assessments, psychiatric services, treatment, and rehabilitation in a correctional setting. Students learn about the issues affecting correctional program development, accreditation, and evaluation. Additionally, students study how the correctional mental health professional is involved in release preparation of offenders. The course also introduces the impact of external factors, such as court decisions, on mental health services in corrections.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

FP6906 - Interviewing and Interrogation: History and Techniques

3 credit hour(s)

This course examines the current practices and techniques of interviewing and interrogation. Students will get a comprehensive understanding of the historical precedents set in this ever-changing field. The application of interviewing and interrogation is prevalent in a vast array of forensic settings including psychological assessments, criminal investigations, psychological autopsies, behavioral analysis, workplace violence investigations, and military applications. The goal of interviewing and interrogation regardless of setting is information solicitation. Students will learn about the current practices and techniques of soliciting information which are most accepted by the relevant scientific community. Specific areas to be covered include learning the difference between interviewing and interrogation, interpretation of verbal and physical behavior, memory and false confessions, causes of denial, why people confess, how best to use evidence in the interrogation, psychological theoretical models of confession, and legal aspects. This course will also focus on the ethical considerations involved in interviewing and interrogation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Health Services Management (HM)

HM6010 - Seminar in Current Healthcare Trends and Issues

3 credit hour(s)

This course maps the dynamic environment in healthcare focusing on the interplay among organizations, the impact of the changes and trends on business models within healthcare, and the implications of changes in healthcare policy on the future of the healthcare delivery system in the US. The course will touch on healthcare economics, effective business models and emerging organizational

challenges facing healthcare organizations today.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6020 - Accounting and Finance for Managers

3 credit hour(s)

This course provides accounting methods and traditional financial management concepts of risk, value, return, cost of capital and cash flow for both for-profit and non-profit organizations. Topics include: analysis of cost reports, payment capitation, corporate structure and taxation implications, governmental requirements, utilization management, case mix/payer mix, severity of illness assignment, basic tools of capital budgeting, risk analysis, tactical alternative analysis and forecasting, and an examination of how ethics in healthcare finance has affected the healthcare marketplace. Challenges include balancing cost effectiveness with patient care.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6030 - Business Operations and Economic Principles

3 credit hour(s)

This course covers an introduction to the business enterprise, current business practices applied to managed care, review of economic systems and basic economic principles, evolution of health- and managed care markets, cost/effectiveness analysis, medical care markets, economics of contract formation, economics of corporate decision making, merger analysis, and insurance costs.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6040 - Healthcare Organizations and Administration

3 credit hour(s)

This course provides an understanding of the organization and delivery of health services, drawing on theory from the social science and business disciplines. Topics include organization of healthcare delivery, organizational theory, integration/continuum of care perspectives, organizational models, adoption of innovations, provider relationships and network structures, and impact on efficacy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6050 - Healthcare Policy and Analysis

3 credit hour(s)

This core course introduces students to the concepts and practices of health care policy and analysis including using healthcare data to formulate plans to improve healthcare service delivery. Students have an opportunity to assess and apply ethical, legal, and risk management information in real-world situations relative to effective health facility operations in accordance with established laws.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6060 - Health Law and Ethics

3 credit hour(s)

This course offers a review of recent developments in healthcare liability, negligence theory, formation of contracts, law of agency, labor law, documentation procedures, evaluation of evidence in litigation, theory of the case, settlement of claims, values clarification, and current ethical issues in the practice of healthcare administration.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6070 - Health Outcomes and Behaviors

3 credit hour(s)

This course examines patient behaviors in relationship to health outcomes. In management, the goal is to minimize the need for service while maximizing patient well being, quality of service, and profit. Various theories and measures are used to analyze opportunities, lower cost, and keep quality balanced with access to services. Several patient-related tracking methods, such as, health-care assessments, results-reporting, decision-making, evaluation techniques and the development of health status indicators are reviewed. The implementation of integrated delivery systems and risk adjustment methods for management is analyzed. The importance of human resource management practices and issues, such as, performance analysis and design, organization structure analysis and medial cultural issues are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6080 - Health Planning and Marketing

3 credit hour(s)

This course focuses on multi-range marketing strategies currently used in the health-care industry. Historical perspectives of planning, as well as market demographic analysis, strategic decision-making, and comparative analysis of planning models are explored. Students apply traditional marketing tools, such as market research, competitor analysis, promotional strategies, and consumer behavior analysis for the effective marketing of healthcare products and services.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6100 - Leadership in Organizations

3 credit hour(s)

This course offering focuses on elements and qualities of proactive leadership, including effective behaviors, communication strategies, time management, problem and dispute resolution, employee empowerment, leadership professional development, and leadership for continuous improvement initiatives.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6110 - Management and Organizational Behavior

3 credit hour(s)

This course focuses on the understanding and development of management skills for continued effectiveness in healthcare leadership. Students learn to distinguish the differences between management and leadership and to understand the implications of each. Theories and strategies are studied as they relate to best practices in management, including areas of conflict management, implementing change, and effective collaboration and communication.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6120 - Management Information Systems

3 credit hour(s)

This course is a broad overview of health care management information systems. Topics include information system design, management and maintenance applied to various health-care settings. The many components regarding system architecture analysis and design, software evaluation and testing, system life cycle, replacement planning and electronic data interchange and current software applications are reviewed and analyzed. Additional special topics related to information systems regulations, standards, and security are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6130 - Principles of Negotiation and Risk Management

3 credit hour(s)

This course covers the principles, practices, and strategies of negotiation and risk management within the context of contemporary healthcare administration, including facilities, services, personnel, real estate, and materials acquisitions, legal implications, labor management and collective bargaining, and insurance principles and practices.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6140 - Quantitative Methods

3 credit hour(s)

This course provides a review of empirical research methods useful in healthcare management. Topics covered include survey and experimental design and implementation, statistical analysis through multivariate regression, data management, data quality assessment, and customary business analysis tools. Use of a standard statistical software package is required.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HM6160 - Health Service Management: A Summative Review

3 credit hour(s)

This course requires the writing of a capstone project that integrates research related to concepts, methodologies, policies, and regulations as it applies to the role of a health services manager.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Human Services (HS)

HS6010 - Theory and Scope of Human Services

3 credit hour(s)

This course provides a comprehensive survey of human service theories and applications with a focus on diverse consumer populations in a wide range of settings. Students examine significant historical developments, legal and compliance issues, and ethics within the diverse, dynamic field of Human Services. This course addresses the complex interactions between human service professionals and consumers and examines systems theory approaches to resolve issues commonly encountered by human services professionals.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HS6012 - Life Course and Human Development

3 credit hour(s)

This course provides an introduction to human development across the life span. Students study the development of individuals at all stages of the life cycle by examining the social, biological, cultural, multicultural, and psychological influences on individual development and functioning.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HS6014 - Human Behavior in Context

3 credit hour(s)

The course provides an overview of conditions that promote or limit optimal functioning of individuals, families, and communities. Students study models of behavior within different social settings as it impacts healthy functioning. Students examine patterns of change in human behavior related to age appropriate norms, as well as individual and group reactions to stress and ways in which human service professionals help to promote adaptive behaviors.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HS6016 - Multiculturalism and Diversity in Practice

3 credit hour(s)

Drawing on interdisciplinary literature, this course provides an overview of multicultural and pluralistic trends and their influence on human service delivery. Students examine the role of cultural responsiveness in facilitating services with clients from diverse populations. They also explore their personal assumptions and values to develop awareness of how these affect their behavior personally and professionally.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HS6020 - Personal Values and Professional Ethics

3 credit hour(s)

This course links personal beliefs, cultural values, social identities, and biases with ethical perspectives and professional practices. Students examine models of ethical reasoning and decision making while exploring legal, ethical, and professional choices faced by human service professionals. Topics include confidentiality, client rights, informed consent, and professional competencies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HS6022 - Research and Writing in Human Services

3 credit hour(s)

This course provides an overview of quantitative, qualitative, and mixed methodologies appropriate for human services research. Students develop critical thinking skills to evaluate, review, and use scholarly literature to support research activities. They also analyze different methodologies designed to address questions concerning human services practice.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HS6024 - Communication in Human Services

3 credit hour(s)

This course introduces students to communication theories that provide a framework for improving human relations skills in professional practice. Students become familiar with the components of communication such as audience variables, communications media, message structure, environmental factors, and the integration of these elements into an efficient communication strategy appropriate in human services settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HS6510 - The Dynamics of Groups as Systems

3 credit hour(s)

This course provides students with a basic understanding of groups as systems. Students study aspects

of group dynamics and functioning and apply key theoretical concepts relevant to groups. Students apply theory and research relating to groups and social systems for enhancing service delivery.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HS6512 - Policy Advocacy and Social Change

3 credit hour(s)

This course introduces students to social policies and programs designed to effect positive change in the quality of people's lives. Students learn about the cycle of policy development, implementation, and evaluation. They examine ways that social policies affect the direct practice of human service professionals and the role of advocacy and coalition building in influencing social action. The course highlights the role of the human service professional in effecting change at the public policy and agency levels.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HS6530 - Administrative Dimensions of Human Services

3 credit hour(s)

This course provides an overview of organizational, consultative, and coordinating skills required of administrators in human services. Students learn about the importance of interdisciplinary cooperation in achieving service outcomes. Topics include legislative and federal regulations, funding options, local mandates, and organizational structures. Students learn to think proactively as administrators to anticipate future trends in the industry.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

HS6532 - Program Evaluation

3 credit hour(s)

Program evaluation is a research process that determines the extent to which a given program is successfully meeting its stated objectives. This course provides an overview of principles and strategies of program evaluation, accountability, and quality assurance in the delivery of human services in a variety of settings. Students study needs assessment, methodologies, and evaluation approaches to guide informed decision making about program effectiveness and viability.

Prerequisite(s): HS6022

Corequisite(s): none

Recommended: none

HS6534 - Human Services Capstone

3 credit hour(s)

The capstone will provide a forum in which students will have opportunities to review, integrate, and apply the knowledge, skills, and values acquired and refined during the human services program. This course ties together theoretical applications and a practical grounding for ethics, diversity, and effective

written and oral communication skills developed during the program. Students complete an integrative project that incorporates theory and practice.

Prerequisite(s): HS6010, HS6012, HS6014, HS6016, HS6020, HS6022, HS6024, HS6510, HS6512, HS6530, HS6532

Corequisite(s): none

Recommended: none

Industrial Organizational Psychology (IO)

IO6301 - Research Methods in Industrial Organizational Psychology

3 credit hour(s)

This course focuses on the structure and process of experimental research design as applied within Industrial/Organizational Psychology. Upon completion of the course, the student will be able to design a quasi-experimental or true experimental research study that utilizes correct sampling techniques, and adheres to acceptable reliability and validity standards in measurement, per the scientific method. The student will master the language of experimental research, be able to distinguish between various methodologies, and apply analytical thinking to critique experimental research. Logistical issues and ethical considerations in conducting research are also examined.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

IO6400 - Applied Industrial Psychology

3 credit hour(s)

This course explores the applied field of industrial psychology. Students examine various applications of industrial psychology and consider how research and theory can be used in today's organizational context. Topics discussed include job analysis, performance management, training, and development. Additionally, students learn about testing and assessment, international dimensions of applied psychology, leadership, and ethics in the workplace.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

IO6401 - Performance Appraisal and Feedback

3 credit hour(s)

This course focuses on the organizational and psychological processes and strategies that can guide leaders and managers in their appraisal efforts. Students examine the integration of psychology, business and education to manage performance in an organizational context successfully. The course also addresses the psychological developmental processes that can assist, support, and enhance leader effectiveness in their pursuits of equitable appraising and providing feedback to others. Skills development in mentoring, coaching, and facilitating are addressed, as well as application of equitable appraisal practices in a diverse environment.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

IO6402 - Statistics in Industrial Organizational Psychology

3 credit hour(s)

This course introduces students to core techniques of measurement and descriptive and inferential statistics that are frequently employed by I/O professionals to guide organizational decision-making and policy implementation. Emphasis is on learning to apply critical thinking and responsible, ethical conduct in the use, and interpretation of statistics in organizational settings.

Prerequisite(s): IO6301

Corequisite(s): none

Recommended: none

IO6410 - IO Theory Applied to Organizational Behavior and Culture

3 credit hour(s)

The goal of this course is to unravel the interdependent relationships between complex organizations, each having unique characteristics, and the people who work within them. Themes, topics, and approaches include understanding the importance of organizational culture, the role and impact of various types of organizational structures and teams, recognition and appreciation of the dimensions along which people differ, how to best leverage those strengths, and application of key theories of motivation to specific organization-based situations. When ethically applied to organizations, this body of knowledge has the power to improve the well-being and job satisfaction of the worker, as well as enhance organizational efficiency and effectiveness.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

IO6412 - IO Techniques for Organizational Development and Assessment

3 credit hour(s)

This course provides students with the knowledge and competency to design and initiate organizational assessments related to organizational development interventions. Application of assessment theories, change management practices, and organization development concepts are explored with an emphasis on global, multicultural, and ethical perspectives. Students learn the practical application of several assessment tools used to improve individual, group/team, and organizational effectiveness.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

IO6440 - Organizational Consulting

3 credit hour(s)

This course is primarily designed for the practitioner or aspiring practitioner who provides services to agencies, professionals, and/or organizations (including for-profit and not-for profit organizations). The purpose of the course is to provide an understanding of the process of organizational consultation and is an opportunity for the student to apply interventions and techniques learned in previous courses to real-world organizational problems. The course focuses on providing professionals with a philosophy for

how to approach consulting engagements, a process for conducting interventions, evaluative criteria for determining the effectiveness of the consulting intervention(s) that they provide, and problem resolution strategies. The course requires students to conduct a consulting assignment as part of the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

IO6500 - Employee Selection, Placement, and Classification

3 credit hour(s)

This course focuses on approaches, skills, and strategies that enable industrial organizational professionals to support and enhance employee recruitment, selection, placement, promotion, and proper FLSA job classification. Students learn the important role of job analysis for selection, placement, and classification purposes and are exposed to a variety of job analysis techniques. Theories, techniques and best practices related to employee selection, placement, and classification are introduced and discussed. Ethical, legal, multicultural, and multinational issues related to employee selection, placement, and classification are also explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

IO6502 - Organizational Leadership and Change

3 credit hour(s)

This course is designed to enhance skills for facilitating/consulting/coaching leaders in managing organizational change. Theories and techniques for understanding and facilitating change processes within diverse organizational cultures are discussed and applied.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

IO6505 - Training and Development

3 credit hour(s)

This course provides an overview of the process of designing, developing, and delivering training and related activities in organizations. It addresses critical areas, such as conducting needs assessments, as well as job and performance analyses in order to optimize organizational productivity. Students learn to assess the causes and need for training and development, and emphasize follow up and measurement of results from training and development. Training and development activities use theories of systems, group and individual psychology to create planned programs of organizational improvement, essential to the practice of industrial and organizational psychology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

IO6506 - Business Principles for IO Professionals

3 credit hour(s)

This course focuses on the context in which most industrial organizational psychologists do their work. It describes the fundamentals of how organizations operate and compete in the business world. Topics include: developing and executing business strategies; how organizations are arranged into hierarchical levels and the type of work performed at each level; and the use of cascading goals to drive performance. Roles I-O psychologists typically play (either as an external agent or as an internal operative) are examined. The imperative of professional focus on contributing to the accomplishment of an organization's goals while behaving ethically is underscored in each arena.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

IO6600 - Capstone Project

3 credit hour(s)

IO6600 is the capstone experience where students demonstrate mastery and application of program competencies. The final capstone project is a portfolio that reflects students' ability to articulate key concepts in the field of industrial organizational and to critically evaluate and synthesize relevant theoretical research. The capstone experience provides students with the tools necessary to present themselves as professionals in the workplace.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Law (MC)**MC6000 - Research, Analysis and Communication Skills**

3 credit hour(s)

This course introduces students to the structure of the legal system, and focuses on legal research methodology and application of electronic research methods. Students locate relevant legal authorities (such as case law, statutes, and regulations), analyze and apply those legal authorities to real-world situations, and convey their findings in clear written communications.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6010 - Constitutional Law

3 credit hour(s)

This course explores the basic framework of government under which all regulatory systems must operate. It examines federal judicial, legislative and executive power. Students learn about congressional authority to enact federal legislation, as well as judicial, legislative, and executive branch powers related to administrative agencies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6012 - Administrative Law

3 credit hour(s)

This course explores the role of administrative law in industries and professional fields affected by governmental regulation. The course examines the rule-making and adjudicatory functions of administrative agencies. It also explores the relationship between state and federal regulatory systems.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6014 - Compliance and Organizational Structures

3 credit hour(s)

This course introduces students to basic business terminology, including the concepts of risk tolerance and risk appetite, and risk-benefit analysis. It examines the attributes of an effective compliance program. Students also study the basic concepts of agency and the various legal structures of business organizations. Students are introduced to basic concepts of Contract and Tort law relevant in a business law environment, and explore ethical issues that arise in a business context.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6020 - Law of Medicare and Medicaid

3 credit hour(s)

This course focuses on the legal structure of the Medicare and Medicaid programs enacted in 1965 when Congress expanded the Social Security Act (including the impact of the Affordable Care Act). Students examine the legal fundamentals of these programs through the relevant federal statutes, regulations, and case law interpretation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6022 - Law of Patients' Rights

3 credit hour(s)

This course examines the legal framework governing patients' rights, including privacy, medical decision making, and access to records. The course examines the resulting obligations to the patients of various healthcare providers, including assisted living facilities, nursing homes, and hospitals.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6024 - Law of Accreditation and Licensure

3 credit hour(s)

This course provides a detailed examination of the legal aspects of accreditation and licensure, in both

the individual health care practitioner setting and the institutional setting. Students examine the primary goal of these concepts (e.g., protecting the public), how accreditation differs from licensure, and how they interrelate.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6500 - Law of Risk Management

3 credit hour(s)

This course focuses on risk management programs for healthcare institutions. Students examine how to organize, implement, and evaluate successful risk management programs. Students address specific risk areas, including those arising in managed care and integrated healthcare delivery systems.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6502 - Pharmaceutical Law

3 credit hour(s)

This course is designed to provide an understanding of the pharmaceutical industry and the role of the various stakeholders involved. This course discusses the legal, regulatory, policy, business, scientific and ethical issues related to pharmaceutical law. Government agencies including the Food and Drug Administration (FDA), Centers for Medicare & Medicaid Services (CMS), Drug Enforcement Agency (DEA), and state licensing boards are discussed throughout the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6510 - Legal Perspectives on Healthcare Ethics

3 credit hour(s)

This course examines how the law has affected healthcare ethics and business practices by exploring the principles of ethics for healthcare providers; the ways in which these ethical principles are reflected in the law; and the legal, ethical, and policy aspects of issues affecting healthcare providers. Students analyze situations arising in the healthcare context and consider issues relating to both individual and institutional healthcare providers' ethics.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6512 - Regulatory Compliance in the Healthcare Industry

3 credit hour(s)

This course builds upon the Law of Medicare and Medicaid course. Students explore in more depth the steps healthcare institutions and individual healthcare practitioners can take to protect themselves against severe legal penalty in the areas of potential Medicare and Medicaid fraud and abuse and anti-kickback liability. Students examine current trends impacting regulatory compliance in the healthcare industry.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6514 - Healthcare as an Employee Benefit

3 credit hour(s)

This course focuses on the Employee Retirement Income Security Act of 1974 (ERISA) and other federal laws, as they relate to employment-based health benefit plans. The course provides information on the rights of patients to obtain payment for health care from health benefit plans regulated by federal law and the scope of the liability of such plans to pay for care provided to or recommended for plan participants. Students study (1) various forms of health benefit plans, (2) coverage requirements imposed on health plans, (3) procedural requirements imposed on plan administrators, (4) civil enforcement of rights of plan participants, and (5) ERISA preemption of state law.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MC6540 - Building a Compliance Program

3 credit hour(s)

This course incorporates concepts acquired through one or more courses in the specialty track. Students design, in consultation with a faculty advisor, a research project requiring that they merge their studies with their professional responsibilities in their jobs. The project requires the student to apply research, writing, and analysis skills as well as legal principles to a problem either in the workplace or in the industry. Students are required to develop a policy or training manual, or compliance program designed for use in the student's work environment.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Marriage & Family Therapy (MF)

MF6000 - Counseling Theory

3 credit hour(s)

The basic theories, principles, and techniques of counseling, as well as applications to a variety of therapeutic settings, are explored. This course also focuses on personal theory construction, bias embedded in theory, and cultural diversity.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6007 - Theories of Family Therapy and Development

3 credit hour(s)

This course provides a basic study of system theory. Students will advance their ability to think systemically across a wide range of presenting issues such as gender, culture, domestic abuse, substance

abuse, physical and mental illness, etc. Students learn to conceptualize interventions from multiple systemic orientations (i.e., strategic, intergenerational, solution-focused, and behavioral family therapy).

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6008 - Advanced Theories of Family Therapy and Development

3 credit hour(s)

This course provides an advanced study of system theory. Students will advance their ability to think systemically across a wide range of presenting issues such as gender, culture, domestic abuse, substance abuse, physical and mental illness, etc. Students learn to conceptualize interventions from multiple systemic orientations (i.e., strategic, intergenerational, solution-focused, and behavioral family therapy).

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6010 - Professionalization Group I

0-1 credit hour(s)

These groups, required of all entering students, are led by a faculty member and meet regularly, depending on the program, throughout the first academic year. Students discuss topics important to professional counseling/marriage and family therapy and to the development of a professional identity. In the process, discussion topics may include ethical and legal issues; diversity in culture, ethnicity, and gender; careers in counseling; preparation for clinical training; professional education trends and issues; and special interests of students and the group leader. In addition, the faculty member leading the group assists students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience. At some campuses, the portfolio process is introduced to the students in Professionalization Groups.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6011 - Professionalization Group II

0-1 credit hour(s)

A continuation of Professionalization Group I (MF6010).

Prerequisite(s): MF6010

Corequisite(s): none

Recommended: none

MF6012 - Professionalization Group III

0-1 credit hour(s)

A continuation of Professionalization Group II (MF6011).

Prerequisite(s): MF6011

Corequisite(s): none

Recommended: none

MF6020 - Theories of Family Process and Development

3 credit hour(s)

As a fundamental introduction to systems theory, students learn to think systemically across individual, family, and other human communities through a diverse range of presenting issues (e.g., gender, culture, and substance abuse). Students are exposed to the major theories, concepts, and metaphors of systems thinking; to personal theory construction; and to conceptualizing clinical cases from a variety of perspectives (e.g., developmental, ecological, symbolic interaction, conflict, exchange). This course also focuses on the developmental stresses and changes that occur in families, both traditional and non-traditional, over the life cycle.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6021 - Schools of Family Therapy

3 credit hour(s)

This course examines the major interventions that spring from a systems orientation. Major approaches are presented (e.g., strategic, structural, object relations family therapy, behavioral family therapy, communications family therapy, narrative, solution-focused, and intergenerational family therapy). Students learn to conceptualize and intervene in cases of multiple systems orientations, with an emphasis on integrating a variety of theoretical approaches and counseling strategies.

Prerequisite(s): (TC) MF6020

Corequisite(s): none

Recommended: none

MF6022 - Family Therapy Skills

3 credit hour(s)

This therapy skills development course examines the major interventive strategies associated with the major systemic theories, including strategic, structural, experiential/humanistic, cognitive behavioral family therapy, communications family therapy, intergenerational and psychodynamic approaches to couple and family therapy, and the postmodernist approaches. Students learn to conceptualize and intervene in cases from multiple systemic orientations as well as develop skill sets for working both intrapersonally and interpersonally in a therapeutic relationship.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6023 - Advanced Family Therapy Skills

3 credit hour(s)

This advanced therapy skills development course examines the major intervention strategies associated with the major systemic theories, including strategic, structural, experiential/humanistic, cognitive behavioral family therapy, communications family therapy, intergenerational and psychodynamic

approaches to couple and family therapy, and the postmodernist approaches. Students learn to conceptualize and intervene in cases from multiple systemic orientations.

Prerequisite(s): (DEN) MF6007, MF6020

Corequisite(s): none

Recommended: none

MF6024 - Theories of Family Therapy and Development

3 credit hour(s)

A theoretical foundation in systems theory which provides a survey of the major theoretical models including the classical and post-modernist schools of family therapy. Also emphasized is an understanding of family/marital development and the circularity between individual development and family life cycle developments.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6030 - Psychopathology and Assessment

3 credit hour(s)

This course examines the study of psychopathology, while reviewing etiology and definition of disorders in the DSM. The course also looks at diagnostic interviewing and at various methods of treating the disorders.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6032 - Psychopathology and Assessment

3 credit hour(s)

A study of the major mental disorders as defined in the current edition of the DSM is presented, with special emphasis on understanding the etiology and definition of disorders, and the assessment methods used for determining diagnoses. Examined are data and information gathering methods; factors influencing appraisals; and the use of appraisal results in the helping process. This course is offered at Argosy University, Hawai'i only.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6090 - Couples and Relational Counseling Skills

3 credit hour(s)

A therapy skills course that provides a practical foundation for relational counseling. Derived from a substantive understanding of the major theories of systems change, emphasis is given to therapeutic interventions which address a wide range of relational issues such as gay/lesbian couples, sexual dysfunctions and non-traditional couple or family structure.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6091 - Couples and Relational Therapy Skills

3 credit hour(s)

A therapy skills course that provides a practical foundation for relational therapy. Derived from a substantive understanding of the major theories of systems change, emphasis is given to therapeutic interventions which address a wide range of relational issues such as gay/lesbian couples, sexual dysfunctions and non-traditional couple or family structure.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6100 - Individual and Relational Therapy

3 credit hour(s)

This course is a fundamental introduction to the helping relationship, emphasizing relational therapy and microcounseling skills. The major goal of this course is to develop skill sets for working both intrapersonally and interpersonally in a therapeutic relationship.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6101 - Theories of Group Counseling

3 credit hour(s)

A broad range of group development, dynamics, and counseling theories are explored. Major theoretical approaches include individual theories, marital groups, and network and family therapy groups. Group leadership styles are discussed in addition to basic and advanced group counseling methods and skills.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6102 - Group Therapy

3 credit hour(s)

A broad understanding of group development, dynamics, and therapy is explored. Major theoretical approaches include individual theories, marital groups, and network and family therapy groups. Group leadership styles are discussed, in addition to basic and advanced group therapy methods and skills. Several different approaches to conducting group therapy are reviewed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6103 - Advanced Individual, Couples, and Family Therapy

3 credit hour(s)

An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course surveys current skills and methods in individual, couples, and family therapy, with an emphasis on integrating various systemic models of functioning and intervention.

Prerequisite(s): (DEN) MF6007, MF6020, *InstructorConsent Required*; (TC) MF6021

Corequisite(s): none

Recommended: none

MF6110 - Family Law Mediation

3 credit hour(s)

The goal of this course is to equip students/trainees with the basic knowledge, skills and practice to function as minimally competent mediators in family law disputes. The two-weekend course meets the training certification requirements established by the Minnesota State Supreme Court Administrator's Office and Rule 114 to be registered as a Qualified Neutral under Rule 114 in the state of Minnesota. Topics to be covered include: conflict theory and conflict resolution; negotiation theory and practice; mediation theory and skills; domestic abuse considerations; psychodynamics of divorce; effects of divorce on children; developing parenting plans; identifying, valuing and allocating assets and liabilities in a dissolution; child support and spousal maintenance issues; Minnesota statutes as they apply to these areas; ethical considerations and standards of practice; drafting agreements. Students learn through assigned readings, lectures and demonstrations, videos, role-playing, simulations and other interactive exercises.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6200 - Human Sexuality

1-3 credit hour(s)

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, sexual dysfunction, and concepts of sex therapies. Other issues discussed are sexually transmitted diseases, contraceptives, and affectional/sexual relationships.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6300 - Professional and Ethical Issues

1-3 credit hour(s)

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors and marriage and family therapists.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6305 - Basic Addiction Studies

2-3 credit hour(s)

This is an introduction to chemical dependency, including diagnosis, treatment, and prevention. The etiology of alcoholism and drug dependency is carefully reviewed, with an overview of the physiological and psychological effects of chemical dependency on individuals, relationships, and systems. The

cultural aspects of chemical dependency are examined.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6310 - Substance Abuse Counseling for Individuals and Families

2-3 credit hour(s)

Examines definitions of substance abuse relative to individuals and families. Special attention is given to understanding the development of substance abuse in family systems, the theoretical approaches to family assessment and treatment of substance abuse, legal aspects, special populations, community resources and referral processes, along with education and prevention relative to both individuals and families.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6311 - Substance Abuse Therapy for Individuals and Families

3 credit hour(s)

Examines definitions of substance abuse relative to individuals and families. Special attention is given to understanding the development of substance abuse in family systems, the theoretical approaches to family assessment and treatment of substance abuse, legal aspects, special populations, community resources and referral processes, along with education and prevention relative to both individuals and families.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6400 - Practicum I

1-3 credit hour(s)

Each practicum provides, for academic credit, a supervised one-semester therapy experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

Prerequisite(s): (CH, SLC, TC) MF6010, MF6011, MF6012, MF6020, MF6021, MF6030, MF6110, MF6300; (HI) MF6300, MF6032, MF6010, MF6011

Corequisite(s): none

Recommended: none

MF6401 - Practicum II

3 credit hour(s)

A continuation of Practicum I (MF6400). The practicum may also have a seminar that meets on a weekly or biweekly basis.

Prerequisite(s): MF6400

Corequisite(s): none

Recommended: none

MF6402 - Practicum III

3 credit hour(s)

A continuation of Practicum II (MF6401). The practicum may also have a seminar that meets on a weekly or biweekly basis.

Prerequisite(s): MF6401

Corequisite(s): none

Recommended: none

MF6440 - Child and Adolescent Counseling

3 credit hour(s)

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies as well as the cultural frameworks that impact interventions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6441 - Child and Adolescent Psychotherapy

3 credit hour(s)

This course provides an overview of theory and techniques in child and adolescent psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies as well as the cultural frameworks that impact interventions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6500 - Individual and Personality Development

3 credit hour(s)

This course provides a broad understanding of the nature and needs of individuals at all levels of life cycle development, normal and abnormal. Human behavior, personality theory, lifespan theory, and learning theory within cultural contexts. It challenges the student to look at the individual, family, and environmental contexts that influence the development of the personality.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6501 - Human Development: Lifespan

3 credit hour(s)

This course provides a broad understanding of the nature and needs of individuals at all levels of life

cycle development, normal and abnormal human behavior, personality theory, lifespan theory, learning theory, child, adolescent, and adult development theory, with emphasis on understanding the cultural context of human development.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6510 - Social and Cultural Foundations of Therapy

3 credit hour(s)

This course studies multicultural and pluralistic trends, characteristics, and concerns of diverse groups, including groups characterized by such features as: age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the influences of culture and race on the therapist's understanding of individuals and families, as well as to promote cultural competence.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6511 - Social and Cultural Foundations of Counseling

3 credit hour(s)

This course studies multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. It is designed to sensitize students to the impacts of culture on the counselor's understanding of individuals from diverse backgrounds.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6520 - Research and Assessment

3 credit hour(s)

Students learn research, statistical, and basic assessment skills, and develop a broad understanding of individual and systemic psychometric theories and approaches to appraisal. Research topics include report development, research implementation, and needs assessment. Assessment issues include validity, reliability, psychometric statistics, factors influencing appraisals, and cultural influences.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6526 - Research: Systematic Assessments and Appraisals

3 credit hour(s)

Students learn research, statistics, and basic assessment skills, and develop a broad understanding of individual and systemic psychometric theories and approaches to research, assessment and appraisal. Research topics include report development, research implementation, and needs assessment.

Assessment issues include validity, reliability, psychometric statistics, factors influencing appraisals, and cultural influences.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6600 - Fundamentals of Supervision

3 credit hour(s)

Designed for marriage and family therapists who are training to become state- or AAMFT-Approved Supervisors. This course will facilitate the student's articulation of a personal model and philosophy of supervision, drawing from existing models of supervision and from preferred styles of therapy. Issues addressed will range from the co-evolving therapist-client and supervisor-therapist-client relationships; evaluate and identify problems in therapist-client and supervisor-therapist-client relationships; structure supervision, solve issues, and implement supervisory interventions within a range of supervisory modalities (e.g., live and videotaped supervision); address distinctive issues that arise in supervision mentoring; advanced sensitivity to contextual variables of culture, gender, ethnicity, and economics; and, advance knowledge of ethical and legal issues of supervision.

Prerequisite(s): (TC) A completed master's degree in the mental health field.

Corequisite(s): none

Recommended: none

MF6801 - Directed Study

1-3 credit hour(s)

Special topics in professional counseling are explored. These topics vary with student interest and available faculty.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF6802 - Special Topics in Marriage and Family Therapy

1-3 credit hour(s)

This course presents special topics related to marriage and family therapy that complement and supplement the core curriculum. The focus of this course is expanding and extending the core marriage and family therapy curriculum in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, special populations, and specific methodologies are covered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7000 - Advanced Systemic Theory and Practice I

3 credit hour(s)

A systemic focus on individuals, couples, and families with particular attention to classic approaches to family theory and family therapy as well as to practical issues in the field particularly considering the influences of social and cultural dynamics, e.g., evidence-based practice, practice-based evidence,

common factors.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7001 - Advanced Systemic Theory & Practice II

3 credit hour(s)

A systemic focus on individuals, couples, families, and larger systems with particular attention to integrative and emerging approaches to family theory and family therapy and to practical issues in the field, particularly considering the influences of social and cultural dynamics, evidence-based practice, practice-based evidence, common factors.

Prerequisite(s): MF7000

Corequisite(s): none

Recommended: none

MF7100 - Systemic Appraisals & Assessments I

3 credit hour(s)

The goal of this course is to develop a systemic understanding of individual, couple, and family dynamics as well as the impact of larger systems on these dynamics—given the study of specific cases. Cases will be evaluated in terms of individual and familial developmental processes, relational dynamics, the behavior of individual members--and the ecological contexts within which all of these occur. Theoretical concepts from various approaches to the study of family systems and the practice of family therapy will be applied to case material. Case studies to be examined will be both non-fictional and fictional--taken from clinical cases, biography, novels, plays, and films. Relational diagnosis and/or treatment recommendations will be formulated accordingly.

Prerequisite(s): MF7000, MF7001, or permission of the instructor

Corequisite(s): none

Recommended: none

MF7101 - Systemic Appraisals & Assessments II

3 credit hour(s)

The goal of this course is to develop a systemic understanding of individual, couple, and family dynamics as well as the impact of larger systems on these dynamics--given both educational and psychometric theories and approaches to appraisal and assessment. The course will focus on the utility, development, application and critique of appraisals & assessments across the life-cycle, inclusive of: infant/children, adolescent, adult, and geriatric transitions. Also examined are issues related to relational diagnosis, data and information-gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use/utility of appraisal results in the helping processes.

Prerequisite(s): MF7100

Corequisite(s): none

Recommended: none

MF7200 - Doctoral Seminar I

1 credit hour(s)

Process seminar combining personal, professional, and ethical development as the student integrates

the DMFT coursework and experiences in concentration, internship and Applied Clinical Project (APC) planning. Writing faculty along with program faculty will assist students in building professional writing skills and develop competency in utilizing APA writing style.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7201 - Doctoral Seminar II

1 credit hour(s)

This seminar continues the development of personal, professional , and ethical development as the student integrates the DMFT coursework and experiences in concentration, internship and Applied Clinical Project (ACP) planning. Emphasis is given to developing proficiency in ethical decision-making as it pertains to the practice of marriage and family therapy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7202 - Doctoral Seminar III

1 credit hour(s)

This seminar continues the development of personal, professional, and ethical development as the student integrates the DMFT coursework and experiences in concentration, internship and Applied Clinical Project (ACP) planning. Emphasis continues to be given to developing proficiency in ethical decision-making as it pertains to the practice of marriage and family therapy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7300 - Fundamentals of Supervision

3 credit hour(s)

Designed for marriage and family therapists who are training to become state or AAMFT-Approved Supervisors, this course will facilitate the student's articulation of a personal model and philosophy of supervision, drawing from existing models of supervision and from preferred styles of therapy. Self-of-the-therapist dynamics are central to this course of study. Students will evaluate and identify problems in therapist-client and supervisor-therapist-client relationships, structure supervision, solve issues and implement supervisory interventions within a range of supervisory modalities (e.g., live and videotaped supervision), and address distinctive issues that arise in supervision mentoring. Students will demonstrate sensitivity to contextual variables of culture, gender, ethnicity, and economics as well as knowledge of ethical and legal issues of supervision.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7401 - Teaching Practicum in Systemic Theory and Practice I

1-3 credit hour(s)

Each practicum provides for academic credit, a supervised one semester teaching experience in an

appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7402 - Teaching Practicum in Systemic Theory and Practice II

1-3 credit hour(s)

A continuation of MF7401 Teaching Practicum in Systemic Theory and Practice I. The practicum may also have a seminar that meets on a weekly or bimonthly basis.

Prerequisite(s): MF7401

Corequisite(s): none

Recommended: none

MF7600 - Supervision Practicum I

1-3 credit hour(s)

Each practicum provides, for academic credit, a supervised one semester supervision experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7601 - Supervision Practicum II

1-3 credit hour(s)

A continuation of Supervision Practicum I. The practicum may also have a seminar that meets on a weekly or biweekly basis.

Prerequisite(s): MF7600

Corequisite(s): none

Recommended: none

MF7801 - DMFT Internship

0 credit hour(s)

Students in the Doctor of Marriage & Family Therapy (DMFT) degree program must complete a nine-month internship of 600 hours. Students develop an Internship Plan that reflects the area of concentration and is subject to the approval of the advisor and faculty committee. The internship may be completed at the student's place of employment.

Prerequisite(s): Completion of the Comprehensive Qualifying Exam plus approval of Academic Advisor of a Plan of Study that is inclusive of both the Customized Concentration and the Applied Clinical Project.

Corequisite(s): none

Recommended: none

MF7801-EX1 - DMFT Internship Extension 1

0 credit hour(s)

This course is an extension of MF7801 and is taken in the event that a student requires additional time

in order to satisfy the specific course deliverables.

Prerequisite(s): MF7801

Corequisite(s): none

Recommended: none

MF7801-EX2 - DMFT Internship Extension 2

0 credit hour(s)

This course is an extension of MF7801-EX1 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): MF7801-EX1

Corequisite(s): none

Recommended: none

MF7801-EX3 - DMFT Internship Extension 3

0 credit hour(s)

This course is an extension of MF7801-EX2 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): MF7801-EX2

Corequisite(s): none

Recommended: none

MF7801-EX4 - DMFT Internship Extension 4

0 credit hour(s)

This course is an extension of MF7801-EX3 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): MF7801-EX3

Corequisite(s): none

Recommended: none

MF7801-EX5 - DMFT Internship Extension 5

0 credit hour(s)

This course is an extension of MF7801-EX4 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): MF7801-EX4

Corequisite(s): none

Recommended: none

MF7803 - Directed Study in Marriage and Family Therapy

1-3 credit hour(s)

Special topics in marriage and family therapy are explored. These topics vary with student interest and faculty availability.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7900 - Clinical Research Project in Marriage and Family Therapy I: Review of Literature

3 credit hour(s)

This is the first course in a two-course sequence that taken together with MF7901 constitutes the Applied Clinical Project (ACP). The student's ACP is developed and approved by a committee chosen by the student and approved by the program chair. Minimal components include theory, practice, and research.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7901 - Clinical Research Project in Marriage and Family Therapy II: Application

1-3 credit hour(s)

This is the second course in a two course sequence that taken together with MF7900 constitutes the Applied Clinical Project (ACP). The student's ACP is developed and approved by a committee chosen by the student and approved by the program chair. Minimal components include theory, practice, and research.

Prerequisite(s): MF7900

Corequisite(s): none

Recommended: none

MF7950 - Special Topics in Marriage and Family Therapy I

3 credit hour(s)

This course presents special topics related to marriage and family therapy and/or family studies. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular areas of interest or expertise. The focus of this course is on expanding and extending the core curriculum in all areas of marriage and family therapy in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF7951 - Special Topics in Marriage and Family Therapy II

3 credit hour(s)

This course presents special topics related to marriage and family therapy and/or family studies. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular areas of interest or expertise. The focus of this course is on expanding and extending the core curriculum in all areas of marriage and family therapy in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. The topic selected must be different from that chosen in MF7950 Special Topics in Marriage and Family I.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MF8510 - Teaching Systemic Theory and Practice

3 credit hour(s)

Theoretical and practical foundations and emerging methods in the art and science of teaching, at both the undergraduate and graduate levels, are the foci of this course. Attention is given to course construction that is congruent with both programmatic objectives and appropriate interpersonal processes. Using curriculum development tools such as essential questions and curriculum mapping methods to align assessments, content and standards, students will develop collaborative teaching methods appropriate to working with both younger adult and adult learners. The course guides students to formulate a teaching style that is built upon self-awareness and self-assessment and which capitalizes on their individual personality and talents.

Prerequisite(s): MF7900

Corequisite(s): none

Recommended: none

Master of Science Business Programs (MS)**MS6010 - Accounting Practices for Managers**

3 credit hour(s)

The course provides the basic framework of accounting practices from the perspective of non-accounting managers. The course provides students with fundamental financial and managerial accounting principles to allow them to link individual and unit operational goals to the financial requirements of the organization. Students will understand when and how to use various analytical approaches based on the kinds of decisions needed and the particular stakeholders to be addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6012 - Economic Practices for Managers

3 credit hour(s)

This course addresses the fundamental economic principles of decision making including opportunity costs, factors of production, and competitive and comparative advantage. Risk and uncertainty are also analyzed. In addition, students address sustainable business principles in a rapidly changing economic and social environment. The course approaches all of these topics from the perspective of the practicing manager.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6014 - Financial Practices for Managers

3 credit hour(s)

The course provides the financial acumen necessary to make appropriate investment and spending decisions with limited information. Students analyze the importance of strong financial management within the organization to ensure the long-run viability of the firm. Students also explore the financial

tools organizations use to capture and evaluate complex costs associated with business actions, such as environmental or social impacts that may be external to the firm.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6018 - Employment Law and Public Policy

3 credit hour(s)

The course analyzes the primary legal structures from the federal level governing the employment relationship, and introduces students to state guidelines and interests. Topics include regulations of the employment environment and those covering discrimination in employment. Students explore, apply, and anticipate legal issues in the industries and regions relevant to their careers.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6020 - Contract Law and Professional Ethics

3 credit hour(s)

Contract Law and Professional Ethics analyzes the primary legal structures governing business activity in the United States, and introduces students to state and international guidelines and interests. Students identify, apply, and anticipate legal issues relevant to advancement in the industries and regions relevant to their careers.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6022 - Managing the Non-Profit Mission

3 credit hour(s)

The course examines issues impacting the nonprofit organization: the financial constraints, and the social, economic and political environment. Students will learn to identify strategic drivers needed to successfully implement the mission. Students learn methods to communicate the mission internally and varied external target audiences. Students also evaluate the meaning of competition in a mission-based environment, as well as, strategies for success.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6510 - Compensation, Motivation, and Rewards

3 credit hour(s)

Students investigate and evaluate the available models of compensation and rewards from the perspective of the organization and the current/future employees. This course examines theories of motivation and techniques of performance appraisal in analyzing and improving employee job performance. The effectiveness of compensation and benefit strategies for different cultural and demographic employee groups are analyzed. Non-financial rewards and practices are also considered. Students build a model for a reward structure for an industry or organization of their choice.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6512 - Applications in Training and Development

3 credit hour(s)

This course introduces foundational training principles and adult learning theory to support a focus on the practice of training as an employee development tool. Students evaluate opportunities to improve organizational and individual performance through formal and informal training and measure the efficacy of training initiatives. Students will consider the root cause of performance issues and examine techniques that address the range of development needs (from basic skills development to problems solving capabilities to leadership competencies) for a particular organization.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6514 - Talent Management

3 credit hour(s)

Talent management and long term organizational development plans are evaluated in terms of human and financial resources. Students design a talent management plan for an organization or subset of an organization, justifying necessary investment and/or changes in recruiting, development, or compensation systems.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6516 - The Value Proposition for Customers

3 credit hour(s)

The course analyzes the needs-based approach to identifying value systems and the relationship of perceived value to the buying decision. Students examine the comparative v. competitive advantage strategy and evaluate business to business (B2B) and business to customer (B2C) models. The course also evaluates the features, advantages, and benefits (FAB) versus the cost benefit analysis (CBA) processes of determining customer value

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6518 - Relationship Management Systems and Practices

3 credit hour(s)

This course introduces the student to various types, models, brands, strategies and uses of Customer Relationship Management (CRM) systems and practices. The course also evaluates CRM strategies for improving services provided to customers and utilizing customer contact information for target marketing. Students will also learn to evaluate leading CRM systems.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6520 - Motivating and Leading Service Employees

3 credit hour(s)

The course provides an overview of talent management in the service sector, analyzes the equity versus expectancy theory, and compares meritocracy and seniority based environments. Training and development of internal talent, key success metrics, performance indicators, the importance of specific, measurable, attainable, relevant, and time based (SMART) goals and behavioral interviewing techniques are also covered in the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6522 - Marketing in the Service Sector

3 credit hour(s)

The course describes market segmentation, introduces marketing options and strategies. The course also analyzes web advertising, compares pricing strategies and delivery options based on target market preferences and trend analysis, and explores brand marketing and image development.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6524 - Services in Multi-Cultural Settings

3 credit hour(s)

This course provides an overview and introduction to diverse segments within the multicultural marketplace. Students learn to compare value systems, delivery methods, buy/sell strategies and branding efforts utilized to attract and influence customers in different cultures. Current multicultural marketing efforts and strategies and profiles of modern day successes and failures are also covered in the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6526 - Organizational Politics in the Service Sector

3 credit hour(s)

The course evaluates organizational behavior and analyzes organizational structures and their effect on profitability and success. The course examines the concepts of corporate responsibility, green initiatives, and community involvement as organizational responsibilities. Internal and external political influences and contrasts perceived real power are also examined in the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6528 - Strategic Planning and Competing Stakeholders

3 credit hour(s)

Students examine specific non-profit organizations for viability over time. Consideration is given to the meaning of success for the non-profit entity. In addition, students analyze the organizational environment to maximize the probability of meeting short-term operational goals while simultaneously building a long-term plan for the organization.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6530 - Finance, Accounting, and Economics in the Non-Profit World

3 credit hour(s)

Students will critically analyze the accounting and financial requirements and opportunities faced by specific non-profit organizations in particular economic climates. Formal fiduciary obligations to the government and other stakeholders are examined as are funding sources, debt structure, and financial planning. Particular emphasis is given to prudent and transparent financial practices to manage and maintain the organization's ethical reputation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6532 - Motivating and Leading Employees and Volunteers in the Non-Profit Sector

3 credit hour(s)

This course focuses on employee and volunteer management in the non-profit arena. Students examine methods to motivate and lead non-profit workers in light of limited financial incentives and flexibility. The challenge of a non-profit organization's need to supply volunteers as primary providers versus as a supplementary workforce is covered. To meet the needs of the non-profit workforce, an analysis of equity and expectancy theory with a focus on redefining rewards and outcomes is discussed. In addition, students analyze measurability and transparency of key success metrics from the non-profit perspective.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6534 - Promoting the Non-Profit

3 credit hour(s)

This course discusses the purpose of the non-profit organization and the creation of a mission-based value proposition and its dissemination within the community. Consideration is given to the challenges associated with the development of a single proposition. Multiple propositions based on stakeholder influence. Financial stewardship as a constraint and legitimizing factor as well as transparency are also explored in the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6536 - Non-Profit Program Design and Execution

3 credit hour(s)

The course focuses on designing and delivering efficient and effective programs for the target audience that are consistent with the organizational mission. Students examine the advantages and disadvantages of single-program and multi-program non-profit organizations. Selecting and implementing appropriate performance measures, feedback and review systems for all initiatives and a plan to meet the needs of all stakeholders are considered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MS6900 - The Functional Contribution to Organizational Success (Capstone)

3 credit hour(s)

MS6900 is an integrative project focused on adding value to the organization and integrating the material covered throughout the programs' session-long project. Students demonstrate analytical capacity in determining a course of action that contributes to the organization's financial and operational success while concurrently meeting the goals of the discipline and/or work unit in an ethical and professional manner. Project management tools and processes are presented.

Prerequisite(s): To be taken in the final session of the program

Corequisite(s): none

Recommended: none

Organizational Leadership (L)**L7101 - Foundations of Leadership**

3 credit hour(s)

This course focuses on the process of leadership and the leader's responsibility within that process. Students examine the development of leadership theories and approaches and their role in organizations today. Students also analyze the differences between management and leadership and the importance of these differences and their relevance to organizational effectiveness.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

L7431 - Theory and Development of Motivation

3 credit hour(s)

This course covers the theory and development of motivation. Major interest is placed on motivation models, and strategies for enhancing motivation in individuals and groups, variables affecting (and affected by) motivation and environmental influences on motivation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

L7432 - Professional Development in Leadership

3 credit hour(s)

Students identify their own leadership styles, their strengths and weaknesses. Further, they evaluate a wide range of leadership styles against different organizational contexts and create a plan to develop their own leadership competencies, as well as leadership competencies of their employees.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

L7438 - Team Development and Leadership

3 credit hour(s)

This course focuses on a variety of concepts and practices associated with developing and managing an effective team. Different approaches to management, motivation, and performance are addressed, along with barriers to effective team efforts. Students identify current challenges and issues confronting managers in organizations, and apply positive team management strategies in a range of organizational settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

L7440 - Organizational Consultation

3 credit hour(s)

This course emphasizes knowledge and application of the latest theories and research in consulting provides advanced exploration of the latest theories and research in Organization Development. Students will review and analyze the theoretical foundations of Business Consulting, and the practical applications of Management Consulting organizational and management consulting and apply them to business problems and strategies. The course provides an overview of the consulting profession with a subsequent emphasis on developing proficiencies in a range of skills required to practice consulting.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

L7450 - Interpersonal and Organizational Communication

3 credit hour(s)

This course focuses on a variety of issues embedded in both interpersonal and organizational communication. These issues include trust, organizational climate, perception, motivation, and the communication process. The course also elaborates on patterns of miscommunication as these patterns affect organizational communication.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

L7451 - Leading Through and Beyond Change

3 credit hour(s)

This course focuses on concepts, models, and strategies for leading and managing change initiatives in

organizational settings. The course examines principles of ethics and their application to decision-making and value-based leadership in times of change. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Students explore resistance to change, challenges in facilitating change, and the role of both the leader and the follower in the change process.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

L7452 - Leadership and Ethics

3 credit hour(s)

This course focuses on theories and models of leadership with special attention to the demonstration of an understanding, familiarity, awareness, and competency of the principles of ethics and how they apply to decision making, leadership, leadership development, and value-based leadership.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

L7454 - Organizational Consultancy and Assessment

3 credit hour(s)

This summative course provides students the opportunity to integrate theoretical foundations of consulting with evidence-based methods of organizational evaluation. Students select and apply consultant tools for assessing organizational efficiencies. Students collect and analyze organizational data and recommend appropriate solutions to improve organizational performance.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

L7456 - Administration in Human, Health, and Social Service Organizations

3 credit hour(s)

This course focuses on preparation of administrative positions in human services, health, and social agencies that function as organizational entities. The course addresses knowledge and skills required by agency administrators to lead, plan, implement, coordinate, and evaluate programs that provide timely and effective services and advance their organizations in today's challenging and complex environment. Students analyze and respond to issues in agency structures and functions that impede effective service delivery. Cases present issues in human and fiscal resources, and ethical and legal mandates, providing students an opportunity to practice balancing these competing priorities while improving the quality of services.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

L7900 - Conflict Management

3 credit hour(s)

This course provides participants with the theory and best practices for understanding and managing

conflict and their appropriate resolution. Students examine different contexts of interpersonal, team, and organizational conflicts and use methods for diagnosing the extent and severity of substantive and emotional differences. The relationships among conflict, communication, and trust breaking are discussed, as are the impacts of personal styles and values on conflict management. Trade-offs and risk analysis are considered in the mediation/resolution process.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Pastoral Community Counseling (TH)

TH7101 - Professional Development in Pastoral Community Counseling

3 credit hour(s)

This course provides the student with an orientation to the program, and through interaction with a faculty advisor, the development of a personal and professional plan for completing the degree. Topics which are addressed, include, but are not limited to interactive expectations and reflective practice, interrelationships between psychology and religion theology and counseling, the use of technology in the program, legal, ethical, and professional standards, as well as an overview of the roles of the pastoral counselor.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

TH7102 - Individual Spiritual Enhancement

3 credit hour(s)

This course focuses on the various methods of individual spiritual enhancement and the identification of skills to enable pastoral counselors to facilitate spiritual growth and insight in themselves and the people they encounter. Examples from key historical writings, contemporary theoretical perspectives, and practices from a variety of spiritual traditions are presented. The importance of the role of the individual enhancement and its contribution to the development of a religious/spiritual community are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

TH7103 - Holistic Health Theory and Practice

3 credit hour(s)

Recent literature has emphasized the importance of the connection between mind, body, and spirit of a person. This course presents the theoretical and practical issues related to helping the complete person, including holistic assessment, referral, treatment planning, interdisciplinary teams, and the role of the pastoral counselor on an interdisciplinary team.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

TH7104 - Family Mediation and Conflict Resolution

3 credit hour(s)

In this course, students consider several family mediation strategies and practices as well as valuable strategies for constructive conflict resolution. The role of the individual is considered as it is affected by his or her role within family and social systems. Resolution skills can be put to use in a variety of situations and settings. Many of the problem solving, communication skills, and theories of behavior that are a part of the pastoral counselor's training can be applied to briefer encounters with individuals, partners, families, groups, or factions of a community in order to resolve differences, stop harm, and reorient toward a more productive interaction.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

TH7105 - Curriculum Development for Community Education

3 credit hour(s)

In this course, the student considers the multiple purposes, resources, and tasks involved in developing community religious, counseling, and social action education programs. Included are topics such as bibliotherapy, theological issues, needs assessment, program planning and assessment, resource development, and interagency relationships.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

TH7106 - Non-Western Helping and Healing

3 credit hour(s)

This course explores the helping and healing in a variety of historical, religious, philosophical, and social traditions. Students focus on common methods used in interpersonal problem solving, mediation, personal growth, with a survey of methods of helping and healing in other parts of the world. This course compares these approaches and identifies what they have in common, tools for cross-cultural assessment, the cultural context of their effectiveness, and the generalizability of the practices for different counselors and clients.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

TH7107 - Directed Independent Study in Religion and Psychology

3 credit hour(s)

This Directed Independent Study (DIS) is completed on a one-to-one basis with a faculty mentor. This is an opportunity for the student to pursue a creative research project. Topics germane to the student's program of study and the course title may be pursued upon approval of the student's faculty advisor. The focus may include theoretical research, field experience, community problem solving, or other appropriate areas for research or evaluation. Note: Students are generally limited to one Directed

Independent Studies course per program of study.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

TH7108 - Contemporary Ethical Issues in Pastoral Counseling

3 credit hour(s)

In this course, the student considers a variety of contemporary concerns facing the pastoral and community counselor, including ethical, theological, social, individual, and legal problems, issues, and professional standards. The exact topics to be considered will be determined by the needs and interest of the participants, as identified during a precourse conference on eCollege. Individual, marriage and family, and pastoral counseling codes of ethics will guide the class discussion.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

TH7109 - Special Topics in Pastoral Counseling

3 credit hour(s)

This course presents special topics related to pastoral counseling. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular area of interest or expertise. The focus of this course is expanding and extending the core curriculum in all areas of pastoral counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, special populations, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

TH7110 - Spiritual and Religious Issues in Counseling

3 credit hour(s)

This course utilizes lecture, case study, and experience to focus on the vertical, depth, and developmental dimensions of counseling. Dynamics studied include the relationship of individuals and families to God, what gives meaning to life, issues and stages of human development over the lifespan, multigenerational familial processes, practical morality, and personal inspiration. Expected student outcomes include mastering the basic concepts, theories, and techniques in spiritual counseling, assessing spiritual needs, and working effectively with diverse populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Professional Counseling (PC)

PC6000 - Counseling Theory

3 credit hour(s)

This course is a survey of the major theories and contributors to the field of individual counseling. Students learn how to utilize theories to conceptualize and understand clients and their presenting issues, to explain normal and abnormal behavior, and to formulate theoretically based treatment plans and interventions. Current professional, ethical, and multicultural considerations will be infused throughout the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6003 - Abnormal Psychology

3 credit hour(s)

This course provides an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the DSM are reviewed, as well as various methods of treatment related to the disorders covered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6005 - Maladaptive Behavior and Psychopathology

2-3 credit hour(s)

This course is an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the DSM are reviewed, as well as various methods of treatment related to the disorders covered.

Prerequisite(s): (ORA) PC6230

Corequisite(s): none

Recommended: none

PC6010 - Professionalization Group I

0-1 credit hour(s)

These groups, required of all entering students, are led by a faculty member and meet regularly, depending on the program, throughout the first academic year. Students discuss topics important to professional counseling/marriage and family therapy and to the development of a professional identity. In the process, discussion topics may include ethical and legal issues; diversity in culture, ethnicity, and gender; careers in counseling; preparation for clinical training; professional education trends and issues; and special interests of students and the group leader. In addition, the faculty member leading the group assists students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience. At some campuses the portfolio process is introduced to the students in Professionalization Groups.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6011 - Professionalization Group II

0-1 credit hour(s)

A continuation of Professionalization Group I (PC6010).

Prerequisite(s): PC6010

Corequisite(s): none

Recommended: none

PC6012 - Professionalization Group III

1 credit hour(s)

Continuation of Professionalization Group II (PC6011)

Prerequisite(s): (SLC) PC6010, PC6011

Corequisite(s): none

Recommended: none

PC6020 - Theories of Family Process and Development

3 credit hour(s)

As a fundamental introduction to systems theory, students learn to think systemically across individual, family, and other human communities through a diverse range of presenting issues (e.g., gender, culture, and substance abuse). Students are exposed to the major theories, concepts, and metaphors of systems thinking; to personal theory construction; and to conceptualizing clinical cases from a variety of perspectives (e.g., developmental, ecological, symbolic interaction, conflict, exchange). This course also focuses on the developmental stresses and changes that occur in families, both traditional and non-traditional, over the life cycle.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6021 - Schools of Family Therapy

3 credit hour(s)

This course examines the major interventions that spring from a systems orientation. Major approaches are presented (e.g., strategic, structural, object relations family therapy, behavioral family therapy, communications family therapy, narrative, solution-focused, and intergenerational family therapy). Students learn to conceptualize and intervene in cases of multiple systems orientations, with an emphasis on integrating a variety of theoretical approaches and counseling strategies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6022 - Family Therapy Counseling Skills

3 credit hour(s)

This therapy skills development course examines the major interventive strategies associated with the major systemic theories, including strategic, structural, experiential/humanistic, cognitive behavioral family therapy, communications family therapy, intergenerational and psychodynamic approaches to couple and family therapy, and the post-modernist approaches. Students learn to conceptualize and intervene in cases from multiple systemic orientations.

Prerequisite(s): (ATL/NAS/SAR) PC6700

Corequisite(s): none

Recommended: none

PC6023 - Marriage and Family Studies

3 credit hour(s)

This course includes various topics related to the study of the principles, concepts, or history of marriage and family life, family systems, family relations and family development. The student will learn to think in systems terms across a wide variety of family and other social structures and a diverse range of presenting issues. Specific focus will be placed on gender issues and cultural issues in families and in society.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6025 - Human Growth and Development

3 credit hour(s)

This course focuses on a broad understanding of the nature and needs of individuals throughout the lifespan. The course examines normal and abnormal behavior, learning theories child, adolescent, and adult development theories with emphasis to understanding the cultural context of human development throughout their lifespan.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6030 - Psychopathology and Assessment

3 credit hour(s)

This course provides students with a broad theoretical foundation from which to view and understand the development of psychopathology. The course examines the theories and explanations of the development of normal and abnormal personalities and behavior from various perspectives. Students learn the importance of observation, diagnostic interviewing and assessment to assist with developing a differential diagnosis, treatment plan, and treatment interventions. Psychopathology is studied from a lifespan perspective, noting differences in onset, course, and treatment at different points in the life cycle. The role of gender, culture, and trauma are highlighted in the development, maintenance, and treatment of psychopathology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6104 - Counseling Skills I

3 credit hour(s)

This course is designed to help students develop an understanding of the philosophic bases of the helping processes and the utilization of basic counseling skills with a diverse population through

experiential activities; including active listening, attending, building rapport, and demonstrating empathy, etc. Students explore their own personal growth and the role this plays in the therapeutic relationship.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6105 - Counseling Skills II

3 credit hour(s)

This course is a continuation of Counseling Skills I, with emphases on the development of advanced counseling skills, the integration of skills with counseling theory, case conceptualization, and the development of a personal approach to counseling. Students continue to address client contextual factors and how they impact the counseling relationship and treatment within a multicultural framework. Strategies for self-care, client advocacy, working in multi-disciplinary teams, etc., are addressed.

Prerequisite(s): PC6104

Corequisite(s): none

Recommended: none

PC6106 - Foundations of Mental Health Counseling

3 credit hour(s)

This foundational course serves as an introduction to counseling in agencies and communities within a pluralistic society. Students are introduced to several topics that contribute to the development of a professional counselor identity. The course covers a history of counseling and psychotherapy, professional issues that affect clinical mental health counselors, as they pertain to ethics, relationships, roles, and functions. Students learn about professional organizations, licensure, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6107 - Foundations of Community Counseling

3 credit hour(s)

This course provides an orientation to the profession of counseling. The course is designed to initiate the exploration of the student's development of a professional identity as a counselor. Emphases in this course include the following: the foundations, contextual dimensions, and knowledge and skill requirements for community counselors. Areas addressed include the history of the counseling profession, the various work settings of counselors, credentialing and licensure, current trends and issues, and client advocacy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6200 - Human Sexuality

1-3 credit hour(s)

Students examine human sexuality including the theories, physiological, psychological, and socio-cultural variables associated with sexual identity, behavior, dysfunction, and disorders. Critical issues directly and indirectly associated with sexual behavior and relationships are addressed. Students learn to apply their knowledge of sexuality related topics through specific skills and approaches to sexuality counseling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6220 - Personality Theories and Individual Counseling

3 credit hour(s)

The major goal of this course is to develop the student's broad-based understanding of working with the individual in a therapeutic setting. Students examine theories and explanations of the development of normal and abnormal personalities. There is some focus on the treatment of personalities and basic coverage of personality theories in the psychodynamic, humanistic, behavioral, and learning models. This course challenges the professional counselor to understand what is effective and professional in the counseling milieu.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6230 - Theories in Counseling Families and Individuals

3 credit hour(s)

This course provides an overview of the major theories in family and individual counseling. Theoretical concepts are explored in light of the major models of family therapy. Also considered are the various theories of counseling and issues in the practice of individual counseling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6240 - Introduction to Psychological Testing

3 credit hour(s)

This is an introductory course that presents the major psychological assessment instruments used in the field of psychology today. Emphasis is placed on familiarizing the student with psychological testing and the major components of each instrument.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6250 - Clinical Psychopharmacology

3 credit hour(s)

This is an introduction to psychotropic drugs, their neurochemical basis, their mode of action, and their clinical application. Principles of use and current status of psychopharmacology are discussed.

Prerequisite(s): (ORA) PC6005

Corequisite(s): none

Recommended: none

PC6300 - Professional and Ethical Issues

1-3 credit hour(s)

This course explores the legal and ethical standards of professional counselors and their application to clinical practice. Topics include professional, ethical, and legal standards of practice, ethical and professional issues and dilemmas in counseling, and ethical decision making.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6320 - Domestic Violence and Spousal Abuse

1-3 credit hour(s)

This course addresses the complex issues related to domestic violence and spousal abuse. The course focuses on assessment and treatment of abuse, and covers issues related to the psychological consequences of abuse on the entire family system. Reporting laws, treatment for perpetrators, and the role of the counselor in treating victims of abuse are explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6330 - Child Abuse Assessment and Reporting

1 credit hour(s)

This course presents current child abuse reporting laws, and concentrates on the assessment of child abuse. Role play will be utilized to demonstrate effective techniques in the assessment of child abuse. Clinical issues related to the reporting of child abuse are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6400 - Practicum I

0-3 credit hour(s)

Each practicum provides, for academic credit, a supervised one-semester therapy experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

Prerequisite(s): (ORA) PC6005, PC6104, PC6230, PC6300, PC6505, PC6511

Corequisite(s): none

Recommended: none

PC6401 - Practicum II

0-3 credit hour(s)

A continuation of Practicum I (PC6400). The practicum may also have a seminar that meets on a weekly or biweekly basis.

Prerequisite(s): PC6400

Corequisite(s): none

Recommended: none

PC6402 - Practicum III

0-3 credit hour(s)

A continuation of Practicum II (PC6401). The practicum may also have a seminar that meets on a weekly or biweekly basis.

Prerequisite(s): PC6401

Corequisite(s): none

Recommended: none

PC6410 - Counseling Practicum

1-3 credit hour(s)

The practicum is the beginning of the student's supervised clinical training. It requires an independent and appropriate clinical field experience in an approved counseling setting that promotes continued development of professional counseling skills. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of the field-site experienced practitioner. The field experience is supported by a faculty led seminar with the purpose of helping the student to integrate and apply all elements of their program. Students participate in a variety of counseling activities that a professional counselor is expected to perform. Expected student outcomes of the practicum include clinical experiences that contribute to the student's growth and development as a counselor.

Prerequisite(s): (NVA) PC6000, PC6712, PC6104, PC6105, PC6300, PC6505, PC6515

Corequisite(s): none

Recommended: none

PC6415 - Counseling Internship

0-3 credit hour(s)

The supervised internship of 600 clock hours is begun after successful completion of the student's Counseling Practicum (PC6410). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following: 240 hours of direct service with clients appropriate to the program of study; weekly supervision throughout the internship, (usually performed by the on-site supervisor); group supervision usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings); the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision; the opportunity for the student to gain supervised experience in the use of variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6416 - Counseling Internship I

3 credit hour(s)

Expanding on the student's practicum experience, this course requires an independent and appropriate clinical field experience in an approved counseling setting that promotes continued development of professional counseling skills. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of the field-site experienced practitioner. Students participate in a variety of counseling activities that a professional counselor is expected to perform. The field experience is supported by a faculty led seminar with the purpose of helping the student to synthesize all elements of their program and field experience to achieve a greater understanding of the professional practices of a clinical mental health counselor.

Prerequisite(s): PC6410; All Core Coursework

Corequisite(s): none

Recommended: none

PC6417 - Counseling Internship II

3 credit hour(s)

Expanding on Internship I experience, this course requires an independent and appropriate clinical field experience in an approved counseling setting that promotes continued development of professional counseling skills. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of the field-site experienced practitioner. Students participate in a variety of counseling activities that a professional counselor is expected to perform. The field experience is supported by a faculty led seminar with the purpose of helping the student to synthesize all elements of their program and field experience to achieve a greater understanding of the professional practices of a clinical mental health counselor.

Prerequisite(s): PC6410, PC6416

Corequisite(s): none

Recommended: none

PC6417-EX - Counseling Internship II Extension

0 credit hour(s)

Continuation of PC6417 - Counseling Internship II.

Prerequisite(s): PC6410, PC6416, PC6417

Corequisite(s): none

Recommended: none

PC6420 - Community Mental Health

3 credit hour(s)

This course offers an introduction to basic concepts and practices underlying the field community mental health system. Students will learn about ecological concepts, prevention, and intervention strategies aimed at serving the broad mental health needs of communities. Students will also have the opportunity to learn about the intersection of multicultural issues and a community approach to mental health. This course will emphasize program planning and evaluation as a means to assess student

learning in the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6430 - Aging

1-3 credit hour(s)

This course reviews aging and the psychological development of the individual. Special consideration is given to the relatively new field of gerontology. Such relevant issues discussed are housing for the elderly, perceptions of senior citizens in our society, and aging and its benefits.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6440 - Child and Adolescent Counseling

3 credit hour(s)

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies as well as the cultural frameworks that impact interventions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6445 - Play Therapy

3 credit hour(s)

This course is designed to increase understanding of counseling work with children utilizing various Play Therapy models. The course will assist those who work with children to understand the relationship of toys and play to language and therapy, explore the major theories of play therapy, develop skills and techniques to use in a play therapy setting, develop an awareness of what children see and experience from their perspective, gain expertise in responding to children, enhance the child's self-awareness and self understanding, and develop understanding of selection of specific toys and room set-up for play therapy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6505 - Group Counseling

3 credit hour(s)

This course provides a broad understanding of group theory, development, and dynamics. Group leadership styles are discussed, in addition to basic and advanced group counseling methods and skills. Students demonstrate and obtain an experiential understanding of group process components, stages, and dynamics. By the end of the course, students exemplify the practical skills necessary to be

competent group leaders in a multicultural society.

Prerequisite(s): (CH) PC6000, PC6104

Corequisite(s): none

Recommended: none

PC6510 - Social and Cultural Foundations of Therapy

3 credit hour(s)

This course studies multicultural and pluralistic trends, characteristics, and concerns of diverse groups, including groups characterized by such features as: age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the influences of culture and race on the therapist's understanding of individuals and families, as well as to promote cultural competence. *Note: Students are generally limited to one Directed Independent Studies Course per program of study.*

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6511 - Social and Cultural Diversity

3 credit hour(s)

This course studies multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. It is designed to sensitize students to the impacts of culture on the counselor's understanding of individuals from diverse backgrounds.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6515 - Multicultural Diversity and Advocacy

3 credit hour(s)

This course provides an overview of multicultural and pluralistic trends, including characteristics and concerns of diverse groups; attitudes and behaviors based on factors, such as race, religious preference, sexual orientation, etc. Students explore current research on multicultural competency, analyze ethical considerations in multicultural counseling, identity development models, and learn about effective advocacy strategies. Emphasis is placed on personal explorations and development that enhance awareness, knowledge, skills, and attitudes for more effective counseling interactions with a variety of special groups.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6521 - Research and Program Evaluation

3 credit hour(s)

In this course, students develop a basic understanding of research design as well as how to critically evaluate and apply findings to clinical practice. Students gain experience in searching research literature

databases, analyzing different types of research (quantitative, qualitative, and mixed-methods), understanding basic statistics, development of a research proposal, and evaluating the relevant variables/interventions and their effects. Additionally students apply design knowledge to the program evaluation process as well as explore the steps required for publication and presentation of research information. Finally, students consider the ethical and legal considerations pertinent to research and publication.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6525 - Appraisal and Assessment

3 credit hour(s)

This course provides students with a paradigm for understanding various assessment approaches and instruments used in evaluating and understanding human behavior. The ethical use and selection of assessment instruments with a culturally diverse population is explored. Students become familiar with test construction, psychometric properties of assessment instruments including validity and reliability as well as, administration, scoring, interpretation and reporting of results.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6532 - Trauma Counseling

3 credit hour(s)

This course is an introduction to psychological reaction and adjustment to sexual, physical, and emotional trauma at different stages of development. It addresses the theoretical understanding of trauma and the psychological adjustment to trauma, as well as assessment and diagnostic issues, and intervention strategies important for contemporary psychological practice. Some topics to be covered include assessment and treatment of child maltreatment and sexual abuse, false memory controversy, date rape, domestic violence, and immigration trauma.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6600 - Career and Lifestyle Development

3 credit hour(s)

This course provides an introductory understanding of career development theories and decision-making models. Occupational, educational, and information sources are presented to enable students to identify available resources. Assessment instruments and techniques relevant to career planning and decision-making are reviewed. Students have a comprehensive understanding of career, lifestyle, leisure counseling, guidance, and education programs, as well as career development program planning.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6700 - Couples and Family Counseling

3 credit hour(s)

This course provides a broad theoretical and practical foundation for counseling diverse couples and families. Students learn to conceptualize, integrate and apply relevant information on family development and clinical interventions from multiple systemic orientations for complex issues, such as domestic violence, spousal abuse, child abuse, and elder abuse. By focusing on assessment, research, and theoretical application, students develop their ability to generate treatment plans specific for couples and families.

Prerequisite(s): (CH) PC6000, PC6104

Corequisite(s): none

Recommended: none

PC6712 - Diagnosis and Treatment of Behavioral and Emotional Disorders

3 credit hour(s)

The course provides a framework for exploring the established diagnostic criteria for mental and emotional disorders, including the principles of the diagnostic process and differential diagnoses across the lifespan. The course also focuses on the knowledge of co-occurring substance use disorders with medical and psychological conditions, including potential biases of commonly used diagnostic tools with multicultural populations. The models and theories that guide intervention and ethical treatment planning are discussed, including the use of diagnosis in crisis, disaster, or trauma.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6750 - Couples and Relational Counseling

3 credit hour(s)

This course has been designed to help students expand their understanding of systemic perspectives as they relate to couples work. By focusing on theoretical application, multicultural assessment, research and other clinical interventions; students will develop their ability to conceptualize and generate treatment plans specific for couples.

Prerequisite(s): (ORA) PC6104, PC6230

Corequisite(s): none

Recommended: none

PC6800 - Special Topics in Professional Counseling

3 credit hour(s)

This course explores varying topics related to specific emphases or approaches to special populations such as forensics, substance abuse, school-based interventions, and domestic violence.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6803 - Trauma Impact and Counseling

3 credit hour(s)

This course addresses theories, stages, practice, and methods of crisis intervention and trauma

treatment, including psychological first aid strategies. Students learn how counseling professionals interact as part of an emergency management interdisciplinary team functioning in a multicultural global society. Students engage in learning activities training them in the methods of assessment for diagnostic, treatment planning, and developmental purposes including suicide prevention, addictions, and aggression to self and others. Attention is also given to vicarious trauma and self-care.

Prerequisite(s): (SAR) C6432

Corequisite(s): none

Recommended: none

PC6806 - Addictions and Family Counseling

3 credit hour(s)

This course focuses on the role of the family in addictions counseling, in addition to the impact of substance use disorders on family and significant others. Students learn prevention and intervention treatment strategies specific for conducting family counseling to prevent, treat, and promote recovery from addictions. Family engagement, family counseling skills, and community education and advocacy are addressed. Special topics covered include survivors of domestic violence, adolescents, and women discussed from a family systems approach to addictions counseling

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6808 - Ethics and Professional Orientation of Addictions Counseling

3 credit hour(s)

This course is designed to provide an overview of the ethical dimensions and best practices of addictions counseling including related areas of the profession's Codes of Ethics and legal issues, such as client confidentiality, professional impairment, and scope of practice. Clinical vignettes are utilized for students to practice ethical decision making for addictions counseling. Special populations, such as aging, military, court-involved clients, adolescents, women and underserved populations, will be discussed in terms of ethical, legal, and advocacy implications. Students learn about related licensing, certification, professional organizations, and career development opportunities. Additional professional roles and responsibilities for various treatment settings are addressed, including assessment, records management and treatment coordination.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6810 - Professional Practices in Counseling

3 credit hour(s)

This course addresses various topics related to the field of counseling, specifically including psychopharmacology, consultation, and supervision practices. However other topics that currently affect the field and profession of counseling may be addressed, e.g. mental health practice in the state, licensure issues, etc.

Prerequisite(s): none

Corequisite(s): none

Recommended: It is recommended that students have completed approximately 32 semester credit hours before taking this course

PC6812 - Assessment, Diagnosis, Treatment and Relaps Prevention in Addictions Counseling

3 credit hour(s)

This course provides students with an overview of the continuum of care in addictions treatment, including prevention, screening, intake, clinical assessment, DSM/ICD diagnosis, treatment planning, and aftercare/relapse prevention. Students learn evidence-based assessment and treatment approaches appropriate for clients with co-occurring disorders. Students acquire advanced strategies for addictions case conceptualization, treatment planning, crisis intervention, and relapse prevention, with the consideration of environmental, biological, social, and cultural factors, as well as those influenced by gender. Case vignettes provided allow students the opportunity to integrate assessment, diagnosis, and strengths-based treatment approaches for diverse clinical populations throughout the lifespan in various treatment settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6814 - Forensic Counseling

3 credit hour(s)

This course explores the role of mental health counseling in the forensic setting and considers the utility and the limitations of mental health expertise in relation to the legal system. Students review the various areas, and ways, in which mental health issues interact with the law and, in particular, the criminal justice system. Topics such as mental health testimony; civil commitment; the rights of mental patients; competency to stand trial; the insanity defense; the antisocial personality; child custody disputes and determinations will be examined. Ethical codes of the American Counseling Association and others will be considered, along with regulatory standards of professional conduct. Finally, social and cultural issues will be discussed, with particular reference to diversity issues pertaining to forensic mental health.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6816 - Psychopharmacology for Counselors

3 credit hour(s)

This course is designed to provide the professional counselor with a basic understanding of current pharmacological treatments for mental health disorders. Students learn basic neurobiology to understand client symptoms and disease process. Information about drug absorption, metabolism, and treatment adherence are presented to provide students with an understanding of the use and misuse of psychotropic medications. An emphasis is placed on the role of the counselor as a member of a multidisciplinary treatment team who will assist with monitoring client compliance with psychotropic medications and nonpharmacological treatment interventions as well as identify and monitor the presence of side effects and treatment efficacy.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6818 - Integrating Spirituality in Counseling

3 credit hour(s)

This course provides an overview of the various models of spiritual and religious development that can be integrated into the counseling setting. Students learn the difference between spiritual and religious beliefs and teachings and their influence on the counseling process. A broad range of views are explored in order to be effective with diverse religious and spiritual beliefs and practices. Students develop an understanding of how to work competently and ethically within the spiritual and religious domain.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6820 - Advanced Theories and Techniques of Addictions Counseling

3 credit hour(s)

This course includes an examination of theories of addictions, as well as advanced knowledge and skills in addictions counseling. Theories are applied to the addictions counseling framework, including the etiology of substance use disorders and process addictions, and methods of addictions counseling. Culturally-sensitive and evidence-based treatment techniques are discussed for different levels of care (from inpatient to outpatient) and types of counseling (including individual, group and family). The importance of resource development and aftercare processes will also be identified. Thus overview of adjunctive treatment, recovery support groups, case management, and referrals is provided. Furthermore, information on ethical processing of funding and regulatory documentation will be provided. Experiential learning opportunities in this course include structured activities and clinical exercises for synthesis and implementation of information into counseling practices. Special topics covered include addictions treatment with court mandated clients.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6822 - Alternative Approaches to Addiction Treatment

3 credit hour(s)

This course provides an overview of holistic, neurobiological, alternative theories, and psychopharmacological treatment approaches to addiction. Examples of holistic approaches include acupuncture and meditation, whereas neurobiological approaches encompass biological processes within the brain throughout the course of addiction. Alternative theories includes harm reduction and moderation management. Psychopharmacology is discussed as it relates to managing treatment, relapse prevention, and recovery of addiction through the use of medications. Consultation services are discussed in relation to treatment coordination. Special topics include biomedical issues and infectious diseases in addiction treatment (e.g., Hepatitis, HIV, etc.).

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6825 - Psychological Change Strategies

3 credit hour(s)

This course teaches students assessment and treatment techniques to address a variety of biopsychosocial stressors. Beginning with some basic human anatomy and physiology to gain understanding of the impact of physical and psychological stressors, students will learn how to assess for and apply a myriad of techniques to assist clients in addressing their issues. From basic relaxation techniques to systematic desensitization to bilateral stimulation, these techniques can be used with many different clients to address the symptoms they experience from biopsychosocial distress.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6826 - Crisis and Trauma Counseling with Special Populations

3 credit hour(s)

This course builds upon the foundational knowledge of PC6803 by addressing the specific needs of special populations related to crisis and trauma work. Crisis and Trauma counseling is explored from the perspective of working with special populations and their unique experiences and needs. Populations such as the military, sexual abuse survivors, LGBT populations, children and youth, natural disaster survivors and people with acquired disabilities are addressed. Students engage in learning activities training them to assess, to adapt theories and models, to formulate customized treatment plans to address the needs of traumatized special populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6828 - Counseling Military Families

3 credit hour(s)

This course provides a broad understanding of the U.S. military community as a cultural institution and how to address the unique counseling issues that impact military personnel and their families based on current research. Military culture, unique challenges, risk and protective factors, clinical assessment and intervention, and counseling competencies for working with service members and their families are reviewed. Current Veterans Administration eligibility requirements for counselors are discussed, along with additional military-focused ethical and professional issues.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC6900 - Substance Abuse Counseling

3 credit hour(s)

This course provides key concepts of addictions counseling to assist students to assess the severity of addiction and develop a treatment plan. Topics reviewed include theoretical models for understanding and treating clients with chemical or behavioral addictions, screening and assessment tools, medical and psychological complications, effects on the family and significant others, addiction across the lifespan, multiple substance abuse, co-morbidity, and other related topics. Students also explore treatment

settings as well as prevention and intervention strategies and techniques.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PC7100 - Professional Issues: Ethics, Conduct and Law

3 credit hour(s)

A careful review is conducted of issues that provide a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, state law, professional credentialing, and standards for professional counselors.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Public Health (PH)

PH6010 - History and Foundations of Public Health

3 credit hour(s)

This course introduces the history, principles, concepts and elements of public health as a science and a practice. It provides an overview of the public health foundations in the following areas: health and illness; diseases and conditions; epidemiology in bio-surveillance, chronic diseases, environmental health, communicable diseases, prevention and evaluation; healthy living/behaviors; emergency preparedness and response; public health law; migration and global health; injury; and violence and safety. Students link public health science with practice at the individual and community level, health care delivery systems, employers and business, media, academia and governmental public health infrastructure. They identify the social, cultural and behavioral factors that influence public health performance at the local, state, federal and international levels. Students learn how public health can be held responsible and accountable for specific health outcomes.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6012 - Epidemiology and Risk Management

3 credit hour(s)

This course provides an overview of the principles and concepts in the science of epidemiology. Students learn the causal contributions, distributions, patterns, and determinants in disease, disabilities and death in human populations. They utilize the characteristics and dynamics of individual and community conditions to predict and analyze risk management and best practice solutions. Students learn to apply epidemiologic approaches to program evaluation and emergency preparedness.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6014 - Biostatistics: Analysis and Application

3 credit hour(s)

In this introductory course, students develop and apply statistical and ethnographic reasoning and methods in addressing, analyzing and solving problems in public health, healthcare, biomedical, clinical and population based research. They use data and information in analyzing the impact of changes and trends across health systems, and address implications of these factors on individual, family and community health. Knowledge of college algebra is a prerequisite for this course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6016 - Environmental Health and Emergency Preparedness

3 credit hour(s)

This course provides an overview of environmental factors including biological, chemical, physical, occupational, and human elements that create optimal and adverse health conditions. Students learn federal and state regulations, guidelines, mandates, and authorities that control environmental and emergency preparedness issues and operations. Students address genetic, physiological, cultural, psychosocial and safety factors to prevent and control environmental hazards to protect the public. They will utilize a lean management approach for rapid process improvements to promote safety and quality. Students plan, coordinate and prepare a community to effectively respond to disasters and deploy appropriate risk management and risk communication approaches.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6018 - Social, Cultural, and Behavioral Implications on Health

3 credit hour(s)

This course provides an overview of how social, cultural and behavioral factors relate to individual, family, community, and population health. Students learn the syndemics of these factors including economic, educational and demographic issues on health. Students use relevant theories, concepts, models and evidence based approaches in advancing public health policies, practices, and health outcomes. They will be able to apply this knowledge in the workplace in developing responsive programs, policies, performance, and evaluation methods.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6020 - Health Policy and Analysis

3 credit hour(s)

This course provides an overview of public health policies, recent legislative developments, federal health reforms, state health plans, the regulatory processes, political forces and community advocacy in health policy. Students develop skills in policy formation, analysis and implementation. Methods and strategies for influencing responsive policy are also addressed including how to use data and performance improvements to promote health policy and demonstrate desired outcomes.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6022 - Health Communications and Social Marketing

3 credit hour(s)

This course provides an overview of health education, health promotion, community mobilization and communication strategies to address risky behavior and to promote healthy lifestyles. Students learn to market public health values, and present health information to different audiences using effective and appropriate channels and technology. Students examine how individuals, community/society, organizations, politics, culture, technology, and media impact risky behaviors and healthy lifestyles, and consider these factors in developing and marketing effective and responsive health education and promotion for healthy living.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6024 - Performance Improvement Systems in Public Health

3 credit hour(s)

This course provides an overview of performance measurement, including assessment, planning, and development of goals, objectives, strategies, targets, performance measures, evaluation, and quality improvements/assurance. Students learn how to set effective performance measures, distinguish among various measures of input, process, output and outcomes. Students apply the accountability methods, in public health systems and replicate best practices to improve public health performance and overall health status.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6510 - Change Implementation and Management in Public Health Systems

3 credit hour(s)

This course provides an overview of various change management theories that are appropriate for public health systems. Students learn how properties of a system are impacted by change and identify internal and external change interactions at all levels of public health systems. Students identify predictive variables of change and integrate elements and interactions to achieve common goals. They learn to effectively manage the influencing and causal factors of change in order to improve health outcomes and the well being of people and the community.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6512 - Public Health Informatics

3 credit hour(s)

This course provides an overview of public health informatics, data collection, management, linkage, and information exchange that comprise a health information system. Students learn how the

disciplines of information science and computer science are merged to public health practice, research, and learning. They use informatics methods and strategies and apply them in promoting planning, decision making, quality assurance, evaluation and performance improvements. Students use informatics approach and technology to access, evaluate, interpret and standardize health information systems. Students apply appropriate public health informatics strategies, standards, tools and training to maximize health impacts at local, state, and national levels by deploying information technology solutions that provide accurate, timely, and secure information to guide public health action.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6514 - Public Health in the 21st Century

3 credit hour(s)

This course examines the public health leadership role in promoting access to care, advancing health equity, improving the quality of health services and improving health outcomes in the 21st Century. Students learn how factors such as demography, environment, the economy, globalization, bioterrorism, migration, syndemics, technology, health care and pharmaceutical industries, heightened accountability and changing priorities have impacted public health operations, its viability and success in the 21st Century.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PH6602 - Capstone Project: Writing a Public Health Grant

3 credit hour(s)

In this capstone course, students will learn where to find public health grant opportunities; how to interpret a Funding Opportunity Announcement (FOA); and how to respond to an FOA by writing a public health grant application. This course gives each student an opportunity to demonstrate competency on the program learning outcomes through a single project of special interest. Students are required to write a public health grant application that demonstrates that they have achieved the expected outcomes of the Master of Public Health program.

Prerequisite(s): Completion of 42 credits in the Master of Public Health program

Corequisite(s): none

Recommended: none

PH6606 - Field Experience I: Leadership in Public Health

1.5 credit hour(s)

Students apply the concepts of public health through a field experience in local and state public health agencies, and are evaluated on the application of skills acquired during the course work.

Prerequisite(s): PH6010, PH6012, PH6014, PH6016, PH6018, PH6020, PH6022, PH6024, PH6510, PH6512, PH6514, HM6110, HM6020

Corequisite(s): none

Recommended: none

PH6607 - Field Experience II: Leadership in Public Health

1.5 credit hour(s)

This is a continuation of PH6606 Field Experience I: Leadership in Public Health. Students are evaluated on the application of skills acquired during the coursework.

Prerequisite(s): PH6010, PH6012, PH6014, PH6016, PH6018, PH6020, PH6022, PH6024, PH6510, PH6512, PH6514, PH6606, HM6110, HM6020

Corequisite(s): none

Recommended: none

Research (R)**R6032 - Research and Program Evaluation in Counseling**

3 credit hour(s)

This course provides the counseling student with a thorough introduction to the issues and methods related to the conduct of empirical research in counseling. The student gains hands-on practice throughout the course. The student is expected to review research studies in counseling, and is expected to develop a research design relevant to his or her professional practice. Ethical issues are also considered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

R7001 - Introduction to Research Methods

3 credit hour(s)

This course must be taken before all other research courses. The course offers a brief introduction to the philosophical underpinnings of research inquiry. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across the disciplines of business, education, and behavioral sciences. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies.

Prerequisite(s): W7000

Corequisite(s): none

Recommended: none

R7031 - Methods and Analysis of Quantitative Research

3 credit hour(s)

This is an introductory course that focuses on descriptive and inferential statistical methods across the disciplines of business, education, and behavioral sciences. The material presented will include conceptual understanding and practical application of data entry, analysis, and interpretation. The student will learn to critique and interpret quantitative research articles. Computer applications, logistical issues of data collection, and ethical considerations are examined. Upon completion of this course, students will be able to produce a final project that will include application, analysis, and interpretation of a data set. It is recommended that students have a minimum working knowledge of basic Excel or SPSS functions prior to taking this course.

Prerequisite(s): R7001 (excludes PsyD in School Psychology)

Corequisite(s): none

Recommended: none

R7034 - Advanced Statistical Methods

3 credit hour(s)

This course provides an overview of advanced statistical techniques including detailed application using SPSS. The goal is to select and apply an appropriate multivariate statistical methodology, to a selected research question. Approaches include multiple regression, factorial analysis including MANOVA, factor analysis, multiple discriminant analysis, logistic regression, and structural equation modeling. The final product is a completed prospectus reflective of a quantitative design. It is strongly recommended that students take this course only in their final semester.

Prerequisite(s): R7001, R7031, R7035 (except in the School Psychology program)

Corequisite(s): none

Recommended: none

R7035 - Methods and Analysis of Qualitative Research

3 credit hour(s)

This course provides the theoretical foundations necessary to understand qualitative inquiry used across the disciplines of business, education, and behavioral sciences. The goal is to understand human behavior in a natural setting and the meanings people give to their experiences. Approaches include exploratory, explanatory, descriptive, and emancipatory inquiries.

Prerequisite(s): R7001

Corequisite(s): none

Recommended: none

R7036 - Program Evaluation Methods

3 credit hour(s)

This mixed-methods course focuses on program evaluation methodology used across the disciplines of business, education, and behavioral sciences. The goal is for students to appropriately apply qualitative and quantitative analyses in the evaluation of programs. Evaluation approaches are studied to guide informed decision making about program effectiveness and viability. The final product for this course is a completed prospectus reflective of the program evaluation design. It is strongly recommended that students take this course only in their final semester.

Prerequisite(s): R7001, R7031, R7035

Corequisite(s): none

Recommended: none

R7037 - Survey Techniques

3 credit hour(s)

This quantitative course provides students with skills necessary for the survey research process used across the disciplines of business, education, and the behavioral sciences. The goal is to familiarize students with survey design and analysis. Approaches include item construction, sampling, reliability, validity, and data analysis and interpretation using SPSS. The final product is a completed prospectus reflective of the survey design. It is strongly recommended that students take this course only in their

final semester.

Prerequisite(s): R7001, R7031, R7035

Corequisite(s): none

Recommended: none

R7038 - Applied Research

3 credit hour(s)

This course provides theoretical and practical foundations necessary to understand applied research across the disciplines of business, education, and behavioral sciences. Applied research involves a dynamic process that initiates, provokes, and evaluates the consequences of change within a range of settings. Students will identify potential applied research opportunities within their fields of study that might result in practical benefits for their settings. Students will explore and evaluate a variety of analytical methods that might be utilized to determine the value of an applied research project. The final product is a completed prospectus reflective of an applied research project.

Prerequisite(s): R7001

Corequisite(s): none

Recommended: none

R7040 - Advanced Qualitative Methods

3 credit hour(s)

This advanced qualitative course builds on R7035 Methods and Analysis of Qualitative Research, and focuses on application of one selected approach. The goal is for students to immerse themselves in their selected approach, and to apply the design in shaping their dissertation prospectus. Students practice the collection and analysis of qualitative data using computer and manual applications. The final product is a completed prospectus reflective of their selected qualitative approach. It is strongly recommended that students take this course in their final semester.

Prerequisite(s): R7001, R7031, R7035

Corequisite(s): none

Recommended: none

School Counseling (SC)

SC6035 - Human Growth and Development

3 credit hour(s)

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual. Influences on human development, ranging from individual models to cross-cultural groups, are explored. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6110 - Foundations of School Counseling

3 credit hour(s)

This course provides an overview of the counseling profession, certifications, and professional associations. Emphasis is placed on the history, philosophy, functions, management, and operations of a comprehensive school counseling programs in P-12 schools. It is designed to introduce the student to the role of the school counselor and the theory and practice of developmental school counseling. Specific counseling interventions and issues, including individual counseling, small group counseling, large group guidance, peer facilitation, consultation, coordination and accountability are explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6112 - Legal and Ethical Issues for School Counselors

3 credit hour(s)

This course explores the legal, ethical and professional choices faced by practicing school counselors. Students learn laws and policies associated with their respective populations as professional counselors. Students examine ethical decision-making models, professional codes and standards, and counselor values and attitudes within a multicultural context.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6114 - Counseling Theories and Practice

3 credit hour(s)

This course provides students with an overview of counseling theories, including individual and system approaches. Emphasis is on developing a personal philosophy for integrated counseling practice.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6116 - Counseling Skills and Techniques

3 credit hour(s)

This course provides a theoretical foundation and experiential exposure to the skills and techniques that are the bases for counseling. Students also examine prevention and crisis intervention models. Emphasis is placed on counselor self understanding and self development and the skills for facilitating change with diverse populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6120 - School Counselors as Consultants

3 credit hour(s)

This course presents the consultative theories and techniques related to successful consultation and collaboration in educational practice. The focus of the course is on effective, individual (micro) consultation with professionals and others working in the field of education and related disciplines. The process of educational consultation will be examined, the role and responsibilities of the educational

consultant are examined, and practical skills related to the delivery of services within the school systems are developed. Expected student outcomes include the demonstration of core competencies associated with successful consultative practice in a multicultural educational setting.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6122 - Assessment and Evaluation

3 credit hour(s)

This course provides students with basic skills and competencies needed to select and administer appropriate instrumentation, and interpret test and assessment information. Students will learn about appraisal instruments and procedures within ethical and multicultural contexts. Psychometric properties are examined so that students are exposed to the limitations inherent in every test.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6124 - Career and Lifestyle Development

3 credit hour(s)

This course provides an understanding of career development theories and decision-making models. Students examine occupational and educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making with diverse populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6126 - Research and Evaluation in Counseling

3 credit hour(s)

This course provides students with an understanding of the different types of research designs, basis statistics, research and report development, and research implementation. Students study program evaluation, needs assessment, publication of research information, and ethical and legal research considerations to the professional counselor.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6418 - Group Theories and Practice

3 credit hour(s)

This course provides students with a theoretical foundation for group work. Emphasis is on developing a personal model for group practice, as well as a survey of the major theories and contributors to the field of group counseling. Students examine types of groups, leadership styles, ethical issues in group work, stages of group development, and integrate group theory into counseling practice with diverse populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6445 - Social and Cultural Competencies for Counselors

3 credit hour(s)

This course is designed to acquaint students with the unique characteristics of special populations and the competencies necessary for counselors to work effectively across diverse populations and in a variety of settings. Special attention is given to various cultural groups and special populations (e.g., African Americans, Native Americans, Latino Americans, Asian Americans, Arab Americans, the disabled, the older person, and gay women's and single parent issues). Emphasis is placed on personal explorations and development that will enhance awareness, knowledge, skills, and attitudes for more effective counseling interactions with a variety of special groups.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6447 - Counseling At-Risk Students

3 credit hour(s)

This course addresses the special counseling needs of at-risk students from birth through high school. The term at-risk can be useful for describing many young people whose potential for becoming responsible and productive adults is limited by the challenges within the ecology of their lives. These include problems at home, in schools, in communities; problems with some of the cultural norms and social messages that contribute to risk in children's lives; and problems within children and adolescents themselves. At-risk categories include school dropouts; substance use and addiction; teen pregnancy and risky sexual behavior; antisocial behavior, delinquency and youth gangs; school shooters; youth suicide; and exceptional student education. Special characteristics and appropriate counseling strategies are discussed. Special topics include crisis intervention, peer relationships, family involvement, multicultural impact, education-related requirements, current issues and trends, and interdisciplinary collaboration.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SC6812 - School Counseling Practicum

3 credit hour(s)

The school counseling practicum provides for the development of counseling skills under appropriate supervision for a minimum of 100 clock hours. The students' practicum includes 40 hours of direct service with children or adolescents. Students receive a minimum of one hour of weekly individual supervision, and a minimum of one and a half hours of group supervision. This training experience prepares students for the school counseling internship.

Prerequisite(s): Prerequisites: SC6110, SC6112, SC6114, SC6116, SC6418. Complete a minimum of 24 credits with a minimum GPA of 3.0. Must be in good academic standing (not on academic probation). Must not be in process of a SPDC or SCC referral.

Corequisite(s): none

Recommended: none

SC6813 - School Counseling Practicum Extension

0 credit hour(s)

This course is an extension of SC6812 - School Counseling Practicum and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): SC6110, SC6112, SC6114, SC6116, SC6418

Corequisite(s): none

Recommended: none

SC6818 - School Counseling Internship I

3 credit hour(s)

The purpose of the school counseling internship is to reflect the comprehensive experience of a professional school counselor. The experience provides students a learning opportunity to bridge the didactic with real world counseling-related activities under appropriate supervision for a minimum of 300 clock hours. The students' internship includes 120 hours of direct service with children or adolescents, including experience leading groups. Students receive a minimum of one hour of weekly individual supervision, and a minimum of one and a half hours of group supervision.

Prerequisite(s): SC6812. Students are strongly encouraged to do internship in their last 2 semesters of coursework but not earlier than 27 pre-requisite credit hours completed. Successfully complete the Dispositional Assessment in the Practicum. Must be in good academic standing (not on academic probation). Must not be in process of a SPDC or SCC referral.

Corequisite(s): none

Recommended: none

SC6819 - School Counseling Internship I Extension

0 credit hour(s)

This course is an extension of SC6818 School Counseling Internship I and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): SC6812

Corequisite(s): none

Recommended: none

SC6820 - School Counseling Internship II

3 credit hour(s)

See description for SC6818 School Counseling Internship I.

Prerequisite(s): SC6812. Students are strongly encouraged to do internship in their last 2 semesters of coursework but not earlier than 27 prerequisite credit hours completed. Successfully complete the Dispositional Assessment in the Practicum. Must be in good academic standing (not on academic probation). Must not be in process of a SPDC or SCC referral.

Corequisite(s): none

Recommended: none

SC6821 - School Counseling Internship II Extension

0 credit hour(s)

This course is an extension of SC6820 School Counseling Internship II and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): SC6812

Corequisite(s): none

Recommended: none

School Psychology (PS)**PS6010 - History and Foundations of School Psychology**

3 credit hour(s)

This course introduces students to the major theories, concepts, and principles in the field of school psychology. The course examines the past, present, and future trends of school psychology, including the evolving roles and functions of school psychologists. Major goals include acquainting students with the kinds of problems with which school psychologists typically work, as well as the variety of methods they use in coping with these issues.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6012 - Child and Adolescent Development

3 credit hour(s)

This course focuses on different stages of development from the prenatal stage through young adulthood, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of school psychology will be considered throughout the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6014 - Physiological Bases of Behavior

3 credit hour(s)

This course emphasizes aspects of human neuroscience as they relate to how the brain's normal and abnormal functioning affect human experience and behavior. Particular emphasis is placed on those aspects of anatomy, neurochemistry, and physiology, which directly influence an organism's human experience, motivation, language, thought, and learning.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6016 - Measurement and Data Based Assessment

3 credit hour(s)

This course examines the construction of psychological and educational instruments and their use in

research and evaluation. Students gain the requisite knowledge to select, use, and evaluate available psychometric instruments. Specifically, students study common theories related to the constructs assessed (e.g., intelligence, achievement, personality) in addition to learning how to interpret assessment results.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6018 - Social Bases of Behavior

3 credit hour(s)

This course presents concepts and theories from experimental social psychology for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical and school-based settings are emphasized as well as issues of gender, class, culture and ethnicity. Students learn to expand their approach to counseling and assessment through the inclusion of various social psychology concepts, with an emphasis on those that emphasize the social and cultural context within which an individual exists.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6019 - Cognition and Affect

3 credit hour(s)

This course introduces students to current research and theory on the cognitive and affective basis of behavior. Elements of cognition, including memory, attention, perception, problem solving, language, emotion, and motivation are reviewed. Applications of this information relevant to children and school psychology practice are emphasized throughout the course. The influence of cultural factors on cognitions and behaviors will be addressed where pertinent.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6022 - Methods of Educational Research

3 credit hour(s)

This course addresses research methodologies used to investigate learning, education, and school psychology. Students gain a broad overview of various research methods, basic concepts in descriptive and inferential statistics, and types of research studies, including qualitative, descriptive, correlational, causal-comparative, and quantitative research. In addition, students will acquire knowledge and skills in program evaluation methodology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6024 - Cognitive Assessment of Children and Adolescents

3 credit hour(s)

This course introduces students to the major approaches and techniques for intellectual assessment in

children and adolescents. The course covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Students are trained to administer and interpret the Wechsler intelligence and other major measures of intellectual assessments. Alternative methods of intellectual assessment are also considered. The class includes a laboratory in which students develop skills in administration and interpretation.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6026 - Assessment and Treatment of Diverse Population in Multiple Settings

3 credit hour(s)

This course examines cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Students learn to identify and implement culturally relevant assessments and treatments. The course provides information about the unique mental health needs and cultural worldviews of African American, Asians, Hispanics, Native Americans, and gay, lesbian, bisexual, and transgender populations. Relevant cultural concepts such as cultural identity and acculturation are reviewed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6028 - Assessment and Diagnosis of Academic and Learning Problems

3 credit hour(s)

This course introduces students to the assessment of academic and learning problems experienced by children and adolescents. Students address the use of assessment instruments and the issues involved in making a differential diagnosis for children and adolescents with learning difficulties. The course includes a review of a wide range of assessment tools, as well as an introduction to the assessment and diagnosis of ethnic minorities with linguistic differences.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6366 - Behavior Management in the Classroom

3 credit hour(s)

This course focuses on approaches to behavior management and motivational strategies when working with exceptional students. Content includes definition of applied behavior analysis, behavior analysis techniques and criteria, and procedures for selecting, defining, and measuring behavior. The rationale, uses, implementation procedures, and consideration for special applications of behavior change technology are studied. Course objectives include a demonstrated knowledge of applied behavioral techniques; a demonstrated knowledge of selection, definition and measurement of behavior change; the ability to evaluate and analyze behavior change; the ability to develop a multidisciplinary behavior management plan based on behavioral assessment data; knowledge of the legal issues related to the techniques of discipline; and a demonstrated ability to promote the generality of behavior change.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6400 - Master's Practicum

1 credit hour(s)

The practicum provides 400 hours of supervised clinical field experience, including meeting regularly with a practicum seminar led by a concentration faculty member. The overall practicum experience will include assessment and intervention experience.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS6910 - Assessment Competencies for Educational Psychology

1-3 credit hour(s)

This course seeks to ensure that students are able to effectively apply the theoretical foundations of various models and methods of systematic data collection and to utilize various assessment devices of cognitive, learning, achievement, and social-emotional functioning commonly used in the school psychology field. By the end of the course, participants will appropriately administer, score, and interpret major cognitive tests, academic tests, and personality tests or instruments. Through the use of these devices (e.g., tests) and the integration of other data, students will be able to identify children and adolescents' strengths, limitations, and needs in each of the four major areas of school functioning (cognitive, academic, learning, and personality) and integrate data from various sources to make empirically based decisions, and determine, plan, and implement services.

Prerequisite(s): PS6024 and/or PS6028

Corequisite(s): none

Recommended: none

PS7000 - History and Systems

3 credit hour(s)

This course is a survey of the major theories of personality and therapy in psychology, and their relationship to current professional practice. Various theoretical perspectives on psychotherapy will be critically compared. The impact of historical and cultural context on both the theory and practice of clinical psychology will be considered throughout the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7009 - Introduction to School Psychology: Ethics, History and Practice

3 credit hour(s)

This course is an introduction to the specialty of school psychology. The history, present status and future projections of school psychology are examined, including the roles and functions of school psychologists, special educational and mental health needs of children and identity formation in school psychology and professional psychology. Current legal, ethical and professional issues will be discussed. Major goals include acquainting students with the kinds of problems with which school psychologists typically work, as well as the variety of methods they use in coping with these issues.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7010 - Lifespan Development

3 credit hour(s)

This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology will be considered throughout the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7012 - Ethics and Law in School Psychology

3 credit hour(s)

This course explores ethical and legal issues related to professional conduct as a school psychologist. Students also learn about government laws, regulations, and guidelines dealing with the education and evaluation of students with disabilities, including examination of multiple sources of special education law. Students explore ethical reasoning, APA ethical principles, state regulations with respect to licensure/credentialing, complain resolution and confidentiality procedures.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7014 - Social and Emotional Assessment: Children and Adolescents

3 credit hour(s)

This course enables students to apply various models and methods of social-emotional assessment to identify children and adolescents' strengths and needs in social emotional functioning. Students use theoretical foundations to the application of models and methods of systematic data collection commonly used in the school psychology field. Students integrate data from various sources in making empirically based decisions, determining, planning, and in evaluating services. Students' ability to assist school personnel with computer based test scoring, and the interpretation and applicability of the data collected are reinforced.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7016 - School Consultation, Collaboration, and Supervision

3 credit hour(s)

This course provides students with consultation training in educational, clinical, and agency settings. Students learn various models of consultation with a major emphasis on behavioral consultation and team decision-making. Students directly apply their knowledge in a consultation experience.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7018 - Practicum I

3 credit hour(s)

This practicum provides students with field experience working under the supervision of school psychologists to help prepare for future professional practice. Students work on-site applying skills in areas such as: assessment, clinical case conceptualization, intervention, and consultation. Students gain experience in professional conduct, role and ethics. The practicum meets state and national certifications requirements for field experience and is the first in a two-semester sequence that requires the student to work at the assigned training site for a total of 500 hours (cumulative over two semesters). During practicum seminar, students prepare for case studies, program exams, and/or portfolios to demonstrate their increasing skills and competencies.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7019 - Practicum II

3 credit hour(s)

This practicum is a continuation of PS7018 Practicum I. Students continues development of personal and professional skills and practice in higher-level responsibilities related to the field of school psychology.

Prerequisite(s): PS7014, PS7016, PS7018, PS7021, PS7023

Corequisite(s): none

Recommended: none

PS7020 - Practicum Extension

0 credit hour(s)

This course is an extension of PS7019 Practicum II and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): PS7019

Corequisite(s): none

Recommended: none

PS7021 - Curriculum Based Assessment and Interventions

2-3 credit hour(s)

This course is designed to teach students to identify common learning problems, design evidence-based intervention skills, implement the intervention(s), and progress monitor intervention effectiveness using curriculum based assessment (CBA) and curriculum based measurement (CBM). Students become familiar with a school-based intervention team model and their role on the team, the Problem Solving/Response to Intervention (RtI) model, and how to design reports based on their data collection.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7023 - Behavioral Assessment and Interventions

3 credit hour(s)

This course is designed to present major models of behavioral theories, including variables relevant to the acquisition and retention of behavioral skills. Students examine ethnic and cultural variables in addition to the philosophical, theoretical, and empirical aspects of behavior. The course presents empirically validated intervention and prevention techniques for behavior problems in the classroom.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7025 - Prevention and Crisis Intervention

2-3 credit hour(s)

This course is designed to give students the knowledge to develop and implement effective research based prevention and intervention programs in their schools. This course focuses on the study of the origins and course of development of violent and aggressive behavior in children and adolescents. Students develop the knowledge and skills necessary to assist in the aftermath of a crisis situation. Students learn the theories behind recommended programming designed for crisis intervention with children.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7026 - School Organization, Research and Program Planning

2 credit hour(s)

Since school psychologists work within the P-12 environment, it is important that they understand how to navigate a school's systems and structures to effectively serve students. They must be able to identify sources and types of data found within a school and to use such data for assessment and program planning to meet students' needs. In this course school psychologists should be prepared to conduct a program evaluation in conjunction with other school staff.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7027 - Counseling and Child Psychotherapy

3 credit hour(s)

This course focuses on models of psychotherapy with children and adolescents. Students learn to develop, implement, and apply counseling strategies and interventions with children and adolescents to facilitate development and optimize their learning capacity, social emotional functioning, and instructional environment. Students learn to identify behaviors that are precursors to academic, behavioral, and personal difficulties and use crisis prevention and intervention skills to assist children, school personnel, and parents will also be reinforced. Additionally, students' ability to collaborate with community health care professionals to promote mental health and learning will be strengthened. The course reinforces student's skills in working with diverse populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7029 - Child and Adolescent Psychopathology

3 credit hour(s)

This course involves an examination of the major psychopathologies of childhood. Various theories for the etiologies of child psychopathology are considered, and the implications for diagnosis, consultation, and treatment are also addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7030 - Internship I

3 credit hour(s)

The internship experience is designed to provide students with an opportunity to gain additional skills on a variety of professional issues in preparation for a career in psychology. This internship experience provides supervised school psychology field experience at sites that help prepare the student for future careers. At the internship site, the students working with their qualified site supervisor, gain additional skills in areas such as: assessment, case conceptualization, interviewing skills, diagnosis appropriate to the setting, treatment and interventions, consultations, and collaboration, prevention and crisis intervention practices. The student additionally learns about professional practices and ethics. The internship experience provides the student with field experiences to meet state and national certification requirements (e.g., at least 1200 hours for EdS students with at least 600 hours in a school).

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7031 - Internship II

3 credit hour(s)

See description for PS7030 internship I

Prerequisite(s): PS7030

Corequisite(s): none

Recommended: none

PS7040 - Cognition and Affective Processes

3 credit hour(s)

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision-making are considered. Clinical applications are emphasized throughout the course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7050 - Physiological Psychology

1.5-3 credit hour(s)

This course introduces brain-behavior correlates, the systematic function of the nervous system, and basic psychopharmacology. Areas covered include anatomy physiology, synaptic processes, biological foundations of language, cognition, learning, memory, and psychopathology, as well as endocrine processes and the impact of these systems on behavior and psychopathology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7060 - Social Psychology

3 credit hour(s)

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings will be emphasized.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7070 - Foundations of Exceptional Student Education

3 credit hour(s)

This course examines characteristics, needs, and problems in providing programs to meet the needs of exceptional students, including specific learning disabilities, emotional disabilities, behavior disordered, gifted, hearing and visually impaired, mentally disabled, and speech and language impaired. The course is intended to provide an overview of current research and issues related to the education of exceptional students. Alternative assessment methodology such as curriculum-based assessment and functional analysis of behavior will also be addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7080 - School Organization and Curriculum

3 credit hour(s)

This course provides an examination of the principles of organizational development and systems theory as it relates to school programs in both general and special education. Current research on cognitive development, learning and instructional strategies and curriculum development will be addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7100 - Professional Issues: Ethics, Conduct, and Law

3 credit hour(s)

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The

course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7110 - Professionalization Group I

1 credit hour(s)

These discussion groups for first-year students are led by a core faculty and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group will help students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7111 - Professionalization Group II

1 credit hour(s)

This course is a continuation of Professionalization Group I (PS7110)

Prerequisite(s): (CH/HI/PHX) PS7110

Corequisite(s): none

Recommended: none

PS7200 - Statistics and Research I

3 credit hour(s)

This course will include an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course will emphasize the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7201 - Statistics and Research II

3 credit hour(s)

This course is a continuation of Statistics and Research Methods I. Quantitative, multivariate approaches to systematic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project. These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are also covered.

Prerequisite(s): (PHX/HI) PS7200

Corequisite(s): none

Recommended: none

PS7330 - Child and Adolescent Psychopathology

3 credit hour(s)

This course involves an examination of the major psychopathologies of childhood. Various theories for the etiologies of child psychopathology are considered, and the implications for diagnosis, consultation, and treatment are also addressed.

Prerequisite(s): (PHX/HL) PS7010

Corequisite(s): none

Recommended: none

PS7331 - Psychological Assessment of Children and Adolescents

3 credit hour(s)

This course introduces the student to the major approaches and techniques related to the assessment of children and adolescents. The student will learn about the administration, scoring, and interpretation of major tests and assessment methods used in practice, such as in schools. Particular attention will be given to a variety of major tests used in practice. The student will learn about assessment practices for special populations. The student will learn about translating knowledge from the assessment process into interventions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7332 - Advanced Psychological Assessment

3 credit hour(s)

This advanced assessment course covers the major approaches and techniques related to the assessment. The student will learn about the administration, scoring, and interpretation of major tests and assessment methods used in practice. Particular attention will be given to a variety of major tests used in practice. The student will learn about assessment practices for special populations. The student will learn about translating knowledge from the assessment process into interventions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7340 - Issues in the Assessment and Treatment of Diverse Populations

3 credit hour(s)

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Theory and research are reviewed so as to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Information is provided about the unique mental health needs of African Americans, Asians, Hispanics, Native Americans and gay, lesbian, bisexual, and transgender populations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7360 - Clinical Psychopharmacology

3 credit hour(s)

This course will provide an introduction to psychotropic drugs, their neurochemical basis, their mechanism of action, and their clinical application. In addition, principles of current use and the current status of psychopharmacology are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7370 - Cognitive Assessment

3 credit hour(s)

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. The course will cover principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7373 - Integrative Assessment

1-3 credit hour(s)

The course builds skills in the integration of assessment data, the communication of results toward answering a specific question, and the development of treatment recommendations.

Prerequisite(s): (PHX/HI) PS7370, PS7385

Corequisite(s): none

Recommended: none

PS7380 - Critical Issues in Special Education

3 credit hour(s)

This course examines and analyzes conceptual and practical issues facing special educators, including school reform and special education; labeling and categorical programming; funding; accountability; assessment; early intervention; transition; inclusion; school, family and community partnerships; ethnic and minority issues related to special education; and public policy. The course explores current conceptual and practical issues associated with providing special education to children and adolescents. Current perspectives and dilemmas in special education are presented in seminar format.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS7385 - Personality Assessment

3 credit hour(s)

Administration, interpretation, and theory of major objective tests are presented with a primary emphasis on the MMPI-2 and MCMI-III. A review of projective tests are covered with emphasis on the

Rorschach Inkblot Test. Coherent description of personality process is the focus of interpreting the test protocols and presenting them in the form of a professional report.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8000 - Learning and Advanced Interventions

3 credit hour(s)

This course is designed to present major models of classical and cognitive learning theory, including learning variables relevant to the acquisition and retention of instructional materials. Students will have an increased understanding of the ethnic and cultural variables of learning in addition to the philosophical, theoretical, and empirical aspects of learning and cognition. The course will also present empirically validated intervention and prevention techniques for academic and behavior problems in the classroom, with a special emphasis on curriculum-based measurement.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8010 - Cognitive Behavioral Therapy

3 credit hour(s)

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8011 - Advanced Cognitive Behavioral Psychotherapy

3 credit hour(s)

An integrated, multimodal approach to psychopathology, assessment, and intervention utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8012 - Advanced Statistics and Research

3 credit hour(s)

This course provides an intensive study of the design and analysis of experimental and correlational research. The course reviews and builds on the basic concepts and statistical techniques introduced in the Methods of Educational Research course and emphasize the appropriate selection, use, and interpretation of these techniques with respect to research data. This course provides a survey of advanced techniques to support doctoral research using hands-on applications with SPSS. Students identify a substantive area of interest, conduct a review of the relevant theoretical and empirical literature, formulate a specific research question, and develop a detailed research plan, culminating in a

written research proposal.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8014 - Psychopharmacology for Children and Adolescents

3 credit hour(s)

This is an introduction to psychotropic drugs commonly used with children and adolescents, their neurochemical basis, mode of action, toxicities, and clinical application. Principles of use and current status of psychopharmacology are discussed. In addition, this course presents an overview of major drugs of abuse, and specific social, psychological, and political issues surrounding these drugs.

Diagnostic and treatment approaches are included.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8016 - History and Systems

3 credit hour(s)

This course provides an overview of major theories of personality and therapy in psychology, and their relationship to current professional practice. Various theoretical perspectives on psychotherapy will be critically compared. The impact of historical and cultural context on both the theory and practice of school and professional psychology will be considered throughout the course. The course provides an examination of the principles of organizational and systems theory as it relates to professional psychology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8017 - Advanced Therapeutic Interventions for Children and Adolescents

3 credit hour(s)

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, brief solution focused techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies as well as the cultural frameworks that impact interventions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8018 - Cognitive Behavioral and Advanced Therapy

3 credit hour(s)

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with

special attention to the treatment of selected disorders and personality styles. An integrated, multimodal approach to psychopathology, assessment, and intervention utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8022 - Group Counseling

3 credit hour(s)

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both an experiential and didactic component. The course is designed to facilitate learning via thoughtful study of process and is structured to aid students in integrating their thoughts and feelings with their experience. Additionally, theories of group development and relevant research are addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8024 - Mental Health Counseling in Schools

3 credit hour(s)

This course addresses the implementation of various interventions in the schools to promote mental health and prevention efforts. Emphasis is on individual counseling, group counseling, family counseling, parent training, teacher support and consultation, and connecting students and families to resources in their community. Specific experiential and didactic information will be presented to promote the development of specific counseling skills, use of the DSM in the schools, and collaboration with different disciplines to promote mental health.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8026 - Advanced Assessment of Low Incidence Disorders

3 credit hour(s)

This course introduces the student to the major approaches and assessment techniques related to the assessment of children and adolescents with special needs. The student will learn about the administration, scoring, and interpretation of tests, assessment methods, and alternative assessment methods used in professional practice. Particular attention will be given to assessment for children with low incident characteristics such as mental retardation, autism, asperger's disorder. Students learn about assessment practices for special populations and translating knowledge from the assessment process into interventions. Special purposes assessments are emphasized in this course with opportunities for on hands-on training and practice with the presented tools.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8028 - Multidisciplinary Team-Based Assessment

3 credit hour(s)

This advanced assessment course introduces the concept of a school psychologist working as a part of a multidisciplinary team. The use of play, observation in a naturalistic environment, and using formal and/or informal evaluation strategies as a part of a team will be introduced. Specifically, students will learn to create a plan to allow team members to complete an arena style evaluation where they can observe behaviors, record performance, and interact with the child.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8029 - Multicultural and Multiethnic Educational Interventions

3 credit hour(s)

This course examines the impact of cultural and language differences, multicultural proficiency, school climate, learning styles, and discrimination practices in learning outcomes and teaching effectiveness. This course is also designed to explore and analyze culturally responsive teaching, cultural determinants in decision making, and multicultural based curricula. Bilingualism and multicultural tracking issues are also addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8032 - Psychoeducational Assessment of Diverse Populations

3 credit hour(s)

This course examines in depth the impact of traditional assessment methods in diverse populations. It also analyzes the educational, personal, social, cultural, and learning implications of lack of adequate assessment practices. This course is also designed to review and implement the standards of culturally competent assessment. An analysis of theories of best-fit is conducted. Alternate assessment methods, procedures and strategies are appraised and studied.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8034 - Counseling and Multicultural Issues

3 credit hour(s)

This course examines the use of various therapeutic intervention and counseling modalities with diverse populations. Theories and factors impacting bicultural and multicultural personality development are reviewed and analyzed. The relationship between the cultural worldview and intervention effectiveness is explored, studied, and assessed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8050 - Family and Couples Therapy

3 credit hour(s)

This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, Bowenian, solution-focused, and constructivist approaches and may include others, as time permits.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8052 - Family Therapy

3 credit hour(s)

This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, intergenerational, narrative, solution-focused, emotionally focused, cognitive-behavioral, and constructivist approaches.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8060 - Group Psychotherapy

3 credit hour(s)

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both an experiential and didactic component. The course is designed to facilitate learning via thoughtful study of process and is structured to aid students in integrating their thoughts and feelings with their experience. Additionally, theories of group development and relevant research are addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8070 - Advanced Psychological Services for Bilingual and Minority Students

3 credit hour(s)

This course provides theoretical background and practical techniques in the assessment and interventions for bilingual and minority students. Historical perspectives, as well as ethical and legal issues are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8075 - Advanced Assessment and Therapeutic Techniques for Preschool Children

3 credit hour(s)

This course provides information regarding assessment and therapeutic interventions for preschool children. While this course will concentrate on the evaluation and treatment of preschool-age children, infants and other populations functioning at a developmentally young level are included. Upon completion of this course, student will be able to describe and propose possible assessment and treatment strategies for disorders commonly found in infancy and early childhood.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8080 - Advanced Cognitive Assessment

3 credit hour(s)

This course is an advanced training for student who have already taken Cognitive Assessment (PP7370). It focuses on the major approaches for intellectual assessment in children and adolescents. Particular attention is paid to the Wechsler cognitive and achievement tests for children, adolescents and preschoolers, as well as the Woodcock-Johnson Psychoeducational Battery. Assessment of diverse populations is also discussed, as well as an introduction to neuropsychological assessments.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8090 - Advanced Assessment and Intervention in Mental Retardation and Developmental Disabilities

3 credit hour(s)

This course provides students with a review of current research in mental retardation and other developmental disabilities such as Autism Spectrum Disorder, Asperger's Syndrome and Rett's Disorder. Appropriate techniques for evaluation and intervention for these populations are explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8095 - Advanced Interventions in School Psychology

3 credit hour(s)

This course provides students with advanced topics in school psychology such as systems interventions, behavior analysis, social skills, family systems, prevention programs, and diagnostic decision-making in school psychology.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8100 - School Consultation and Supervision: Theory and Procedure

3 credit hour(s)

This course is intended to provide school psychology student with training in consultation in clinical, agency and especially, educational settings. Students learn the theory and techniques of behavioral

consultation and team decision-making.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8201 - Practicum and Seminar I

3 credit hour(s)

This practicum experience provides supervised clinical field experience at sites that help prepare the student to seek employment. At the practicum site, the students working with their site supervisor, gain additional skills in areas such as: assessment, case conceptualization, interviewing skills, diagnosis, treatment and interventions, consultations, and collaboration. The student will additionally learn about professional practices and ethics. The practicum experience provides the student with field experiences to meet state and national certification requirements (e.g., at least 500 hours). In addition to required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar. The goal of the practicum and practicum seminar is to aid the student in gaining additional skills, building on earlier coursework and continuing coursework. During practicum seminar, students will prepare for case studies, program exams, and/or portfolios to demonstrate their increasing skills and competencies.

Prerequisite(s): PS7009, PS7010, PS7110, PS7111, PS7385, PS7330, PS7331

Corequisite(s): none

Recommended: none

PS8501 - School Psychology Research Project I

1-3 credit hour(s)

This credit course provides academic credit while students are in the process of completing their School Psychology Research Project (SPRP). A minimum of three SPRP credit hours are required for graduation. Students who have completed all degree requirements except for the SPRP are required to register for SPRP credit each semester until their SPRP is approved by their faculty committee.

Prerequisite(s): PS7200, PS7201

Corequisite(s): none

Recommended: none

PS8502 - School Psychology Research Project II

1-3 credit hour(s)

See description for School Psychology Research Project I (SP8501).

Prerequisite(s): (HI/PHX) PS8501

Corequisite(s): none

Recommended: none

PS8503 - School Psychology Research Project III

1-3 credit hour(s)

See description for School Psychology Research Project I (SP8501).

Prerequisite(s): (PHX/HI) PS8502

Corequisite(s): none

Recommended: none

PS8504 - School Psychology Research Project III—Extended

1 credit hour(s)

See description for School Psychology Research Project I (SP8501).

Prerequisite(s): (PHX/HI) PS8503

Corequisite(s): none

Recommended: none

PS8508 - Practicum III

3 credit hour(s)

This practicum experience provides supervised clinical field experience at sites that help prepare the student to seek future employment. At the practicum site, the students working with their site supervisor, gain additional skills in areas such as: assessment, case conceptualization, interviewing skills, diagnosis, treatment and interventions, consultations, and collaboration. The students additionally learn about professional practices and ethics. The practicum experience provides the student with field experiences to meet state and national certification requirements (e.g., at least 500 hours). In addition to required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar. The goal of the practicum and practicum seminar is to aid the student in gaining additional skills, building on earlier coursework and continuing coursework. During practicum seminar, students will prepare for case studies, program exams, and/or portfolios to demonstrate their increasing skills and competencies.

Prerequisite(s): PS7012, PS7014, PS7016, PS7018, PS7019, PS7021, PS7023, PS7025, PS7027

Corequisite(s): none

Recommended: none

PS8509 - Practicum IV

3 credit hour(s)

This practicum is a continuation of PS8508 Practicum III. Students continue development of personal and professional skills and practice in higher-level responsibilities related to the field of school psychology.

Prerequisite(s): PS7012, PS7014, PS7016, PS7018, PS7018, PS7021, PS7023, PS7025, PS7019, PS7027, PS8508

Corequisite(s): none

Recommended: none

PS8510 - Practicum Extension

0 credit hour(s)

This course is an extension of PS8509 Practicum IV and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): PS8509

Corequisite(s): none

Recommended: none

PS8512 - PsyD Internship I

3 credit hour(s)

The internship experience is designed to provide students with an opportunity to gain additional skills

on a variety of professional issues in preparation for employment in the psychology field. This internship experience provides supervised school psychology field experience at sites that help prepare the student to seek employment. At the internship site, the students working with their qualified site supervisor, gain additional skills in areas such as: assessment, case conceptualization, interviewing skills, diagnosis appropriate to the setting, treatment and interventions, consultations, and collaboration, prevention and crisis intervention practices. The student additionally learn about professional practices and ethics. The internship experience provides the student with field experiences to meet state and national certification requirements (e.g., at least 1500 hours for EdS students with at least 600 hours in a school).

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8513 - PsyD Internship II

0-3 credit hour(s)

See description for PS8512 - PsyD Internship I

Prerequisite(s): PS8512

Corequisite(s): none

Recommended: none

PS8514 - PsyD Internship Extension

0 credit hour(s)

This course is an extension of PS8513 PsyD Internship II and is taken in the event that a student requires additional time in order to satisfy the specific deliverables of the internship.

Prerequisite(s): PS8513

Corequisite(s): none

Recommended: none

PS8515 - School Psychology Dissertation I

1 credit hour(s)

The School Psychology Dissertation is the final step in the completion of requirements for the Doctor of Psychology in School Psychology degree program. It is an extended written treatment of a topic, chosen by the student in consultation with the doctoral faculty, which is relevant to school psychology and which espouses and defends a proposition developed by the student in the course of his/her research. As an important step in the student's continuing educational process, the School Psychology Dissertation embodies the spirit of thoughtful, systematic inquiry that is the essence of scholarly activity in school psychology at the doctoral level. As such, it should reflect (a) mastery of the theoretical, clinical, and empirical literature in an area relevant to professional school psychology; (b) the ability to frame and appropriately address a problem in a scholarly/scientific fashion; and (c) the ability to communicate with the professional community clearly and directly in the writing style adopted by the profession.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8516 - School Psychology Dissertation II

2 credit hour(s)

See description for PS8515 School Psychology Dissertation I.

Prerequisite(s): PS8515

Corequisite(s): none

Recommended: none

PS8517 - School Psychology Dissertation III

1 credit hour(s)

See description for PS8515 School Psychology Dissertation I.

Prerequisite(s): PS8516

Corequisite(s): none

Recommended: none

PS8519 - School Psychology Dissertation IV

1 credit hour(s)

See description for PS8515 School Psychology Dissertation I.

Prerequisite(s): PS8517

Corequisite(s): none

Recommended: none

PS8610 - Play Therapy

3 credit hour(s)

This course will familiarize students with the unique techniques of symbolic play therapy with children of different ages and family backgrounds. Experiential projects and exercises will allow students to develop increased comfort with using these techniques and with understanding and responding to the play communication of children.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8646 - Introduction to Neuropsychological Assessment

3 credit hour(s)

This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted, in light of all of the data available, including historical, interview, observational, and test data.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PS8710 - Child Psychotherapy

3 credit hour(s)

This course will focus on models of psychotherapy with children. Basic approaches, theories, techniques, and interventions for working in a clinical setting with children will be explored. Legal and ethical issues,

as well as empirically validated treatments, will be considered.

Prerequisite(s): (HI/PHX) PS7330

Corequisite(s): none

Recommended: none

PS8950 - Special Topics

0-3 credit hour(s)

This generic course title permits faculty and students to pursue particular topics of interest in a seminar format. The topics are announced with each offering.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Sport-Exercise Psychology (SP)

SP6000 - Professionalization Group I

0-1 credit hour(s)

This course is in small-group format. These groups include a didactic as well as a discussion component. The course focuses on topics related to issues important to new sport-exercise psychology students, including the following: an orientation to the program and the field of sport psychology; an introduction to ethical and legal issues necessary for students to begin class and training experiences; issues and trends in the professional education of sport psychologists; and professional practice trends and issues in sport psychology. In addition, the faculty member leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the students' academic experience.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6001 - Professionalization Group II

0-1 credit hour(s)

This course is a continuation of Professionalization Group I (SP6000).

Prerequisite(s): (PHX) SP6000

Corequisite(s): none

Recommended: none

SP6005 - Psychopathology

3 credit hour(s)

This course is an introduction to theoretical, clinical and empirical knowledge of psychopathology and the classification of mental disorders. The course focus is on acquiring a conceptual foundation for understanding and classifying abnormal behavior. The rationale and procedure of the DSM are addressed. A methodology for collecting, organizing and understanding clinical data by way of careful interview is presented. There is a careful examination of both normal and abnormal behaviors/affective states that impact sport and human performance.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6012 - Cognitive and Affective Behavior

3 credit hour(s)

This course provides an overview of practical and theoretical concepts associated with human cognitive and affective processes, as well as an analysis of the interactions between thought and emotion and how these influence behavior. Students gain a basic understanding of neuroanatomy and the cognitive processes of language, attention and perception, learning and memory, and problem-solving and decision-making. With particular emphasis on the roles of emotion, self-regulation and motivation, students investigate implications for current issues in sport and exercise psychology through the use of case-oriented study.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6015 - Cognitive Behavioral Theory and Therapy

3 credit hour(s)

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

Prerequisite(s): SP6005

Corequisite(s): none

Recommended: none

SP6020 - Team Dynamics and Group Behavior

3 credit hour(s)

This course provides students with an overview of the psychology of team sports and the role of group factors in individual and team performance. A theoretical understanding of various group processes in sport, such as team cohesion, group communication, and leadership, are reviewed. Team building and the development of group effectiveness also are highlighted. In addition, theoretical and practical issues involved when working with team sports are covered. Special attention is given to the impact of race and gender in sports.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6104 - Counseling Skills I

3 credit hour(s)

A fundamental study of the helping relationship is provided. The course provides a broad understanding of the philosophic bases of helping processes: counseling theories and their application; basic advanced helping skills; consultation theories and their application; client and helper self-understanding and self-development; and facilitation of client change.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6200 - Statistics and Research I

3 credit hour(s)

This course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. Statistics such as t-test, ANOVA, chi-square, and correlation will be explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6300 - Professional and Ethical Issues

3 credit hour(s)

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organizations and associations. This course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6493 - Psychological Aspects of Athletic Injury

3 credit hour(s)

This course provides students a comprehensive overview of the knowledge base for the psychological aspects of sport injury and rehabilitation, including pain management and assessment issues. Mechanisms of sport injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to developing a psychological rehabilitation program, along with understanding how a sport medicine team works together to rehabilitate the "total" athlete. Issues such as return to play, adherence, and counseling injured/disabled athletes will be explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6494 - Exercise and Health Psychology

3 credit hour(s)

This course focuses on the development of a theoretical understanding and basic skill proficiency in the principles and techniques of exercise and health psychology. Issues such as exercise participation and adherence, exercise and its relationship to mental health, wellness promotion and behavior change, psychological factors and reactions to overtraining, pain management, and stress management are explored. Techniques such as goal setting and imagery as they relate to exercise and health are also covered. Exercise used in a therapeutic environment, and how exercise can be incorporated into a psychological skills training program are discussed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6495 - Appraisal of Individuals and Psychological Skills

3 credit hour(s)

This course provides students with a conceptual and theoretical understanding of general principles and practices of psychological assessment. In addition, students will gain basic proficiency in intake interviewing, behavioral observation, and the administration, scoring, and interpretation of psychological inventories, including sport-specific questionnaires. Focus is given to ethical and professional issues in psychological assessment, such as test reliability and validity and confidentiality. The use of interviewing, behavioral observation, and testing for comprehensive intervention planning are covered as well.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6497 - Motor Learning and Development

3 credit hour(s)

This course provides students an overview of theory, research, and practice in motor behavior learning and control. Students develop an understanding of cognitive, behavioral, neurophysiological and biomechanical approaches to motor skill learning and development. Special attention is given to motor skill development at a variety of developmental levels, as well as the relationship between motor skill acquisition and practice schedules.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6499 - Applied Sport Psychology I: Theory and Research

3 credit hour(s)

This course is designed to introduce students to theory, research and practice of sport performance enhancement for both individuals and groups of performers by a variety of psychological interventions. Theoretical understanding in the use of mental skills training techniques such as goal-setting, imagery, self-talk, and arousal regulation is a prime focus. In addition, topics such as self-motivation, self-confidence, and concentration are addressed. Special attention is given to the thorough understanding of the psychological factors necessary for optimal sport performance to aid in appropriate intervention planning.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6500 - Applied Sport Psychology II: Professional Practice

3 credit hour(s)

This course focuses on the development of an in-depth understanding of the professional practices of sport performance enhancement by the utilization of psychological interventions in both individual and group (team) settings. Students develop proficiency in the selection, development, and implementation

of psychological interventions based on current theory and research. A variety of cognitive, affective, and behavioral mental skills training techniques are studied in-depth, with an emphasis on understanding the relationship between performance enhancement skill level and psychological factors. Ethical issues in the practice of applied sport psychology, as well as gender issues, considerations in working with diverse groups, and special needs of challenged populations are also addressed.

Prerequisite(s): (PHX) SP6499

Corequisite(s): none

Recommended: none

SP6501 - Exercise Physiology

3 credit hour(s)

This course provides students an overview of major body systems, acute and chronic responses to exercise, training and over-training, and environmental affects on those systems and responses. Various physiological approaches used to optimize sport and exercise performance are also addressed. Consideration is given to issues/concerns of special populations involved in physical activity. The importance of physical activity in health and wellness is described.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6505 - Lifespan Development

3 credit hour(s)

This course focuses on normal development related to cognitive abilities psychosocial development and biological status through the lifespan, while exploring the theoretical and empirical literature relating to emotional and social development. Gender, culture, and sexual orientation are used as important mediating variables throughout the course. The relationship between normal development and sport and exercise is highlighted.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6510 - Athletic Counseling

3 credit hour(s)

This course is designed to introduce students to the range of counseling- based interventions in applied sport psychology. A psychoeducational-developmental perspective is provided as a theoretical framework for the practice of sport psychology. The course focuses on the development of life skills and the implementation of educational programs to enhance development in athletes, especially youth though adulthood. Academic counseling, issues related to transitions, and cultural factors also are addressed.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP6535 - Sport Psychology Master's Practicum I

3 credit hour(s)

An experience in applied sport psychology with a client population under close supervision is provided. Special emphasis is placed on assessment, intervention planning, and program development. The goal of the seminar is to develop integrated skills in assessment and intervention. The focus is on the development of skills in interviewing, case formulation and appropriate intervention planning. The seminar meets weekly throughout the academic year.

Prerequisite(s): (PHX) SP6001, SP6005, SP6104, SP6499, SP8010

Corequisite(s): none

Recommended: none

SP6536 - Sport Psychology Master's Practicum II

3 credit hour(s)

This course is a continuation of Sport Psychology Masters Practicum I (SP6535).

Prerequisite(s): (PHX) SP6535

Corequisite(s): none

Recommended: none

SP6540 - Seminar in Applied Sport Psychology I

1.5-3 credit hour(s)

An experience in applied sport psychology with a client population under close supervision is provided. Special emphasis is placed on assessment, intervention planning, and program development. The goal of the seminar is to develop integrated skills in assessment and intervention. The focus is on the development of skills in interviewing, case formulation and appropriate intervention planning.

Prerequisite(s): Advisor Approval

Corequisite(s): none

Recommended: none

SP6541 - Seminar in Applied Sport Psychology II

1.5-3 credit hour(s)

This course is a continuation of SP6540 Seminar in Applied Sport Psychology I.

Prerequisite(s): Advisor Approval, SP6540

Corequisite(s): none

Recommended: none

SP6600 - Psychophysiology of Sport and Health

3 credit hour(s)

The content of the course will include the Biofeedback Certification Institute of America (BCIA) "Blueprint of Knowledge".

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP7200 - Statistics and Research I

3 credit hour(s)

The first of a two-semester sequence in statistics and research methodology, this course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP7349 - Career Assessment and Counseling

1-3 credit hour(s)

This course reviews theories of job satisfaction and performance, instruments used for career assessment purposes, and principles of career counseling.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP7561 - Seminar in Sport Psychology Consulting I

1 credit hour(s)

This seminar is designed for students to gain experience in the professional activities of a sport psychology consultant. Students will have the opportunity to participate in individual and group projects related to the planning, development, marketing, and provision of sport psychology services to targeted populations. The focus of the seminar will be on developing the requisite skills to succeed as a sport psychology consultant in professional practice. The seminar meets weekly throughout the semester.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SP7562 - Seminar in Sport Psychology Consulting II

1 credit hour(s)

This course is a continuation of Seminar in Sport Psychology Consulting I (SP7561).

Prerequisite(s): SP7561

Corequisite(s): none

Recommended: none

SP7563 - Seminar in Sport Psychology Consulting III

1 credit hour(s)

This course is a continuation of Seminar in Sport Psychology Consulting II (SP7562).

Prerequisite(s): SP7562

Corequisite(s): none

Recommended: none

SP8010 - Cognitive Behavioral Theory and Therapy

3 credit hour(s)

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

Prerequisite(s): (PHX) SP6005

Corequisite(s): none

Recommended: none

SP8011 - Advanced Cognitive Behavioral Psychotherapy

3 credit hour(s)

An integrated, multimodal approach to psychopathology, assessment, and intervention, utilizing both cognitive and behavioral methods, is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

Prerequisite(s): (PHX) SP8010

Corequisite(s): none

Recommended: none

SP8950 - Special Topics

1-3 credit hour(s)

This generic course title permits faculty and students to pursue particular topics of interest in a lecture or seminar format. The topics are announced with each offering.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Writing (W)**W5096 - Academic Writing**

0 credit hour(s)

This course is designed to help master's level students develop critical reading and academic writing skills to address a variety of writing genres. Through a variety of medium, students review and apply the elements of grammar, mechanics, and APA style of professional writing, and progress to higher-level academic writing tasks. Credits earned in this course do not apply to the degree requirements.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

W5098 - ESL Writing Skills

0 credit hour(s)

This course is designed to assist students for whom English is a second language to achieve proficiency at a graduate level for academic writing, vocabulary, grammar, punctuation, spelling and proof reading as well as to become adequately proficient in APA. Credits earned in this course do not count to the degree or general education requirements.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

W5099 - Graduate Academic Writing

0 credit hour(s)

This writing course is designed to help doctoral students enhance their critical reading, thinking, and academic writing skills and prepare them to write successfully across a range of writing tasks. Students review the functional elements of grammar, mechanics, and APA style of professional writing, and progress to higher-level academic writing genres. This is a Credit/No Credit Course. Credits earned in this course do not apply to the degree requirements.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

W7000 - Advanced Academic Study and Writing

3 credit hour(s)

This foundational doctoral course is designed to develop students' critical thinking and academic writing competencies. Students engage in learning activities to become better readers of academic texts, to understand the process of academic writing, and to become proficient in various academic writing genres. Emphasis is placed on examining connections between various academic writing genres, refreshing APA style guidelines, and understanding the dissertation process. Students develop a scholar-practitioner perspective through reading, writing, and reflection within their specific discipline and program. Students will be evaluated on their writing skills during this course. Providing students the competencies to navigate and successfully complete their doctoral programs and dissertations is the primary goal of this course.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Undergraduate Level Foundation Course

ACC201 - Principles of Accounting

3 credit hour(s)

This course provides an introduction to financial accounting principles. Topics include basic accounting procedures, measurement of income and expense, working capital, and investments.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

BIO110 - Understanding Human Anatomy

3 credit hour(s)

This course covers the structure and function of the human body with emphasis on understanding the basic systems that make up our bodies. Students will be able to identify the fundamental components of

the integumentary, muscular, nervous, circulatory, digestive, respiratory, urinary, endocrine, and reproductive systems. In addition, students will acquire a basic understanding of the functional relationships between these systems.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

BIO115 - Fundamentals of Human Physiology

3 credit hour(s)

This course describes how the major organs and tissues in the human body function. Basic anatomy is also reviewed to help describe the location and function of major organs and tissues. Instructional topics include the heart, blood vessels, lungs, skin, gastrointestinal system, urinary system, hormones, liver and interstitial fluid. The interrelationship between selected organs and tissues is also presented. Medical conditions and disease states are introduced as pathologically altered physiology to help students relate better to the instructional topics.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

BIO120 - Human Anatomy and Physiology

3 credit hour(s)

Principles of human anatomy and physiology are introduced, including the internal regulatory mechanisms which maintain an individual in a healthy state. Topics range from a general orientation of the human body to the structure and the function of specific organ systems.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

ECO201 - Macroeconomics

3 credit hour(s)

This course provides a study of economic analysis of the factors at work in the marketplace. Emphasis is placed on the study of macroeconomics. The study of the determination of income, output, employment, and prices in the economy are also examined.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

ECO202 - Microeconomics

3 credit hour(s)

This course places an emphasis on the study of microeconomics. A descriptive and analytical study of the market economy, it includes market structures, pricing, and distribution of wealth and income.

Prerequisite(s): ECO201

FIN401 - Financial Management

3 credit hour(s)

This course provides the basic skill sets to conduct fundamental financial analysis including break-even analysis, net present value calculations, and internal rates of return as well as the use of basic financial ratios in managerial decision making. Students are also introduced to sensitivity analysis and how to adjust their analysis based on risk factors in the decision.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MAT106 - Quantitative Literacy

3 credit hour(s)

This course is designed to develop conceptual understanding, problem-solving, decision-making and analytic skills dealing with quantities and their magnitudes and interrelationships, using calculators and personal computers as tools. The course will include the representation and analysis of data through statistical measures such as central tendency, dispersion, normal and chi-square distributions, and correlation and regression to test hypotheses. Students will also learn to use logical statements and arguments in a real-world context which will include estimating, approximating and judging the reasonableness of answers. Graphing and use of polynomial functions and systems of equations as well as inequalities in the interpretation and solutions of problems will be developed. This knowledge will be developed with the focus on using appropriate approaches and tools to formulate and solve real-world problems.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MAT107 - College Algebra

3 credit hour(s)

The first course in the College Algebra sequence. Topics in this course include applications of equations and rational expressions, radical expressions, equations containing radical expressions, systems of linear equations, inequalities, quadratic equations and their applications, graphs and the interpretation of graphs of linear equations, linear inequalities, and quadratics. Students will also be introduced to exponential and logarithmic functions.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MAT109 - General Education Mathematics

3 credit hour(s)

This course focuses on mathematical reasoning and the solving of real-life problems, rather than on routine skills. The mathematical topics discussed in this course will be Logic/Set Theory, Graph Theory and Mathematical Modeling. Calculators and computers are used to model practical problem solving techniques.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MAT110 - Precalculus Mathematics

3 credit hour(s)

This course includes a study of polynomial, exponential, logarithmic and trigonometric functions and their applications, ruler and compass constructions, plane analytic geometry, cartesian and polar coordinates, pythagorean theorem, law of sines, combinations and permutations, algebra of sets and normal distribution.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MAT112 - General Education Statistics

3 credit hour(s)

This course will focus on mathematical reasoning and the solving of real-life problems. Topics include: descriptive methods (frequency distributions, graphing and measures of location and variation), basic probability theory (sample spaces, counting, combinations, permutations, and probability laws), probability distributions (normal, binomial distribution, and random samples and sampling techniques), statistical inference (estimation, hypothesis testing, t-test, and chi-square test), correlation and regression, and F-test and analysis of variance.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

MGT334 - Data-Driven Decision Making

3 credit hour(s)

This course examines the dynamic nature of management information systems (MIS) from the perspective of the users to add effectiveness and efficiency to decision making as well as routine operations. Students learn how to use data analytics to ascertain useful information managers need, to make sound decisions using diverse techniques. Students explore decision tools, such as basic descriptive data and common assessment practices, to inform and improve the management decision process within organizations.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PSY101 - General Psychology

3 credit hour(s)

This course is designed to provide a broad, general overview of the field and introduce basic concepts and ideas central to contemporary psychology. Topics include the biological bases of behavior, human development, learning and cognition, motivation and emotion, intelligence, personality, psychological disorders, ethics and social thought.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PSY210 - Psychological Statistics

3 credit hour(s)

This course provides students with an introduction to the basic methods of collecting, organizing, and analyzing psychological data. The course introduces statistical reasoning with a focus on fundamental concepts and statistical methods used in psychological research.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PSY304 - Human Sexuality

3 credit hour(s)

Human sexuality is examined as it is expressed in attitudes, beliefs, and behaviors. Research findings on social and developmental psychological aspects of sexuality, including dysfunction and its treatment, are discussed and explored as the central focus of this course. Anthropological as well as other multicultural perspectives of sexuality are also explored.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PSY362 - Personality Theories

3 credit hour(s)

This course examines theoretical models of personality structure and development. Relevant research and psychometric methods are discussed. Students will explore the impact of culture on both theory and measurement.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PSY381 - Abnormal Psychology

3 credit hour(s)

This course focuses on biopsychosocial models of psychological disorders and maladaptive patterns of behavior. Human behaviors are examined within the framework of the DSM TR classification system. Students explore multicultural views of human behavior and potential ethical dilemmas associated with classifying or describing behavior as pathological or maladaptive.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

PSY400 - Counseling Theories

3 credit hour(s)

This course provides an explanation of basic theories, principles, and techniques of professional mental health counseling, and their application to professional mental health settings. Also considered are the

various issues involved in the practice of professional counseling, such as ethics and diversity.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SCI110 - The Rise of Modern Science

3 credit hour(s)

The course begins by exploring the evolution of science since the scientific revolution of the 16th and 17th centuries. Emphasis is placed on the development of the scientific method and its role in influencing the course of scientific discovery and perspectives on the world. Students become familiar with the fundamental nature of scientific reasoning and its importance in understanding and shaping contemporary life.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

SCI115 - The Ecological Perspective

3 credit hour(s)

An introduction to the interrelationships of living things to each other and their environment. Students learn about plant and animal identification and behaviors as these relate to the important ecological concepts of habitat, ecosystem, biological communities, and dynamic balance. The roles of natural resources and impact of human activity are also considered.

Prerequisite(s): none

Corequisite(s): none

Recommended: none

Appendix I, Board of Directors, Board of Trustees, and Administration

Education Management Corporation Board of Directors

All individuals listed here can be contacted through the Education Management Corporation offices located at 210 Sixth Avenue, 33rd Floor, Pittsburgh, PA 15222.

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Chairman and Managing Director, Chartwell Hamilton Group LLC; Former Chief of Staff at the United States Department of Education

Jerome G. Kamer

Co-founder and Managing Partner the Entertainment Investment Group (EIG) and President and Chief Operating Officer of Oladas Inc.

Mark A. McEachen

President and Chief Executive Officer of Education Management Corporation

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Chairman

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West Regional Director, AARP

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Chief Financial Officer, Education Management Corporation

Cynthia Baum, PhD

Chancellor, Argosy University, (ex officio)

Mark A. McEachen

President and Chief Executive Officer of Education Management Corporation

Mark Novad

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Associate Vice Chancellor, Academic Affairs

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Dean, College of Clinical Psychology

Joffrey Suprina, PhD

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Jennifer Swenson

Vice Chancellor, Human Resources

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Vice Chancellor, Campus Operations

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Vice Chancellor, Online and Ground Operations

Wendy Cullen

Vice Chancellor, Admissions

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Vice President, Student Services Operations and Compliance

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Senior Vice President & General Counsel

Anne K. Dean

Senior Director, Communications and Public Relations

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Campus President, Argosy University, Twin Cities

Dan Dominisac, MBA

Campus Director, Argosy University, Inland Empire

Carla Walter, PhD

Campus President, Argosy University, San Francisco Bay Area

Lorraine Beach, PhD

Campus Director, Argosy University, Northern Virginia

Marilyn Al-Hassan, EdD

Campus President, Argosy University, Los Angeles

Appendix II, Argosy University Academic Calendar 2017-2018

In addition, the dates of priority registration and late registration vary by campus. For information on priority and late registration dates, students should contact the Student Services department at their campus of record.

Fall Semester 2017 | August 31 2017 - December 13, 2017

August	31	Fall 2017 Semester begins
August	31	Fall 2017 Semester Session I 7.5 week courses begin
August	31	Fall 2017 Semester Session III 15 week courses begin
August	31	Fall 2017 Semester Session A 5 week courses begin
October	4	Fall 2017 Semester Session A 5 week courses end
October	5	Fall 2017 Semester Session B 5 week courses begin
October	21	Fall 2017 Semester Session I 7.5 week courses end
October	23	Fall 2017 Semester Session II 7.5 week courses begin
November	8	Fall 2017 Semester Session B 5 week courses end
November	9	Fall 2017 Semester Session C 5 week courses begin
December	13	Fall 2017 Semester ends
December	13	Fall 2017 Semester Session II 7.5 week courses end
December	13	Fall 2017 Semester Session III 15 week courses end
December	13	Fall 2017 Semester Session C 5 week courses end

Spring Semester 2018 | January 4, 2018 - April 18, 2018

January	4	Spring 2018 Semester begins
January	4	Spring 2018 Semester Session I 7.5 week courses begin
January	4	Spring 2018 Semester Session III 15 week courses begin
January	4	Spring 2018 Semester Session A 5 week courses begin
February	15	Spring 2018 Semester Session A 5 week courses end
February	16	Spring 2018 Semester Session B 5 week courses begin
February	24	Spring 2018 Semester Session I 7.5 week courses end
February	26	Spring 2018 Semester Session II 7.5 week courses begin
March	14	Spring 2018 Semester Session B 5 week courses end
March	15	Spring 2018 Semester Session C 5 week courses begin
April	18	Spring 2018 Semester ends

April	18	Spring 2018 Semester Session II 7.5 week courses end
April	18	Spring 2018 Semester Session III 15 week courses end
April	18	Spring 2018 Semester Session C 5 week courses end

Summer Semester 2018 | May 10, 2018 - August 22, 2018

May	10	Summer 2018 Semester begins
May	10	Summer 2018 Semester Session I 7.5 week courses begin
May	10	Summer 2018 Semester Session III 15 week courses begin
May	10	Summer 2018 Semester Session A 5 week courses begin
June	13	Summer 2018 Semester Session A 5 week courses end
June	14	Summer 2018 Semester Session B 5 week courses begin
June	30	Summer 2018 Semester Session I 7.5 week courses end
July	2	Summer 2018 Semester Session II 7.5 week courses begin
July	18	Summer 2018 Semester Session B 5 week courses end
July	19	Summer 2018 Semester Session C 5 week courses begin
August	22	Summer 2018 Semester ends
August	22	Summer 2018 Session II 7.5 week courses end
August	22	Summer 2018 Session III 15 week courses end
August	22	Summer 2018 Session C 5 week courses end

Clinical Psychology (PsyD) Summer Semester 2018 | May 7, 2018 - August 22, 2018

May	7	Clinical Psychology (PsyD) Summer 2018 Semester begins
May	7	Clinical Psychology (PysD) Summer 2018 Semester Session I 7.5 week courses begin
May	7	Clinical Psychology (PsyD) Summer 2018 Semester Session III 15 week courses begin
June	27	Clinical Psychology (PsyD) Summer 2018 Semester Session I 7.5 week courses end
July	2	Clinical Psychology (PsyD) Summer 2018 Semester Session II 7.5 week courses begin
August	22	Summer 2018 Semester ends
August	22	Summer 2018 Session II 7.5 week courses end
August	22	Summer 2018 Session III 15 week courses end

Appendix III, Tuition and Fee Schedule

Effective Date: August 8, 2017 – August 22, 2018 (Academic Year 2017 – 2018)

The tuition rates and fees included within this document are applicable to students enrolled in programs offered by all Argosy University on-ground campuses (i.e. Campus-Based Programs) and Argosy University Online Programs in the first semester or payment period starting after the effective date listed above. Argosy University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

Argosy University Campus-Based Programs

Tuition

Undergraduate Programs

Students are charged per credit hour. See below for rate per credit hour.

College of Health Sciences Associate of Applied Science (AAS), Associate of Science (AS), and Bachelor of Science (BS) Programs	
Campus	Tuition per Credit Hour
All Argosy University On-Ground Campuses except Argosy University, Dallas	\$570
Argosy University, Dallas	\$445

College of Health Sciences Bachelor of Science in Nursing Program	
Campus	Tuition per Credit Hour
All Argosy University On-Ground Campuses	\$445

College of Arts and Sciences Associate of Arts (AA), Associate of Science (AS), Bachelor of Arts (BA), and Bachelor of Science (BS) Programs, and Certificate Programs	
Campus	Tuition per Credit Hour
All Argosy University On-Ground Campuses except Argosy University, Hawai'i and Argosy University, Salt Lake City	\$556
Argosy University, Hawai'i (including Guam and Saipan)	\$573
Argosy University, Salt Lake City	\$543

Graduate Programs

Students are charged per credit hour. See below for rate per credit hour.

Graduate School of Business and Management Master of Business Administration (MBA), Master of Science (MS) Programs	
Campus	Tuition per Credit Hour
All Argosy University On-Ground Campuses except Argosy University, Hawai'i	\$775
Argosy University, Hawai'i (including Guam and Saipan)	\$798

College of Counseling, Psychology and Social Sciences Master of Arts (MA) ¹ , Master of Science (MS) Programs, and Post Master's Certificate Programs	
Campus	Tuition per Credit Hour
All Argosy University On-Ground Campuses except Argosy University, Hawai'i	\$750
Argosy University, Hawai'i (including Guam and Saipan)	\$773
Notes ¹ Tuition rate applies to the MA in Clinical Psychology degree program (terminal master's degree program) offered only at Argosy University, Seattle and Argosy University, Twin Cities.	

College of Health Sciences and College of Education Master of Public Health (MPH), Master of Science (MS) Programs, and Master of Arts (MA) ¹ Programs	
Campus	Tuition per Credit Hour
All Argosy University On-Ground Campuses except Argosy University, Hawai'i	\$731
Argosy University, Hawai'i (including Guam and Saipan)	\$753
Notes ¹ Tuition rate applies to the MA in School Counseling degree program & MA in School Psychology degree program	

College of Education Master of Arts (MA) ¹ and Master of Arts in Education (MAEd) Programs	
Campus	Tuition per Credit Hour
All Argosy University On-Ground Campuses except Argosy University, Hawai'i	\$564
Argosy University, Hawai'i (including Guam and Saipan)	\$581
Notes ¹ Tuition rate applies to MA in Educational Psychology degree program.	

Graduate School of Business and Management, College of Education, and College of Counseling, Psychology and Social Sciences

Doctor of Business Administration (DBA), Doctor of Education (EdD), Doctor of Marriage & Family Therapy (DMFT), and Education Specialist Programs (EdS)

Campus	Tuition per Credit Hour
All Argosy University On-Ground Campuses except Argosy University, Hawai'i	\$995
Argosy University, Hawai'i (including Guam and Saipan)	\$1,025

College of Clinical Psychology and College of Education

Master of Arts (MA)¹, Doctor of Psychology (PsyD) Programs, Doctor of School Psychology, Graduate Certificate Programs

Campus	Tuition per Credit Hour
All Argosy University On-Ground Campuses except Argosy University, Hawai'i	\$1,162
Argosy University, Hawai'i (including Guam and Saipan)	\$1,197
Clinical Psychology Retreat/Internship	Equivalent of 1 Credit Hour for each semester of enrollment

Notes

¹Please note that the MA in Clinical Psychology terminal master's degree programs offered only at Argosy University, Seattle and Argosy University, Twin Cities are charged at the Master's degree program rates. See **Master's Level College of Counseling, Psychology and Social Sciences Programs** above.

Fees

Training Related Fees	
Item	Cost
Zero Credit Courses	Equivalent of 1 Credit Hour ¹
DMFT Internship Extension Administrative Fee (charged with registration for MF7801-EX1, MF7801-EX2, MF7801-EX3, MF7801-EX4, and MF7801-EX5)	\$100
Professional Liability Insurance (added to all practicum, internships and field experiences)	\$20

Program Related Fees	
Item	Cost
Zero Credit Courses ²	Equivalent of 1 Credit Hour
Dissertation Extension	Equivalent of 3 Credit Hours at Dissertation Rate
W5096 Academic Writing (zero credits)	\$500
W5098 ESL Writing Skills (zero credits)	\$500
W5099 Graduate Academic Writing (zero credits)	\$500
MBA Foundation Course Competency Test	\$65
MBA Foundation Course Competency Self-Paced Course and Competency Test	\$350
Professionalization Groups	Equivalent of 1 Credit Hour for each semester of enrollment
Testing Kit Fee – Clinical & School Psychology (Added to First Testing Course)	\$100
Comprehensive Exam Workshop	\$300
Doctoral Residency Fee (Inclusive of Residency I and Residency II at \$900 each, for online course only)	\$1800

Digital Textbook ³	
Item	Fee
Master's Courses	\$85
Doctoral Courses	\$95
Undergraduate Courses	\$15

Other Student Charges

All Campuses	
Item	Cost
Technology Fee (per credit hour; applies only to graduate programs)	\$15
Student Activity Fee ⁵ — All Graduate Programs (annual)	\$25
Student Activity Fee ⁶ — All Undergraduate Programs (annual)	\$12
Graduation/End of Program Processing Fee ⁷	\$175
Late Payment Fee	\$25
ID/Security Card Replacement Fee	\$10
Transcript Fee	No Charge
Express Transcript ⁸	\$20

Campus Specific Fees

Argosy University, Atlanta Only	
Item	Cost
Criminal Justice Lab Fee (Per Lab)	\$50

Argosy University, Chicago	
Item	Cost
Individual Consultation Fee (per hour)	\$65
Housing Fee for Clinical Psychology Retreat	\$500

Argosy University, Dallas Only	
Item	Cost
Laboratory Fee —Histotechnology, Medical Assisting, and Medical Laboratory Technology (per lab credit)	\$50

Argosy University, San Francisco Bay Area Only	
Item	Cost
Child Abuse Reporting Class	\$425

Argosy University, Tampa Only	
Item	Cost
Parking Fee (per semester)	\$25

Argosy University, Twin Cities Only	
Item	Cost
Laboratory Fee — Dental Hygiene, Histotechnology, Medical Assisting, Medical Laboratory Technology, Radiation Therapy, and Veterinary Technology (per lab credit)	\$50
Clinic Fee — Dental Hygiene Program (per semester)	\$850
Laboratory Fee — Diagnostic Medical Sonography (per lab)	\$165
Laboratory Fee — Radiologic Technology (per lab)	\$100
Business & Education Dissertation Editing Fee (charged with final dissertation block)	\$325
Clinical Research Project Editing Fee	\$275

Notes

¹ Unless otherwise specified within this tuition and fee schedule.

² Unless otherwise specified within this tuition and fee schedule.

³ Not all courses include a Digital Textbook. Courses that include a Digital Textbook will be noted in the registration material and the Digital Textbook will be charged in addition to tuition unless the student chooses to opt out. Students who do not opt out will not need to purchase textbooks for courses using a Digital Textbook. The purchase of the Digital Textbook is not refundable. Students who do opt out will be issued a credit to the student account for the cost of the book and will be responsible for purchasing the required textbook. If a course does not use a Digital Textbook, the student is responsible for purchasing the required textbook.

⁴ Non-refundable, except in Arizona. In the state of Arizona, the Admission *Application Fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.

⁵ Students enrolled in no greater than one credit each term are exempt from the Student Activity Fee.

⁶ Students enrolled in no greater than one credit each term are exempt from the Student Activity Fee.

⁷ Graduation/End of Program Processing Fee is assessed to all degree seeking students upon completion of their program of study and prior to the receipt of a diploma.

⁸ An Express Transcript Fee is charged for transcripts requested to be sent via an overnight carrier.

* Beginning September 15, 2016, Argosy University will begin using Psychology Centralized Admissions System (PSYCAS). PSYCAS is a centralized application service supported by the American Psychological Association (APA) and Liaison International. Instructions on how to use PSYCAS and how your admissions documents will be uploaded and delivered to PSYCAS for processing can be found in the application: <https://psycas.liaisoncas.com/>. As a result, Argosy University will no longer charge an application fee. Students should create an account for free on the PSYCAS web site <https://psycas.liaisoncas.com>. Creating an account is free; however there is a \$50 fee to PSYCAS for the first application. If a student is applying to other programs utilizing PSYCAS for the admissions process, an additional \$35 fee is charged for each additional application. The third party PSYCAS fee is not included in the estimate above.

Argosy University Online Programs

Tuition

Undergraduate Programs

Students are charged per credit hour. See below for rate per credit hour that is inclusive of the Digital Textbooks.

College of Arts and Sciences Associate of Arts (AA), Associate of Science (AS), Bachelor of Arts (BA), and Bachelor of Science (BS) Programs	
Tuition per Credit Hour	\$556

Graduate Programs

Students are charged per credit hour. See below for rate per credit hour.

Graduate School of Business and Management Master of Business Administration (MBA), and Master of Science (MS) Programs	
Tuition per Credit Hour	\$775

College of Counseling, Psychology and Social Sciences Master of Arts (MA) Programs and Master of Science (MS) Programs	
Tuition per Credit Hour	\$750

College of Health Sciences Master of Public Health (MPH)	
Tuition per Credit Hour	\$618

College of Health Sciences Master of Science in Health Service Management	
Tuition per Credit Hour	\$731

Graduate School of Business and Management Doctor of Business Administration (DBA)	
Tuition per Credit Hour	\$925

Graduate School of Business and Management Doctor of Education in Organizational Leadership	
Tuition per Credit Hour	\$894

College of Education Doctor of Education (EdD) Programs	
Tuition per Credit Hour	\$859

College of Counseling, Psychology and Social Sciences Doctor of Education (EdD) Programs	
Tuition per Credit Hour	\$958

Digital Textbook ³	
Item	Fee
Master's Courses	\$85
Doctoral Courses	\$95
Undergraduate Courses	\$15

Other Student Charges	
Item	Fee
Graduation Fee	\$175
MA Clinical Residency Fee (Inclusive of 4 Residencies at \$500 each)	\$2,000
Doctoral Residency Fee (Inclusive of Residency I and Residency II at \$900 each)	\$1,800
Professional Liability Insurance Fee	\$20

Please visit our Student Consumer Information page to find the average time to completion for continuously enrolled students for each credential level offered. This data is available at the average credit load, full-time or at full load. Changing programs, beginning programs at the mid-term start date, taking remedial courses, taking time off from coursework, registering for fewer hours or unsuccessful attempts at course completion will increase the total length of the program and overall cost of education from what is disclosed. Transfer credits awarded toward your program will likely decrease the overall length and cost of education.

Appendix IV, Argosy University Campus Locations

Argosy University, Atlanta

980 Hammond Drive, Suite 100, Atlanta, GA 30328

770.671.1200/888.671.4777

Kim Ousley (kousley@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

770.407.1037

<http://www.argosy.edu/locations/atlanta>

Argosy University, Chicago

225 N. Michigan Avenue, Suite 1300, Chicago, IL 60601

312.777.7600/800.626.4123

Eric Ziehlke (eziehlke@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

312.777.7637

<http://www.argosy.edu/locations/chicago-downtown>

Argosy University, Dallas

5001 Lyndon B. Johnson Freeway, Heritage Square, Farmers Branch, TX 75244

214.890.9900/866.954.9900

Andrew Lunt (alunt@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

214.459.2244

<http://www.argosy.edu/locations/dallas>

Argosy University, Denver

7600 E. Eastman Avenue, Denver, CO 80231

303.923.4110/866.431.5981

Chad Jones (cmjones@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

303.923.4131

<http://www.argosy.edu/locations/denver>

Argosy University, Hawai'i

1001 Bishop Street, Suite 400, Honolulu, HI 96813

808.536.5555/888.323.2777

Kristen Connors (kconnors@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

808.791.5228

<http://www.argosy.edu/locations/hawaii>

Argosy University, Inland Empire

3401 Centrelake Drive, Suite 200, Ontario, CA 91716

909.472.0800/866.217.9075

Angela Robertson (anrobertson@argosy.edu), Director of Student Services and Deputy Title IX Coordinator 909.472.0646

<http://www.argosy.edu/locations/inland-empire>

Argosy University, Los Angeles

5230 Pacific Concourse Drive, Suite 200, Los Angeles, CA 90045

310.531.9700/866.505.0332

Amy Robinson (akrobinson@argosy.edu), Director of Student Services and Deputy Title IX Coordinator
310.531.9681

<http://www.argosy.edu/locations/los-angeles>

Argosy University, Nashville

100 Centerview Drive, Suite 225, Nashville, TN 37214

615.525.2800/866.833.6598

Darryl Thomas (dmontague-thomas@argosy.edu), Director of Student Services and Deputy Title IX Coordinator
615.525.2800

<http://www.argosy.edu/locations/nashville>

Argosy University, Orange County

601 South Lewis Street, Orange CA 92868

714.620.3700/800.716.9598

Amy Robinson (akrobinson@argosy.edu), Director of Student Services and Deputy Title IX Coordinator
714.620.3757

<http://www.argosy.edu/locations/orange-county>

Argosy University, Phoenix

2233 West Dunlap Avenue, Phoenix, AZ 85021

602.216.2600/866.216.2777

Patti Curtis (pjcurtis@argosy.edu), Director of Student Services and Deputy Title IX Coordinator
602.216.3120

<http://www.argosy.edu/locations/phoenix>

Argosy University, Salt Lake City

121 Election Road, Suite 300, Draper, UT 84020

801.601.5000/888.639.4756

Anya Elder (aelder@argosy.edu), Director of Student Services and Deputy Title IX Coordinator
801.601.4915

<http://www.argosy.edu/locations/salt-lake-city>

Argosy University, San Diego

1615 Murray Canyon Road, Suite 100, San Diego, CA 92108

619.321.3000/866.505.0333

Angela Robertson (anrobertson@argosy.edu), Director of Student Services and Deputy Title IX Coordinator
619.321.3083

<http://www.argosy.edu/locations/san-diego>

Argosy University, San Francisco Bay Area

1005 Atlantic Avenue, Alameda, CA 94501

510.217.4700/866.215.2777

Anya Elder (aelder@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

510.217.4872

<http://www.argosy.edu/locations/san-francisco>

Argosy University, Sarasota

5250 17th Street, Sarasota, FL 34235

941.379.0404/800.331.5995

Keri Becker (kbecker@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

941.379.0404

<http://www.argosy.edu/locations/sarasota>

Argosy University, Schaumburg

1000 North Plaza Drive, Suite 324 and Suite 300, Schaumburg, IL 60173-5403

847.969.4900/866.290.2777

Eric Ziehlke (eziehlke@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

312.777.7637

<http://www.argosy.edu/locations/chicago-schaumburg>

Argosy University, Seattle

2601-A Elliott Avenue, Seattle, WA 98121

206.283.4500/866.283.2777

Sara Dewitt (sdewitt@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

206.283.4500

<http://www.argosy.edu/locations/seattle>

Argosy University, Tampa

1403 North Howard Avenue, Tampa, FL 33607

813.463.7140/800.850.6488

Keri Becker (kbecker@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

813.393.5290

<http://www.argosy.edu/locations/tampa>

Argosy University, Twin Cities

1515 Central Parkway, Eagan, MN 55121

651.846.2882/888.844.2004

Aprile Eich (aeich@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

651.846.3393

<http://www.argosy.edu/locations/twin-cities>

Argosy University, Northern Virginia

1550 Wilson Blvd, Suite 600, Arlington, VA 22209

703.526.5800/866.703.2777

Gretchen Eitt (geitt@argosy.edu), Director of Student Services and Deputy Title IX Coordinator

703-526-5873

<http://www.argosy.edu/locations/washington-dc>

Off-Campus Locations

Argosy University, Hawai'i

American Samoa, Off-Campus Location

PO Box 5298 Ottoville Road

96799 Pago Pago

Argosy University, Hawai'i

Guam, Off-Campus Location

PO Box 23069 GMF

96921 Barrigada

Argosy University, Hawai'i

Saipan, Off-Campus Location

PO Box 501250 CK

96950 Saipan

Argosy University, San Diego

Military Coast Guard, Off-Campus Location

1001 South Seaside Avenue, Building 3, San Pedro, CA 90731

Appendix V, Faculty

College of Arts and Sciences

Carlos T Aquino, PhD

Argosy University, Tampa

Associate Professor

Program Chair | PhD, Engineering Technology, University of Sao Paulo, 1997; MSc, Engineering, The George Washington University, 1984; BSc, Engineering, Federal University of Rio de Janeiro, 1981

Maria N Arizzi, PhD

Argosy University, Online Programs

Assistant Professor

Faculty | PhD, Psychology: Behavioral Neuroscience, University of Connecticut, 2004; MA, Psychology: Behavioral Neuroscience, University of Connecticut, 2001; BA, Psychology, Barat College, 1999

Annmarie Belmonte, PsyD

Argosy University, Schaumburg

Assistant Professor

Assistant Program Chair | PsyD, Clinical Psychology, Illinois School of Professional Psychology/Chicago, 2003; MS, Counseling Psychology, Benedictine University, 1997; BS, Political Science, DePaul University, 1992

Katherine Bentham, DBA

Argosy University, Tampa

Instructor

Adjunct Faculty | DBA, Management, Argosy University, 2015; MBA, Business Administration, University of Phoenix, 2010; BA, Psychology, University of South Florida, 2006

Christopher Bower, MFA

Argosy University, Chicago

Assistant Professor

Faculty | MFA, Writing, School of the Art Institute of Chicago, 2005; BA, Rhetoric, University of Illinois, 1999

Dennis Cashman, PhD

Argosy University, Online Programs

Assistant Professor

Faculty | PhD, Organizational Leadership, Capella University, 2008; MDOD, Organizational Development, American University, 1986; BS, Biology Education, Central Connecticut State, 1980

Alicia G Cathell, MA**Argosy University, Online Programs**

Assistant Professor

Faculty | MA, Communication and Instruction in Education, West Virginia University, 1995; BA in Education, Language Arts and Gifted Education, Fairmont State University, 1991

Paul Cline, MA**Argosy University, Sarasota**

Instructor

Adjunct Faculty | MA/CAGS, School Counseling, Norwich University, 1995; BS, Management, Keene State College, 1991

John (Jack) J Colyar, PhD**Argosy University, Online Programs**

Assistant Professor

Faculty | PhD, Psychoeducational Processes, Temple University, 1988; MA, Clinical Psychology, West Chester University, 1984; BA, Psychology, LaSalle University University, 1978

Shanavia Dansby, PsyD**Argosy University, Schaumburg**

Assistant Professor

Program Chair | PsyD, Clinical Psychology, Illinois School of Professional Psychology/Chicago, 2007; MA, Clinical Psychology, Fisk University University, 2000; BA, Psychology, Fisk University University, 2000

Debra W Gold, PsyD**Argosy University, Phoenix**

Associate Professor

Program Chair | BS in Business Administration Degree Program; BS in Criminal Justice; PsyD, Clinical Psychology, Forest Institute of Professional Psychology, 1992; BA, Communication Arts, University of Wisconsin, 1986

Michelle T Green, PhD**Argosy University, Online Programs**

Assistant Professor

Faculty | PhD, Clinical Psychology, Texas Tech University, 1996; MA, Clinical Psychology, Texas Tech University, 1991; BA, Psychology and English, University of Notre Dame, 1988

Randy S Heinrich, DM**Argosy University, Online Programs**

Assistant Professor

Faculty | DM, Management, University of Phoenix, 2004; MEd, Counseling, Northern Arizona University, 1999; BA, Education, Chapman University, 1996

Scott D Hill, MBA**Argosy University, Online Programs***Assistant Professor*

Faculty | MBA, MIS, Duquesne University, 1989; BA, Economics, University of Pittsburgh, 1980

Jill M Johnson, EdD**Argosy University, Twin Cities***Instructor*

Program Chair | EdD, Education Leadership, University of St. Thomas, 2007; MPA, Public Administration, Hamline University, 1996; BA, Sociology, University of Wisconsin - Madison, 1991

Nicholas Keuler, MBA**Argosy University, Tampa***Instructor*

Adjunct Faculty | MBA, Business Administration, Argosy University, 2013; MEd, Guidance and Counseling Human Services & Business, University of Georgia 1987; BA, Human Services, University of Wisconsin, 1984

Pamela S Kimbrough, EdD**Argosy University, Online Programs***Assistant Professor*

Faculty | EdD, Educational Leadership, Argosy University; MS, Math, Texas A&M, 2004; BS, Chemistry, Cal Poly SLO, 1987

Henry Lachapelle, MBA**Argosy University, Tampa***Instructor*

Adjunct Faculty | MBA, Business, Webster University, 1977; BA, Political Science, University of Massachusetts, 1971

Jose Larrea, MS**Argosy University, Tampa***Instructor*

Adjunct Faculty | MS, Accounting, University of Illinois at Urbana-Champaign, 1968; BS, Commerce, Spring Hill College, 1958

Robert A Leahey, JD**Argosy University, Hawai'i***Administrative Faculty*

Program Chair | JD, Law, Creighton University School of Law, 1988; BA, Criminal Justice, University of Texas Permian Basin, 1985

Paul Cline, MA/CAGS**Argosy University, Tampa***Instructor*

Adjunct Faculty | MA/CAGS, School Counseling, Norwich University, 1995; BS, Management, Keene State College, 1991

Elizabeth Lozano, PsyD**Argosy University, Inland Empire***Assistant Professor*

Program Chair | PsyD, Clinical-Community Psychology, University of La Verne, 2007; MA, General Psychology, California State University, Los Angeles, 2012; MS, Clinical Community Psychology, University of La Verne, 2004

George Lunsford, PhD**Argosy University, Tampa***Instructor*

Adjunct Faculty | PhD, Curriculum and Instruction, University of South Florida, 2009; MA, Psychology, University of South Florida, 2001; BA, Psychology, University of South Florida, 1997

Craig Mack, MS**Argosy University, Los Angeles***Associate Professor*

Program Chair | MS, Leadership in Management, University of La Verne, 2010; BA, Human Services, California State University Dominguez Hills, 2007; BA, English Language and Linguistics, California State University Dominguez Hills, 2007

James Macneil, MST**Argosy University, Tampa***Instructor*

Adjunct Faculty | MST, Teaching, Boston College, 1975; BS, Science Education, Boston College, 1968

Lisa M McDonnell, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Curriculum and Instruction, University of Arizona, 2007; MA, Sociology, New Mexico State University, 2000; BA, Political Science/Law & Society, New Mexico State University, 1990

Tammy Metras, PhD**Argosy University, Sarasota**

Adjunct Faculty | PhD, English, University of South Florida, 2004; MA, English, University of South Florida, 1991; BA, English, University of South Florida, 1981

Nanci Nolan, MA**Argosy University, Tampa***Instructor*

Adjunct Faculty | MA, Sociology, University of South Florida, 2001; BA, English and Psychology, University of South Florida, 1995

Elizabeth A Olson, PhD**Argosy University, Online Programs***Instructor**Assistant Professor*

Faculty | PhD, School Psychology, Texas A&M University, 2004; BS, Psychology, University of Iowa, 1998

John Parker, DBA**Argosy University, Tampa***Instructor*

Adjunct Faculty | Post Doctoral Certificate, Accounting, Argosy University, 2015; DBA, Argosy University, 2013; Master, of Professional Accountancy, Arizona State University 2010; MBA, University of Phoenix, 2001; BS, Business Administration/Marketing, University of Southern California, 1995

Robert Robertson, PhD**Argosy University, Tampa***Instructor*

Adjunct Faculty | PhD, Management and Organization, Sterling University, 2000; MS, Law, Vermont Law School, 1985; MS, Public Administration, Dalhousie University, 1984, MA, Planning and Community Development, Eastern Kentucky University, 1978; BS, Social Science & Geography, East Tennessee State University, 1974

Lori Rolfsmeier, MA**Argosy University, Twin Cities***Instructor*

Program Chair | MA, Forensic Psychology, Argosy University, 2011; BA, Psychology and Human Services, University of Minnesota-Morris, 1986

Deborah Shearer, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Organizational Development, Benedictine University, 1998; MS, Instructional Systems Technology, Indiana University, 1984; BS, Education, Ball State University, 1977

Donnie L Smith, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Organization and Management, Capella University, 2005; MBA, Management, Pepperdine University, 1982; BSET, Engineering, California Polytechnic State University, 1975

Sheneka C Smith, MS**Argosy University, Online Programs***Assistant Professor*

Faculty | MS, Theology/Ministerial Studies, University of Fort Lauderdale, 2005; BS, Merchandising, Florida State University, 2002

Kristine N Spinks, PhD**Argosy University, Online Programs***Assistant Professor*

Department Chair | PhD, Academic Psychology, Walden University, 2007; MA, Forensic Psychology, Argosy University, 2012; MA, Counseling, Webster University, 2002

Brian Stepp, EdD**Argosy University, Tampa***Instructor*

Adjunct Faculty | MAEd, Counseling and Guidance, Clemson University, 2000; BA, Psychology and Political Science, Drake University, 1991

Jean Sterner, EdD**Argosy University, Tampa***Instructor*

Adjunct Faculty | EdD, Education, Argosy University, 2014; MA, Curriculum and Instruction, Argosy University, 2009; BS, Education, St. Petersburg College, 2007

Dayna E Thompson, EdD**Argosy University, Online Programs***Assistant Professor*

Faculty | EdD, Organizational Leadership, Argosy University, 2012; MBA, HR Management, Strayer University, 2008; BBA, HR Management, Strayer University, 2007

Catherine L Tompkins, EdS**Argosy University, Online Programs***Assistant Professor*

Faculty | EdS, Information Technology in Education/Distance Learning, Nova Southeastern University, 2004; MBA, Business Computer Information Systems, University of North Texas, 1990; BBA, Information Systems/Management, Baylor University, 1986

Mary L Viventi, EdD**Argosy University, Online Programs***Assistant Professor*

Faculty | EdD, Counseling Psychology, Argosy University; MA, Psychology, Michigan State University, 1976; BA, Psychology, Michigan State University, 1973

Carrie M Wandler, MA**Argosy University, Online Programs***Assistant Professor*

Faculty | MA, English, Boston University, 2003; BA, English, State University of New York- Stony Brook, 2002

Erica B Wattley, MS**Argosy University, Online Programs***Assistant Professor*

Faculty | MS, Teacher Leadership, Walden University, 2009; BA, Spanish, Iowa State University, 1996; BA, Secondary Education, Iowa State University, 1996

Pauline (Polly) Lytle, PhD**Argosy University, San Francisco Bay Area***Associate Professor*

Faculty | PhD, Clinical Psychology, California School of Professional Psychology, 1992; MA, Speech and Language Pathology, Northwestern University, 1974; BA, Psychology, College of New Rochelle, 1972

Robert M Anderson, PhD**Argosy University, Hawai'i***Professor*

Faculty | PhD, Psychology, University of Hawaii at Manoa, 1986; BA, Physics, Ohio State University, 1965

Penelope A Asay, PhD**Argosy University, Chicago***Associate Professor*

Faculty | PhD, Counseling Psychology, University of Maryland, 2006; MA, College Student Personnel, University of Maryland, 2001; BA, Psychology, Connecticut College, 1996

Yvonne Awana, PsyD**Argosy University, Hawai'i***Associate Professor*

Faculty | PsyD, Clinical Psychology, ASPP, 2001; MA, Clinical Psychology, ASPP, 1999; BA, Psychology, Chaminade University

Nahid Aziz, PsyD**Argosy University, Northern Virginia***Associate Professor*

Faculty | PsyD, Clinical Psychology, Alliant University, 1999; MA, Clinical Psychology, Alliant University, 1997; BA, Psychology, California State University, 1994

Louise M Baca, PhD**Argosy University, Phoenix***Professor*

Faculty | PhD, Psychology, Arizona State University, 1991; MA, Psychology, Arizona State University, 1985; BA, Psychology, University of New Mexico, 1981

Sue H Bae, PhD**Argosy University, Chicago***Associate Professor*

Faculty | PhD, Human Development and Mental Health, University of Chicago, 2001; MEd, Counseling Psychology, Columbia University, Teachers College, 1994; BA, Psychology, University of California at Berkeley, 1991

Kathie A Bates, PhD**Argosy University, Tampa***Associate Professor*

Director of Clinical Training | PhD, Clinical-Community Psychology, University of South Carolina, 1992; BA, Psychology, Ohio University, 1981

Marcia A Bennett, PhD**Argosy University, Twin Cities***Professor*

Faculty | PhD, Clinical Community Psychology, University of Nebraska, 1992; MA, Clinical Community Psychology, University of Nebraska, 1989; BA, Psychology and English, University of South Dakota, 1986

Stephen E Berger, PhD, ABPP**Argosy University, Orange County***Associate Professor*

Faculty | PhD, Clinical Psychology, University of Miami, 1971; MS, Clinical Psychology, University of Miami, 1968; BA, Psychology, University of South Florida, 1966

Margit Berman, PhD**Argosy University, Twin Cities***Instructor*

Faculty | PhD, Counseling and Social Psychology, University of Minnesota, 2006; BA, English, University of Minnesota, 1995

Ephi J Betan, PhD**Argosy University, Atlanta***Professor*

Faculty | PhD, Clinical Psychology, University of Kansas, 1996; MA, Clinical Psychology, University of Kansas, 1993; BA, Psychology, Lee University, 1991

Cameron Brewer, PhD**Argosy University, Schaumburg***Assistant Professor*

Associate Program Chair | PhD, Clinical Neuropsychology Track, The University of Montana, 2009; Masters of Letters, Cognitive Neuroscience, University of Glasgow, 1998; MA, Clinical Psychology, University of Glasgow, 1998

Christina D Brown, PsyD**Argosy University, Tampa***Assistant Professor*

Associate Director of Training | PsyD, Clinical Psychology, Nova Southeastern University, 2007; MS, Clinical Psychology, Nova Southeastern University, 2004; BA, Psychology, New College of Florida, 2001

Jeffrey Brown, PhD**Argosy University, Twin Cities***Assistant Professor*

Faculty/Associate Director of Training | PhD, Clinical Psychology, Fielding Institute, 2003; MA, Education - Guidance and Counseling, University of Wisconsin, River Falls, 1981; BS, Elementary Education, University of Wisconsin, River Falls, 1976

Timothy C Brown, PhD**Argosy University, Atlanta***Associate Professor*

Program Dean | PhD, Clinical Psychology, Virginia Commonwealth University, 1991; MA, Clinical Psychology, Virginia Commonwealth University, 1987; BA, Psychology, Duke University, 1982

Gary Bruss, PhD**Argosy University, Orange County***Associate Professor*

Program Chair | PhD, Clinical Psychology, Ohio University, 1990; MA, Clinical Psychology, Illinois State University, 1986; BA, Psychology, Ohio State University, 1982

Ana L Bustamante, PhD**Argosy University, Phoenix***Professor*

Faculty | PhD, Psychology, University of Arizona, 1978; MA, Psychology, University of Arizona, 1976; BA, Psychology and Sociology, University of Arizona, 1972

Megan C Carlos, PhD**Argosy University, San Francisco Bay Area***Associate Professor*

Faculty | PhD, Child Clinical Psychology, University of Minnesota, 2005; MA, Child Psychology, University of Minnesota, Twin Cities, 2003; BA, Psychology, Mills College, 1998

Mark S Carlson-Ghost PhD**Argosy University, Twin Cities***Assistant Professor*

Associate Professor | PhD, Clinical Psychology, Wayne State University, 1980; MA, Clinical Psychology, Wayne State University, 1978; BA, Psychology and Religion, St. Olaf College, 1974

Kristen Carney, PsyD**Argosy University, Schaumburg***Associate Professor*

Associate Director of Clinical Training | PsyD, Clinical Psychology, Wheaton College 2010; MA, Clinical Psychology, Wheaton College, 2007; BS, Counseling, Johnson University, Florida, 2004

Jenine L Chiles, PsyD**Argosy University, Chicago***Assistant Professor*

Director Psychological Services Center & Consortium Training Director | PsyD, Clinical Psychology, Illinois School of Professional Psychology, 1997; MA, Clinical Psychology, Illinois School of Professional Psychology, 1994; BA, Psychology, Michigan State University, 1990

Steven J Choy, PhD**Argosy University, Hawai'i***Assistant Professor*

Faculty | PhD, Clinical Psychology, University of Utah, 1977; MS, Clinical Psychology, University of Utah, 1975; BA, Psychology, University of Hawaii, 1973

Kathryn M. Chun, PhD**Argosy University, Hawai'i***Assistant Professor*

Faculty | PhD, Clinical Psychology, California School of Professional Psychology at Alliant International University, 2005; BA, Psychology, Carleton College, 1998

Crystal S Collier, PsyD**Argosy University, Tampa***Associate Professor*

Program Dean, Clinical Psychology | PsyD, Clinical Psychology, Wright State School of Professional Psychology, 2006; BA, Human Biology, University of Kansas, 1996

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Faculty | PhD, Counseling Psychology, University of North Texas, Denton, Texas, 1994, M.A. Clinical Psychology, University of North Texas, Denton, Texas, 1988, B.S. Psychology, Florida Institute of Technology, Melbourne, Florida, 1982

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Associate Program Chair | PhD, Clinical Psychology, University of Kentucky, 2004; MS, Clinical Psychology, University of Kentucky, 2000; BS, Psychology, University of Illinois, 1998

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Faculty | PsyD, Clinical Psychology, 2005

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Director of Clinical Psychology Internship & Consortium Training | PsyD, Clinical Psychology, ASPP, 2002; MA, Counseling Psychology with MFCC Emphasis, University of San Francisco, 1994; BA, Psychology, University of Hawaii, 1998

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Faculty | PhD, Clinical Psychology, State University of New York Stony Brook, 1994; BA, Psychology, State University of New York, Buffalo, 1987

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Faculty | PhD, Committee on Human Development, University of Chicago, 1987; MA, Committee on Human Development, University of Chicago, 1983; BA, Anthropology, Northwestern University, 1972

David Sacks, PsyD**Argosy University, Northern Virginia***Associate Professor*

Director of Training | PsyD, Psychology, The State University of New Jersey, Rutgers, 1993; BA, Economics, Swarthmore College,

Sean W Scanlan, PhD**Argosy University, Hawai'i***Associate Professor*

Program Dean | PhD, Clinical Psychology, University of Hawaii at Manoa, 2003; MA, Clinical Psychology, University of Hawaii at Manoa, 1998; BS, Psychology, Willamette University, 1992

Rahul Sharma, PsyD**Argosy University, Chicago***Assistant Professor*

Faculty | PsyD, Clinical Psychology: Proficiency in Multicultural Psychology, The Chicago School of Professional Psychology, 1998; BS, Social Science, University of Michigan, 1991

Brian Sharpless, PhD**Argosy University, Northern Virginia***Associate Professor*

Faculty | PhD, Clinical Psychology, University of Pennsylvania 2010, MA Philosophy , University of Pennsylvania 2003, MS Clinical Psychology University of Pennsylvania 2001, BA Psychology BA Philosophy University of Pennsylvania, 1998

Edward N Shearin, PhD**Argosy University, Northern Virginia***Professor*

Faculty | PhD, Clinical Psychology, University of Washington, Seattle, 1990; BA, Psychology, San Francisco State University, 1981

Gregory N Shrader, PhD**Argosy University, Phoenix***Professor*

Associate Director of Training | PhD, Clinical Psychology, California School of Professional Psychology (Alliant International University), 1992; BA, Psychology, University of Arizona, 1983

Larry M Sideman, PhD**Argosy University, Phoenix***Professor*

Associate Director of Training | PhD, Clinical Psychology, Palo Alto University-Pacific Graduate School of Psychology, 1993; MA, Psychology, San Diego State University, 1988; BS, Psychology, Arizona State University, 1984

Margaret A Smith, PsyD**Argosy University, Chicago***Assistant Professor*

Associate Director of Training | PsyD, Clinical Psychology, The Chicago School of Professional Psychology, 2002; MA, Clinical Psychology, The Chicago School of Professional Psychology, 2000; BA, International Studies, Saint Xavier University, 1989

Maricela Soto, PsyD**Argosy University, Schaumburg***Assistant Professor*

Faculty | PsyD, Multicultural and Community, California School of Professional Psychology, 2002; BA, Psychology/Sociology, Concordia University, 1994

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Faculty | PhD, Clinical Psychology, University of Rochester, 1960; AB, Liberal Arts, University of Chicago, 1956

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Faculty | PhD, Counseling Psychology, University of Nebraska-Lincoln, 1995; BFA, Studio Fine Arts, University of Hawaii, 1979

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Director of Training | PhD, Clinical Psychology, Fuller Graduate School of Psychology, 1995; MA, Theology, Fuller Graduate School of Theology, 1991; BS, Psychology, Saint John's University, 1986

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Faculty | PhD, Clinical Psychology, Pacific Graduate School of Psychology, 2003; JD, Law, Golden Gate University Law, 2001; MA, Psychology, Boston University, 1994

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Faculty | PhD, Counseling Psychology, Illinois Institute of Technology, 1975; MS, Rehabilitation Counseling, Illinois Institute of Technology, 1971; BA, Psychology, University of Hawaii, 1969

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College of Counseling, Psychology and Social Sciences**Courtney E A Conley, EdD, LPC, NCC****Argosy University, Northern Virginia***Assistant Professor*

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Gary Boyles, EdD**Argosy University, Sarasota***Instructor*

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Chair and DOT | PhD, Clinical Psychology, University of Illinois, Urbana-Champaign, 1998; MS, Counseling Psychology, Western Washington University, 1984; BS Experimental Psychology, University of California at Santa Barbara, 1976

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Associate Dean-System Wide, Psychology | PsyD, Clinical Psychology, The Illinois School of Professional Psychology, 2003; MBA, Finance, Loyola University-Chicago, 1997; BA, Journalism, The OhioState University, 1990

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Director of Training | EdD, Counseling Psychology, Argosy University, Chicago, 2011; MA, Community Counseling, Northeastern Illinois University, 1994; BS, Industrial Psychology, Loyola University, Chicago, 1977

Anna Gomez, EdD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | EdD, Organizational Change, Pepperdine University, 2007; MS, Applied Behavioral Science, 1995, Bastyr University; BS, Recreation and Leisure Studies, University of Georgia, 1979

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Program Chair | PhD, Technology Implications in Higher Ed, Capella University, 2007; MA Sport & Exercise Psychology, Argosy University, 2013; MS, Technology Management, Mercer University Stetson School of Business and Economics, 1999; BS, Computer Science, North Carolina State University, 1984

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Chandra F Johnson, PhD**Argosy University, Atlanta***Assistant Professor*

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Jeshana Johnson, PsyD**Argosy University, Inland Empire***Assistant Professor*

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Chair, CoCPSS | PhD, Counselor Education, Mississippi State University, 2006; MS, Community Counseling, Mississippi State University, 2001; BS Business Management, University of South Alabama, 1990

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Robert L Moore, EdD

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Director of Training | EdD, Counseling, Peabody College of Vanderbilt University, 1987; MA, Counseling, Church of God Theological Seminary, 2007; MA, Psychology, Middle Tennessee State University, 1984

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Program Chair | EdD, Human Development Counseling, George Peabody College at Vanderbilt University, 1990; EdS, Human Development Counseling, George Peabody College at Vanderbilt University, 1978; MS, Guidance & Counseling, University of Tennessee, Nashville, 1974

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Director of Training | PhD, Psychology, Capella University, 2006; MA, Human Resources Counseling, Ottawa University, 1995; BA, Psychology, Ottawa University, 1993

Jo A Nelson, EdD**Argosy University, Twin Cities***Associate Professor*

Program Chair | EdD, Educational Leadership, University of St. Thomas, 1996; MA, Counseling Psychology, College of St. Thomas, 1984; BS, Secondary Education, University of Nebraska, 1977

Susan Ogletree, PhD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | PhD, Educational Policy Studies, Georgia State University, 2007; EdS, Professional Counseling, Georgia State University, 2004; EdS, Educational Leadership, West Georgia College, 1985; MS, Professional Counseling, Georgia State University, 2002; MEd, Elementary Education, West Georgia College, 1974; BEd, Music, West Georgia, 1973

Caroline Perjessy, PhD**Argosy University, Tampa***Instructor*

Adjunct Faculty | PhD, Counseling and Human Development Services, 2013; MEd, Higher Education, Youngstown State University, 2006; BA, Psychology, Youngstown State University, 1998

Asha Dickerson, PhD**Argosy University, Atlanta***Assistant Professor*

Co-Director of Clinical Training | PhD, Counselor Education and Supervision, Auburn University, 2014; MA, Community Counseling, University of Alabama at Birmingham, 2009; BS, Psychology, University of Alabama at Birmingham, 2004

Gerry Crete, PhD**Argosy University, Atlanta***Assistant Professor*

Faculty | PhD, Counselor Education and Supervision, University of Georgia, 2013; MEd, School Counseling, Liberty University, 2009; BA, History, Queens University, 1992

Lesley Riley, PhD**Argosy University, Atlanta***Associate Professor*

Faculty | PhD, Counselor Education, University of South Carolina, 2005; MEd, Secondary School Counseling, University of South Carolina, 1997; BA, Psychology, Yale University, 1987

Melinda Paige, PhD**Argosy University, Atlanta***Assistant Professor*

Faculty | PhD, Counselor Education, Georgia State University, 2014; MS, Mental Health Counseling, Nova Southeastern University, 1998; BA, English, Florida State University, 1993

SaDohl Jones, PhD**Argosy University, Atlanta***Assistant Professor*

Faculty | PhD, Counselor Education and Supervision, University of Iowa, Iowa City, 2011; MA, School Counseling, Clark Atlanta University, 2004; BA, Psychology, Clark Atlanta University, 2002

Dale A Piper, PsyD**Argosy University, Denver***Assistant Professor*

Faculty | PsyD, Psychology, Pepperdine University, 1991; MS, Psychology, Abilene Christian University, 1980; BS Psychology, Abilene Christian University, 1977

Samuel Pizzi, PhD**Argosy University, Sarasota***Professor of Practice*

Faculty | PhD, Clinical Psychology, Heed University, 1975; MA, Pastoral Theology, Barry University, 2003; MEd, Rehabilitation, Springfield College, 1972

Patrick Powell, EdD**Argosy University, Sarasota | Argosy University Tampa***Instructor*

Adjunct Faculty | EdD, Counselor Education and Supervision, Argosy University, 2012; MA, Community Counseling, Louisiana State University, 2006; BS, Sociology, University of West Georgia, 2002

Felicia Pressley, PhD, LPC-S**Argosy University, Northern Virginia***Assistant Professor*

Faculty | PhD, Counselor Education and Supervision, Auburn University, 2013; EdS Counseling and Development, Auburn University, 2007; MS General Counseling, Alabama State University, 2002; BS Psychology, Alabama State University, 1997

Kent B Provost, PhD**Argosy University, Chicago***Assistant Professor*

Faculty | PhD, Counselor Education and Supervision, Idaho State University, 2009; MA, Applied Psychology- Mental Health Counseling, Southern Oregon University, 2004; BA, Business and Administrative Studies, Lewis and Clark College, 1981

Susan Quick, MS**Argosy University, Hawai'i***Instructor*

Director of Training | MA, Sociology, East Carolina University, 1975; BA, Psychology, University of North Carolina Greensboro, 1972

Mary Kate Reese, PhD**Argosy University, Atlanta***Professor*

Faculty | PhD, Counseling, Georgia State University, 1995; MS, Professional Counseling, Georgia State University, 1986; BA, Psychology, Furman University, 1983

Joseph J Reid, PhD**Argosy University, Twin Cities***Associate Professor*

Faculty | PhD, Family Social Science, University of Minnesota, 1999; MA, Marriage and Family Therapy, East Carolina University, 1995; BA, Psychology, East Carolina University, 1992

Jim Reynolds, EdD**Argosy University, Sarasota***Professor*

Faculty | EdD, Counselor Education, University of Sarasota, 1992; MA, Sociology, University of South Florida, 1974; BA, Psychology, University of South Florida, 1970

Pang Foua Y Rhodes, PhD**Argosy University, Twin Cities***Assistant Professor*

Faculty | PhD, Family Social Science, University of Minnesota, 2008; MS, Marriage and Family Therapy, Fuller Theological Seminary, 2001; BA, Psychology, Brown University, 1993

Sherry L Rieder, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Clinical Psychology, University of Illinois-Chicago, 2003; MA, Clinical Psychology, University of Illinois-Chicago, 1999; BS, Psychology, University of Wisconsin-Madison, 1996

Marsha Boveja Riggio, PhD**Argosy University, Northern Virginia***Associate Professor*

Program Chair | PhD, Counselor Education and Supervision, University of South Carolina, Columbia, 2000; MEd, School Counseling, Bowie State University, 1997; BA, Psychology, University of Maryland, College Park, 1994

Kelli B Ritter, PhD**Argosy University, Atlanta***Assistant Professor*

Faculty | PhD, Counseling, Georgia State University, 2003; MS, Community Counseling, Georgia State University, 1998; BS, Psychology, Georgia State University, 1993

Bruce Robertson, MA**Argosy University, Sarasota***Instructor*

Adjunct Faculty | MA, Counseling, University of North Texas, 1986; BM, Music Education, University of North Texas, 1979

Ajita M Robinson, PhD, LCPC, NCC**Argosy University, Northern Virginia***Assistant Professor*

Faculty | PhD, Counseling, George Washington University, 2015; MA Human Development Counseling, Saint Louis University, 2009; BS Business Management, Saint Louis University, 2005; BA Psychology, Saint Louis University, 2005

Julianna Robinson, PhD**Argosy University, Schaumburg***Assistant Professor*

Program Chair | PhD, Counselor Education, University of North Texas, 2001; MEd, Counseling, Western Illinois University, 1995; MS, Biochemistry, Western Illinois University, 1992

D. Paul Rodriguez**Argosy University, Sarasota***Assistant Professor*

Faculty | PhD, Psychology, Walden University, 2007; MA Counseling, Wayne State University, 1991; BS Psychology, Central Michigan University, 1984

Gwendolyn G Rouse, PhD**Argosy University, Atlanta***Associate Professor*

Faculty | PhD, Counseling Psychology, Clark Atlanta University, 1992; MA, Counseling Psychology, Clark Atlanta University, 1987; BA, Urban & Metropolitan Studies, Michigan State University, 1978

Suhad Sadik, PhD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | PhD, Educational Administration and Leadership, University of South Carolina, 1993; EdS, Counselor Education, University of South Carolina, 2006; MEd, Testing and Measurement, University of South Carolina, 1986; MA Higher Education Administration, University of South Carolina, 1982; BA, History/Education, University of South Carolina, 1980

Onaje Salim, EdD, LCPC, NCC**Argosy University, Northern Virginia***Instructor*

Part-time Faculty | EdD, Counselor Education and Supervision, Argosy University, Atlanta, 2013; MA Professional Counseling, Argosy University, Atlanta, 2000; BA Applied Behavioral Science, National-Louis University, 1997

Elise Sanchez, PsyD**Argosy University, Inland Empire***Assistant Professor*

Director of Clinical Training | Psy.D. Chicago School of Professional Psychology, 2015, MA Psychology Pepperdine, 2011. BA in Psychology Azusa Pacific, 2008

Joy Shabandar, PhD**Argosy University, Los Angeles***Associate Professor*

Program Chair | PhD, Philosophy, Capella University, 2011; MS, Counseling, East Central University, 1999; BA, Counseling, East Central University, 1997

Mariam Sheibani, PsyD**Argosy University, Orange County***Assistant Professor*

Program Chair | PsyD, Clinical Psychology, Alliant International University, 2004; MA, Psychology, Pepperdine University, 2000; BA, Psychology, University of Southern California, 1997

James R Siebert, PhD**Argosy University, Hawai'i***Administrative Faculty*

Program Chair | PhD, Clinical Psychology, California Institute of Integral Studies, 1994; MA, Psychology, Roosevelt University, 1982; BS, Psych., Loyola University Chicago, 1975

Albert W Smith, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Psychology, Southwestern Baptist Seminary, 1993; MA, Marriage and Family Therapy, Southwestern Baptist Seminary, 1986; BA, Psychology, Baylor University, 1983

Chad Snyder, PhD**Argosy University, Phoenix***Associate Professor*

Director of Training | PhD, Counselor Education and Supervision, Duquesne University; MA, Community Counseling, Slippery Rock University

Allison L Spargo, PhD**Argosy University, Atlanta***Associate Professor*

Faculty | PhD, Counselor Education and Supervision, Georgia State University, 2009; MEd, Community Counseling/Marriage and Family Therapy concentration, College of William and Mary, 2005; BS, Psychology, James Madison University, 2003

Krista D Speicher, DMFT**Argosy University, Denver***Assistant Professor*

Program Chair | DMFT, Marriage and Family Therapy, Argosy University, 2012; MS, Social Work, Columbia University School of Social Work, 2006; BA, Psychology, The Colorado College, 2003

Noelle StGermain-Sehr, PhD**Argosy University, Dallas***Associate Professor*

Faculty | PhD, Counselor Education and Supervision, St. Mary's University, 2003; MEd, Counselor Education and Supervision, 1993; BM, Music and Psychology, 1991

Elisabeth C Suarez, PhD**Argosy University, Denver***Assistant Professor*

Director of Training | PhD, Counselor Education and Supervision, University of Northern Colorado, 2002; MA in Counseling, Denver Seminary, 1996; MS Mathematics, University of New Hampshire, 1989; BS Materials Engineering, Rensselaer Polytechnic Institute, 1982

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Megan J Swisher, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, School Psychology, Texas Woman's University, 2003; MA, Psychology, Stephen F Austin State University, 1986; BSEd, Psychology/Special Education, Stephen F Austin State University, 1984

Robert G Thompson, PsyD**Argosy University, Online Programs***Assistant Professor*

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Don P Trahan, PhD, LPC, NCC, ACS**Argosy University, Northern Virginia***Assistant Professor*

Faculty | PhD, Counselor Education, University of New Mexico, 2013; MA, Educational Leadership, University of New Mexico, 2015; MA Psychology, Texas A&M University, 2010; BA Psychology, Texas A&M University, 2008

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Lee A Underwood, PsyD**Argosy University, Phoenix***Professor of Practice*

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Thomas C Vail, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Psychology, Saybrook University, 1997; MTh, Counseling, Harding University, 1984; BS, Education, Florida State University, 1978

Thomas I Watson, EdD**Argosy University, Atlanta***Assistant Professor*

Co-Director of Clinical Training | EdD, Counselor Education and Supervision, Argosy University Atlanta, 2013; MA, Professional Counseling, Argosy University Atlanta, 2004; BA, Communications, Film, and Video Production, Georgia State University, 1994

Marisa White, PhD**Argosy University, Nashville***Associate Professor*

Faculty | PhD, Counselor of Education and Supervision, University of Akron, 2009; MS, Mental Health Counseling, University of Tennessee, 2004; BA, Psychology, Mount Union College, 2002

Jerome Wilczynski, PsyD**Argosy University, Chicago***Assistant Professor*

Faculty | PsyD, Clinical Psychology, Illinois School of Professional Psychology, Chicago, 1999; BM, Music, Viola Performance, University of Michigan, 1992

Chinwe U Williams, PhD**Argosy University, Atlanta***Associate Professor*

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Lois Winchell, EdD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | EdD, Counseling Psychology, University of Denver, 1991; MA, Counseling Psychology, University of Denver, 1987; BS, Education/Mathematics, Eastern Michigan University, 1965

Jeff Wolfgang, PhD**Argosy University, Sarasota**

Adjunct Faculty | PhD, Marriage & Family Counseling, University of Florida, 2013; EdS, Education, University of Florida, 2008; MAEd, Marriage & Family Counseling, University of Florida, 2008; BS, Zoology, University of Florida, 2003

Thomas Worwa, PsyD**Argosy University, Twin Cities***Instructor*

Program Chair | PsyD, Clinical Psychology, Argosy University, 2009; MA, Clinical Psychology, Argosy University, 2006; BA, Psychology, University of Minnesota, 1989

Raphael Ziegler, PhD**Argosy University, Online Programs***Associate Professor*

Faculty | PhD, Clinical Psychology, Central Michigan University, 2004; MA, Clinical Psychology, Central Michigan University, 2002; BS, Psychology, Loyola University-Chicago, 1999

College of Education**Ann K Allison, EdD****Argosy University, Phoenix***Associate Professor*

College Chair | MAEd in Higher and Postsecondary Education Degree Program; EdD in Higher and Postsecondary Education Degree Program; EdD, Educational Leadership, Northern Arizona University, 1993; MS, Special Education, Vanderbilt University, 1977; BS, English/History, Vanderbilt University, 1975

Cathy Alsman, MS**Argosy University, Sarasota***Instructor*

Adjunct Faculty | PhD, Guidance & Psychological Services and Counseling Education, Indiana State University, 2014; MS, Educational Psychology, Indiana State University, 1996; BS, Psychology, Indiana State University, 1994

Deloris Y Banks, EdD**Argosy University, Atlanta***Associate Professor*

Program Chair | EdD, Educational Leadership, Clark Atlanta University, 1998; MA, Elementary Education, Georgia State University, 1981; BA, Elementary Education, Emory University, 1974

Thomas Buchanan, EdD**Argosy University, Sarasota | Argosy University, Tampa***Assistant Professor*

Program Chair | EdD, Educational Leadership, Nova Southeastern University, 2006; EdS, School Psychology, 1976; MAEd, School Psychology, Kent State University, 1975; BS, Hearing Impaired K-12, Kent State University, 1974

Shannon Butler, EdD**Argosy University, Tampa***Instructor*

Adjunct Faculty | EdD, Educational Leadership, Argosy University, 2012; MAEd, Educational Leadership, Argosy University, 2009; BS, Business Administration/Finance, Florida Southern, 2000

Robert L Campbell, EdD**Argosy University, Phoenix***Associate Professor*

Faculty | EdD, Curriculum and Instruction, Northern Arizona University, 2004; MAEd, Counseling and Student Personnel Services, Arizona State University. 1976; BA, Elementary Education, Arizona State University, 1972; EdD, Curriculum and Instruction, Northern Arizona University, 2004; MAEd, Counseling and Student Personnel Services, Arizona State University. 1976; BA, Elementary Education, Arizona State University, 1972

Valentino Castro, EdD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | EdD, Planning and Educational Evaluation, International American University, 1987; MA, Psychology, Governors State University, 1998; BA, Psychology, University of Puerto Rico, 1971

Dawn Coffin, EdD**Argosy University, Sarasota | Argosy University, Tampa***Instructor*

Adjunct Faculty | EdD, Educational Leadership and Policy Studies, University of South Florida, 2008; EdS, Education, University of South Florida, 2002;; MA, Education, University of South Florida, 1988; BA, Marketing, University of South Florida, 1988

Winona Considine, PsyD**Argosy University, Phoenix***Instructor*

Faculty | PsyD, Clinical Psychology, Argosy University - Phoenix, 2004; BA, Psychology, Chapman University, 1980

Jeannette M Dubyak, EdD**Argosy University, Atlanta***Professor*

Faculty | EdD, Educational Leadership, University of Georgia, 2003; MAEd, Reading, Mercer University. 1975; BA, English Literature, Florida State University, 1971

Jeffrey Blume, EdD**Argosy University, Sarasota | Argosy University, Tampa***Assistant Professor*

Program Chair | EdD, Educational Leadership, Argosy University, 2011; EdS, Educational Leadership, Argosy University, 2007; MAEd, Guidance Counseling, Argosy University, 2003; BS, Music Education, University of South Florida, 1981

Nancy Goux, EdD**Argosy University, Sarasota | Argosy University, Tampa***Assistant Professor*

Director of Training | EdD, Educational Leadership, Argosy University, 2012; EdS, Computer Education, Nova University, 1985; MAEd, Curriculum & Instruction, University of South Florida, 1981; BA, Early Childhood & Elementary Education, University of South Florida, 1979

Ace Faust, EdD**Argosy University, Phoenix***Professor of Practice*

Faculty | EdD, Educational Administration, Northern Arizona University, 1983; MS, Education, Bucknell University, 1972; BS, Education, Bloomsburg University, 1970

Dominick Ferello, EdD**Argosy University, Tampa***Instructor*

Adjunct Faculty | Ed.D, Educational Leadership, Argosy University, 2012; Ed.S, Educational Leadership, Nova Southeastern University, 1999; MAEd, Reading, Dowling College; BEd, Elementary Education, Dowling College, 1977

Shondra Flores, PhD**Argosy University, Sarasota | Argosy University, Tampa***Instructor*

Adjunct Faculty | PhD, Public Policy and Administration, Walden University, 2014; MBA, Business Administration, National-Louis University, 2006; MA, Educational Leadership, National-Louis University, 2002; BA, Special Education, University of South Florida, 1997

Jacquelyn A George, PhD**Argosy University, Atlanta***Instructor*

Part-time Faculty | PhD, Educational Administration, Georgia State University, 1994; MAEd, Education, Georgia State University, 1976; BA, English/Education, Morris Brown College, 1967

Judith C Gilliam, EdD**Argosy University, Online Programs***Assistant Professor*

Faculty | EdD, Education, Auburn University, 1978; MEd, Elementary Education, Auburn University, 1972; BS, Education, Auburn University, 1971

Nannette Glenn, PhD**Argosy University, Dallas***Assistant Professor*

VPAA/Program Chair-Education, GSBM, COAS | PhD, Special Education, University of Texas at Austin, 1996; MS, Education Entrepreneurship, University of Pennsylvania, 2017; MEd, Multicultural Special Education, The University of Texas. 1991; BS, Education (Speech and Hearing Disorders)North Texas State University, North Texas State University, 1979

Kimberly Hicks, PsyD**Argosy University, Phoenix***Associate Professor*

Program Chair | Psy.D, School Psychology, Argosy University-Phoenix; BA, Interdisciplinary Studies, University of Texas at Arlington

Nancy R Hoover, EdD**Argosy University, Online Programs***Associate Professor*

Faculty | EdD, Educational Leadership, University of Louisville, 1987; MA, Theatre Education, University of Louisville. 1976; BA, English Literature/Speech, Butler University, 1966

Julian K Horton, PhD**Argosy University, Northern Virginia***Instructor*

Program Chair (Part-time Faculty) | PhD, Curriculum and Instruction, New Mexico State University, 2001; MM, Music Education, Northwestern University, 1994; BME, Music Education, Southwestern University, 1993

Narjis F Hyder, EdD**Argosy University, Online Programs***Associate Professor*

Faculty | EdD, Educational Leadership, Concordia University, 2004; MA (Teacher Certification), Secondary Teacher Education, National Louis University. 2010; BA, Psychology, University of Illinois at Chicago, 1996

Lisa L Isbell, EdD**Argosy University, Online Programs***Associate Professor*

Faculty | EdD, Educational Policy, Planning, and Administration, University of Southern California, 2000; MA, Curriculum and Instruction, California State University, Long Beach. 1996; BM, Music Education, California State University, Long Beach, 1992

Dallas Jackson, EdD**Argosy University, Sarasota | Argosy University, Tampa***Instructor*

Adjunct Faculty | EdD, Educational Leadership, Nova Southeastern University, 2003; MAEd, Curriculum and Instructional, National Louis University, 1996; BA, Fine Arts, Southern University, 1991

Sharon Jackson, EdD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | EdD, Educational Leadership, Nova Southeastern University, 2003; MA, Guidance, University of South Florida, 1978; BA, Mental Retardation Education, University of South Florida, 1972

Victoria B Landu, PhD**Argosy University, Atlanta***Associate Professor*

Part-time Faculty | PhD, Education, University of Llorin, 2006; MEd, Education, University of Llorin. 1998; BS, Chemistry, University of Jos, Plateau State, 1991

Solomon Lowery, EdD**Argosy University, Sarasota | Argosy University, Tampa***Instructor*

Adjunct Faculty | EdD, Educational Leadership, Argosy University, 2010; MEd, Education, National Louis University, 2006; BS, Criminal Justice, Florida A&M University, 2003

Tracy Mallett, PsyD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | PsyD, Psychology, Spalding University, 2007; MA, Clinical Psychology, Spalding University. 1999; MA, Journalism, Marshall University, 1996; BA, Journalism, Marshall University, 1994

Michael E Marrapodi, EdD**Argosy University, Online Programs***Assistant Professor*

Faculty | EdD, Educational Leadership, Johnson & Wales University, 2001; MEd, Education, College of New Jersey. 1979; BSM, Music, Northeastern Bible College, 1977

Michael McCarthy, PhD**Argosy University, Phoenix***Professor*

Faculty | PhD, Educational Psychology, Arizona State University, 1990; MA, Educational Psychology, Arizona State University. 1987; BA, Behavioral Studies, Governor's State University, 1973

Shirley A Miles, PhD**Argosy University, Denver***Assistant Professor*

Program Chair | PhD, Curriculum and Instruction, University of Denver, 2001; MPA, Public Administration, University of Colorado, 1990; BS, Business Administration, University of Denver, 1984

Diane Elizabeth Napier, PhD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | PhD, Curriculum and Instruction, University of South Florida, 2014; EdS, Curriculum and Instruction; Specialization, School Psychology, University of South Florida, 2008; MA, Curriculum and Instruction; Specialization School Psychology, University of South Florida, 2006; BEd, Psychology, London University, 1969

Joanna Oestmann, EdD**Argosy University, Online Programs***Assistant Professor*

Faculty | EdD, Counseling Psychology, University of Sarasota, 2000; MEd, Community Counseling, Georgia State University. 1985; BA, Human Services, Eckerd College, 1981

Marian A Orr, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Educational Administration, University of Pittsburgh, 1985; MEd, Psychology/Counseling, University of Pittsburgh. 1973; BS, English, Slippery Rock University, 1970

Janice Powell, EdD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | EdD, Curriculum and Instruction, University of Sarasota, 1998; MAEd, Education, Cambridge College, 1995; BS, Elementary Education, College of Charleston, 1996

Gail Purdy, PhD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | PhD, Clinical Psychology, Northern Illinois University, 1984; MA, Clinical Psychology, Northern Illinois University; BA, Psychology, University of Illinois, 1972

Larry G Reagan, EdD**Argosy University, Online Programs***Professor*

Faculty | EdD, Health Education, Vanderbilt University, 1975; MS, Health Education, Eastern Kentucky University 1970; MA, Tulane University, 1961

Wayne Rosenfield, PhD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | PhD, Educational Psychology, University of Connecticut, 1981; Professional, Diploma for Advanced Study, University of Bridgeport, 1979; MS, School Psychology, University of Bridgeport, 1977; BA, Psychology, Alfred University, 1975

Barbara Roth, PhD**Argosy University, Phoenix***Assistant Professor*

Faculty | PhD, Education, University of Kansas, 1988; MS, School Psychology, Emporia State University, 1978; BS, Psychology, Colorado State University, 1977

Lorraine Serie, EdD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | EdD, Curriculum and Instruction, Argosy University, 2004; MAEd, Guidance Education, University of South Florida, 1988; BEd, Social Sciences, University of South Florida, 1984

Diana Sigano, EdD**Argosy University, Orange County***Associate Professor*

Vice President of Academic Affairs and Interim Program Chair | EdD, Organizational Leadership, Argosy University, Orange County, 2009; MBA, Educational Management, Leicester University, 1998; BA, English/Education, DeMontfort University, 1993

Saouleola Tanu, EdD**Argosy University, Hawai'i***Assistant Professor*

Program Chair | EdD, Instructional Leadership K-12, Argosy University / Phoenix, 2011; MEd, Elementary Education, University of Hawaii at Manoa; BA, General Studies, University of Washington, 1984

Faye Taylor, EdD**Argosy University, Nashville***Associate Professor*

Faculty | EdD, Administration and Supervision, Austin Peay State University, 2003; EdS, Administration and Supervision, Austin Peay State University, 2000; MA, Administration and Supervision, Austin Peay State University, 1982

Alberto Vazquez Matos, EdD**Argosy University, Tampa***Instructor*

Adjunct Faculty | EdD, Administration in Teaching and Learning, Walden University, 2014; Professional, Diploma, Advanced Leadership Studies, Manhattan College, 2005; MA, School Administration and Supervision, Manhattan College, 2001; BA, Spanish and Secondary Education, St. Thomas Aquinas College, 1998

John Venturella, EdD**Argosy University, Sarasota | Argosy University, Tampa***Instructor*

Adjunct Faculty | EdD, Educational Leadership, NOVA Southeastern University, 2002; MA, Pastoral Ministries, St. Thomas University, 1991; BA, Spanish Education, St. John's University, 1979

Addie Virginia Davis, EdD**Argosy University, Atlanta***Associate Professor*

Faculty | EdD, Supervision & Administration, Clark Atlanta University, 1984; MA, Reading, Clark Atlanta University, 1973; BA, Elementary Education, Fisk University, 1972

Robert E Waller, EdD**Argosy University, Atlanta***Instructor*

Part-time Faculty | EdD, Educational Leadership, Georgia Southern University, 1997; MEd, Educational Leadership, University of Georgia, 1983; BS, Physical Education and Science Education, University of Georgia, 1974

Diane Watkins, EdD**Argosy University, Los Angeles***Professor*

Faculty | EdD, Educational Administration, University of Southern California, 2006; MA, Educational Administration, California State University, Dominguez Hills, 2001; BA, Biology, Johnson C. Smith University, 1986

Samara K Way, PhD**Argosy University, Phoenix***Assistant Professor*

Faculty | PhD, Educational Psychology, University of Wisconsin, 1994; MS, Educational Psychology, University of Wisconsin, 1992; BA, Psychology, Lake Forest College, 1988

Earl G Williams, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Educational Leadership, Indiana State University, 2006; MAEd, Educational Leadership, Ball State University, 1976; BS, Social Science, Ball State University, 1973

Janet L Wynn, EdD**Argosy University, Online Programs***Associate Professor*

Associate Dean-System Wide, Doctoral Programs | EdD, Educational Administration, Auburn University, 1996; MS, Instructional Systems, Florida State University, 1983; BS, Elementary Education, Florida State University, 1982

College of Health Sciences

Serene E Abrahams, BA CVT

Argosy University, Twin Cities

Instructor

Faculty | BA, Grinnell College, 1986

Debra K Arver, MAEd

Argosy University, Twin Cities

Instructor

Program Chair | MAEd, Educational Leadership, Argosy University, 2008; BS, Dental Hygiene, University of Minnesota, 1984

Margaret Battin, BS

Argosy University, Twin Cities

Instructor

Clinical Coordinator | BS, Mortuary Science, University of Minnesota, 2004; AAS, Diagnostic Medical Sonography, Argosy University, 2012

Kami Burgess, MS

Argosy University, Twin Cities

Instructor

Faculty | MS, Organizational Leadership, Argosy University, 2016; BS, Business Management, Charter Oak State College, 2005; AS, Dental Hygiene, North Dakota State College of Science, 2004

Susan Chacich, BA

Argosy University, Twin Cities

Instructor

Faculty | BA, Psychology, St Cloud State University, 1988; AAS, Diagnostic Medical Sonography, Argosy University, 2007

Heather Danig, AAS

Argosy University, Twin Cities

Instructor

Faculty | AAS, Radiologic Technology, Argosy University, 2014

Jean Frahm, MAEd

Argosy University, Twin Cities

Instructor

Faculty | MAEd, Education, Capella University, 2011; BS, Community Health, Mankato State, 1981

Julia Hansen, DVM**Argosy University, Twin Cities***Instructor*

Program Chair | DVM, Veterinary Medicine, Iowa State University, 2001; BS, Zoology, Iowa State University, 1997

Rachel Henderson, MA**Argosy University, Twin Cities***Instructor*

Faculty | MA, Children, Youth, and Family Ministry, Luther Seminary, 2012; BS, Radiation Sciences, University of Iowa, 2006

Tracey L Heyder-Kitching, MAEd**Argosy University, Twin Cities***Instructor*

Faculty | MAEd, Educational Leadership, Argosy University, 2008; BA, N/A, Lakehead University, Thunder Bay, Ontario, 1996

Jessica Hoernemann, MS**Argosy University, Twin Cities***Instructor*

Program Chair | MS, Medical Laboratory Science, University of North Dakota, 2015; BS, Clinical Laboratory Science, University of Minnesota, 2010

David M Hulse, DVM**Argosy University, Twin Cities***Instructor*

Faculty | DVM, Veterinary Medicine, University of Minnesota, 1982; BA, Chemistry, Bemidji State College, 1975

Joanne Kealoha**Argosy University, Hawai'i***Instructor*

Program Chair | EdD, Organizational Leadership, Argosy University / Hawaii, 2011; MSN, Nursing, University of Hawaii at Manoa, 1986; BSN, Nursing, Carlow College, 1982

Patrick Kennedy, MS**Argosy University, Dallas***Assistant Professor*

Program Chair | MS, Organizational Leadership, Argosy University, 2016; BS, Health Care Management, National-Louis University, 2001; AAS, Histology Technician, 1997

LeVania Lindquist Lee**Argosy University, Twin Cities***Instructor*

Clinical Coordinator | Diploma, Magnetic Resonance, Red River College, 1998; Diploma, Medical Radiation Technology, Confederation College, 1997

Debra Logan, PhD**Argosy University, Dallas***Assistant Professor*

Program Chair | PhD, Nursing, University of Texas at Arlington, MSN, Nursing, Wichita State University, BSN, Wichita State University

Sonika Masih, BS**Argosy University, Twin Cities***Instructor*

Faculty | BS, Dental Surgery, BRS Institute of Medical Sciences, 1999; AAS, Dental Hygiene, Herzing University, 2011

Lynne A McGovern, MAEd**Argosy University, Twin Cities***Instructor*

Clinical Coordinator | MAEd, Educational Leadership, Argosy University, 2012; BA, Metropolitan State University, 2003

Kathy Morse, BS**Argosy University, Twin Cities***Instructor*

Faculty | BS, Medical Technology, University of Minnesota, 1982

John (Jack) M Nemecek, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Public Health, Walden University, 2008; MBA, Health Care Administration, National University, 1992; BBA, Health Care Administration, National University, 1983

Eric Oestmann, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Health Services Administration and Management, Capella University, 2006; MS, Physical Therapy, University of South Dakota, 1995; BS, Composite Science, Black Hills State University, 1992

Melissa Pahl, BS**Argosy University, Twin Cities***Instructor*

Clinical Coordinator | BS, Psychology, Argosy University, 2008; AS, Medical Laboratory Technician, Argosy University, 2004

Dana Parker, BS**Argosy University, Twin Cities***Instructor*

Faculty | BS, Education, University of Nebraska-Lincoln, 1976; AS, Respiratory Therapy, Wichita State University, 1977; AS, McCook Community College, 1972

Lauri Peterson, MS**Argosy University, Twin Cities***Instructor*

Clinical Coordinator | MS in Human Services, Argosy University, 2015; BA, Psychology, Metropolitan State University, 2011

Georgeta I Poliac, MS**Argosy University, Twin Cities***Instructor*

Faculty | MS, Biology, University Of Babes, Bolyai, Romania, 1975; BS, Biology, University Babes-Bolyai (Romania), 1975

Laurie Reicheil, AAS**Argosy University, Twin Cities***Instructor*

Faculty | AAS, Histotechnology, Medical Institute of Minnesota, 1994

Jennifer Rems, MA**Argosy University, Twin Cities***Instructor*

Program Chair | MA, Business Administration, Argosy University, 2016; BS, Social Welfare and Human Ecology, University of Wisconsin-Madison, 2000; AS, Radiation Therapy, Argosy University, 2005

Kelly Roemhild, AAS**Argosy University, Twin Cities***Instructor*

Faculty | AAS, Diagnostic Medical Sonography, Chippewa Valley Technical College, 2005

Catherine Smith, BS**Argosy University, Twin Cities***Instructor*

Faculty | BS, Business Administration, Walden University, 2016; AAS, Veterinary Technology, Argosy University, 2005

Joyce A Sohrabian, BA**Argosy University, Twin Cities***Instructor*

Program Chair | BA, Women's Studies, Metropolitan State University, 2001

Gail M Spiegelhoff, BA**Argosy University, Twin Cities***Instructor*

Clinical Coordinator | BA, Health and Adult Education, Metropolitan State University, 2009

Maria L Torres-Pillot, MA**Argosy University, Dallas***Assistant Professor*

Program Chair | MA, Science Education, New York University, 1990; BS, Biology, University of Puerto Rico, 1979

Julie Yasgar, BS**Argosy University, Twin Cities***Instructor*

Clinical Coordinator | BS, Public and Healthcare Administration, St Cloud State University, 2007; AS, Radiation Therapy, Argosy University, 2011

Jennifer Zafke, MAEd**Argosy University, Twin Cities***Instructor*

Faculty | MAEd, Educational Leadership, Argosy University, 2014; BA Psychology, Argosy University, 2013; AAS, Diagnostic Medical Sonography, Argosy University, 2008

Graduate School of Business**Diane Berry, DM****Argosy University, Tampa***Instructor*

Adjunct Faculty | DM, Management Organizational Leadership, University of Phoenix, 2012; MBA, Healthcare Management, University of Phoenix, 2002; BA, Political Science, University of South Florida, 1991

Alan Gambrell, PhD**Argosy University, Tampa***Instructor*

Adjunct Faculty | PhD., Managerial Accounting, Capella University, 2005; MBA, Business, Tampa College, 1998; BS, Business, The University of the State of New York, 1991

Juan Hernandez, PhD**Argosy University, Sarasota***Instructor*

Adjunct Faculty | PhD, Engineering Management, Clemson University, 1972; MS, System Management, Florida Institute of Technology, 1969; BS, Mathematics, University of Miami, 1965

Saul Ivy, PhD**Argosy University, Tampa***Instructor*

Adjunct Faculty | PhD, Organization and Management, Capella University, 2012; MPA, Cleveland State, 1997; BA, Urban Studies, 1996

Michael Lynch, DM**Argosy University, Tampa***Instructor*

Adjunct Faculty | DM, Management, University of Phoenix, 2010; MS, Hospitality, Florida International University, 1995; BS, Hospitality Management, University of Wisconsin-Stout, 1976

Ronald Rojas, DBA**Argosy University, Tampa***Instructor*

Adjunct Faculty | DBA, Argosy University, 2002; MBA, Southern Illinois University, 1978; BS, Electrical Engineering, University of Puerto Rico, 1974

Noema (Amy) Santos, DBA**Argosy University, Tampa***Instructor*

Adjunct Faculty | DBA, Accounting, Argosy University, 2012; MS, Accounting, Nova Southeastern University, 2003, BA, Psychology, University of Miami, 1981

Abdullah Alshboul, DBA**Argosy University, Chicago***Assistant Professor*

Faculty | DBA, Business Administration, 2009; MS, Computer Science, Northeastern Illinois University, 2002; BS Electrical Engineering, University of Prishtina, 1992

Kathleen Cornett, PhD**Argosy University, Sarasota | Argosy University, Tampa***Assistant Professor*

Chair, College of Business | PhD, Administration/Management, Walden University, 1995; MBA, Marketing Management, George Washington University, 1979; BA, Marketing, American University, 1977

Evelyn Lim, EdD**Argosy University, Online Programs***Assistant Professor*

Faculty | EdD, Innovation and Leadership, Wilmington University, 2007; MA, Organizational Leadership, Chapman University, 2004; BA, Clothing/Textiles Design, Brigham Young University, 1996

Roger D Fuller, DM**Argosy University, Online Programs***Assistant Professor*

Faculty | DM, Organizational Leadership, University of Phoenix, 2006; MS, Management, Friends University, 2002; BS, Agriculture, Oklahoma State University, 1986

Brandy K Goldston-Blount, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Organizational Psychology, Walden University, 2007; MS, Industrial/Organizational Psychology, Walden University, 2005; BS, Marketing, University of North Carolina at Greensboro, 2000

Robert Goldwasser, DBA**Argosy University, Online Programs***Assistant Professor*

Faculty | DBA, Marketing, Grenoble Graduate School of Business, 2007; MBA, Technology Management, University of Phoenix, 2003; BA, Psychology, University of North Carolina-Chapel Hill, 1980

Marianne Greenfield, PhD**Argosy University, Atlanta***Associate Professor*

Program Chair | PhD, Technology Implications in Higher Ed, Capella University, 2007; MA Sport & Exercise Psychology, Argosy University, 2013; MS, Technology Management, Mercer University Stetson School of Business and Economics, 1999; BS, Computer Science, North Carolina State University, 1984

Karen Gulliver, PhD**Argosy University, Twin Cities***Assistant Professor*

Program Chair | PhD, PriceAnalysis, Development and Production Economics, University of Minnesota, 1981; Master of Arts, Applied Economics, University of Minnesota, 1977; BA, Economics, University of California, Santa Barbara, 1973

Thomas H Kemp, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Public Administration and Political Science, Organizational Behavior, University Of Utah, 1976; MA, Political Science, Middle Eastern Studies, Human Resources, University Of Utah, 1971; BS, Political Science and International Relations, University Of Utah, 1969

Dale Mancini, PhD**Argosy University, Online Programs***Assistant Professor*

Department Chair | PhD, Leadership, Andrews University, 2003; MSA, General Administration/Business, Central Michigan University, 1995; BA, Human Resources, Spring Arbor University, 1991

Sylnovie Merchant, PhD**Argosy University, San Francisco Bay Area***Assistant Professor*

Acting Program Chair | PhD, Business, University of Arkansas, 2000; MBA, Business, California State University, Sacramento, 1996; BS, Business, California State University, Sacramento, 1992

Cheryl Moore, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Organization and Management, Capella University, 2006; MBA, HR, Keller University, 2000; BS, Sociology, College of Charleston, 1991

Katherine Noone, EdD**Argosy University, Online Programs***Assistant Professor*

Faculty | EdD, Organizational Leadership, Argosy University, 2011; MS, Management, Aquinas College, 1988; BA, Sociology, Grand Valley State University, 1984

William A Nowlin, PhD**Argosy University, Online Programs***Professor*

Associate Dean-System Wide, Business | PhD, Higher Education Policy and Administration, State University of New York-Buffalo, 1986; MS, Industrial Psychology, Kansas State University, 2004; MPA, Management, Brockport State University, 1981

Zachary M Oliver, EdD**Argosy University, Hawai'i***Administrative Faculty*

Vice President of Academic Affairs | EdD, Organizational Leadership, Argosy University / Hawaii, 2010; MBA, Business, Argosy University / Phoenix, 2016; MAEd, Instructional technology, American InterContinental University, 2005; BA, English, University of California, Berkeley, 1996

John Palmer, PhD**Argosy University, Chicago***Assistant Professor*

Program Chair | PhD, Business Administration, University of Kentucky, 1993; MS Administrative Science, University of Wisconsin-Green Bay, 1987; BS Marketing, University of Wisconsin-Green Bay, 1985

Michael Piellusch, DBA**Argosy University, Northern Virginia***Instructor*

Part-time Faculty | DBA, Business Administration, Argosy University Washington DC, 2011; MS Engineering Management and Leadership, Santa Clara University, 2009; MS, Software Engineering, National University, 1989; MBA Business Administration, San Francisco State University, 1986; MA English Literature, San Francisco State University, 1973; BA English Literature, Fordham University, 1969

Dwight B. Reimer, DM, MBA**Argosy University, Inland Empire | Argosy University, San Diego***Assistant Professor*

Department Chair | DM, Organizational Leadership, University of Phoenix, 2006; MBA Information Science, University of Colorado at Denver, 1981; BA Mathematics & Adv. Teacher Ed., University of Northern Colorado, 1971; AA Liberal Arts, Central Christian College of Kansas, 1968

Erik M Richter, DBA**Argosy University, Denver***Assistant Professor*

Program Chair | DBA, Business Administration, Argosy University, 2015; MBA, Global Management, University of Phoenix, 2008; BS, Business Management, Purdue University North Central, 2002; AS, Accounting, Purdue University North Central, 2000

Kaveh Shamsa, PhD**Argosy University, Orange County***Instructor*

Faculty | PhD, Applied Mathematics, University of Southern California, 2003; PhD, Mechanical Engineering, University of Southern California, 1988; MBA, California State University, Dominguez Hills, 2013; MA, University of Southern California State, 1999; MSc, University, Northridge; University of Southern California, 1998; MSc, University of Southern California, 1980; MS, University of Southern California, 1979; BS, Aria-mehr University of Technology, 1976.

Isabel L Wan, PhD**Argosy University, Online Programs***Assistant Professor*

Faculty | PhD, Global Leadership/Corporate and Organizational Management, Lynn University, 2005; MBA, General Business, Long Island University, C. W. Post, 2003; BA, Economics, National Taiwan University, 2001

Paul Wendee, PhD

Argosy University, Los Angeles

Associate Professor

Program Chair | PhD, Business Administration, University of Phoenix, 2011; MBA, Administration in Business, University of California Riverside, 1980; BA, Economics and Administrative Studies, University of California Riverside, 1975

Appendix VI, Additional Information for Virginia Students

See below for additional Information for Argosy University, Northern Virginia students who are Virginia residents.

Argosy University, Northern Virginia Degrees Awarded July 1, 2016 - June 30, 2017			
Program	Virginia Graduates	Total Graduates	% of Virginia Residents
AS - Business Administration	1	1	100.00%
BA - Psychology	7	12	58.33%
BS - Business Administration		1	0.00%
BS - Criminal Justice	2	4	50.00%
DBA - Business Administration	5	8	62.50%
EdD - Counseling Psychology	2	10	20.00%
EdD - Counselor Education and Supervision	4	12	33.33%
EdD - Educational Leadership	1	4	25.00%
EdD - Instructional Leadership		2	0.00%
EdD - Organizational Leadership	2	4	50.00%
EdD - Teaching and Learning	1	2	50.00%
MA - Clinical Mental Health Counseling	9	23	39.13%
MA - Clinical Psychology	2	3	66.67%
MA - Community Counseling		4	0.00%
MA - Forensic Psych (5 week)	8	16	50.00%
MA - Forensic Psych / Psychophysiology (5 week)		7	0.00%
MAEd - Higher & Postsecondary Education		1	0.00%
MBA - Business Administration	3	6	50.00%
MPH - Public Health (5 week)		3	0.00%
MS - Organizational Leadership (5 week)		1	0.00%
MSHRM - Human Resources Management (5 week)		1	0.00%
MSM - Management (5 week)		2	0.00%
PsyD - Clinical Psychology	23	69	33.33%

Grand Total	70	196	35.71%

Argosy University, Northern Virginia Students July 1, 2016 - June 30, 2017			
Program	Virginia Students	Total Students	% Virginia Residents
AA Psychology	3	11	27.27%
AS Business Administration	3	5	60.00%
AS Information Technology	1	1	100.00%
BA Psychology	31	64	48.44%
BS Business Administration	7	18	38.89%
BS Criminal Justice	6	34	17.65%
BS Information Technology	3	5	60.00%
DBA Business Administration	15	26	57.69%
EdD Counseling Psychology	9	40	22.50%
EdD Counselor Education & Supervision	20	61	32.79%
EdD Educational Leadership	2	5	40.00%
EdD Higher and Postsecondary Education	4	12	33.33%
EdD Organizational Leadership	10	32	31.25%
EdD Teaching and Learning	1	4	25.00%
MA Clinical Mental Health Counseling	45	123	36.59%
MA Clinical Psychology	13	22	59.09%
MA Community Counseling	1	7	14.29%
MA Forensic Psychology	28	68	41.18%
MAEd Higher and Postsecondary Education	0	2	0.00%
MBA Business Administration	8	14	57.14%
MPH Public Health	2	11	18.18%
MS Human Services	0	1	0.00%
MS Organizational Leadership	0	4	0.0%
MS Human Resource Management	1	2	50.00%
MSM Management	0	3	0.00%

PsyD Clinical Psychology	121	256	47.27%
Grand Total	334	831	40.19%