

ARGOSY UNIVERSITY

2005 – 2006 Academic Catalog and Addenda Errata

Effective January 1, 2006

A stylized graphic of a flame or torch, rendered in shades of blue, located in the bottom right corner of the page.

Table of Contents

<i>Section One</i>	
Introduction	1
<i>Section Two</i>	
Revisions to the Argosy University Academic Catalog and Academic Catalog Addenda	
General Revisions to the Argosy University Academic Catalog	1
Revisions to the Argosy University Academic Catalog Addenda	
Argosy University/Chicago	4
Argosy University/Dallas	6
Argosy University/Orange County	7
Argosy University/Sarasota	9
Argosy University/Schaumburg	9
Argosy University/Seattle	10
Argosy University/Washington DC	10
Additions and Revisions to “Section 11, Course Listing” of the Academic Catalog	
New Undergraduate Courses	
Communication (COM)	11
Humanities (HUM)	11
Radiology (RAD)	11
Sociology (SOC)	11
Revised Undergraduate Courses	
Psychology (PSY)	11
New Graduate Courses	
Business (B)	12
Clinical Psychology (PP)	14
Counseling (C)	14
Education (E)	15
Forensic Psychology (FP)	15
Revised Graduate Courses	
Business (B)	15
Education (E)	18
Research (R)	19
<i>Section Three</i>	
College of Business and Information Technology Curriculum Updates	
Master of Business Administration Program	20
Customized Professional Concentration	21
Finance Concentration	21
Forensic Accounting Concentration	21
Healthcare Administration Concentration	21
Information Systems Management Concentration	22
International Business Concentration	22
Leadership Concentration	22
Management Concentration	22
Marketing Concentration	22
Public Administration Concentration	22
Doctor of Business Administration Program	22
Accounting Concentration	23
Customized Professional Concentration	23
Information Systems Concentration	23
International Business Concentration	24
Management Concentration	24
Marketing Concentration	24
Executive Doctor of Business Administration Format	24
Certificate Programs	
Professional Graduate Business Certificate Program	24
Advanced Professional Graduate Business Certificate Program	25
<i>Section Four</i>	
College of Education and Human Development Curriculum Updates	
Master of Arts in Education Programs	27
Master of Arts in Curriculum & Instruction Program	27
Master of Arts in Educational Leadership Program	28
Education Specialist Programs	28
Education Specialist in Curriculum & Instruction Program	29
Education Specialist in Educational Leadership Program	29
Doctor of Education Programs	29
Doctor of Education in Curriculum & Instruction Program	30
Doctor of Education in Educational Leadership Program	30
Doctor of Education in Community College Executive Leadership Program	31
<i>Section Five</i>	
College of Psychology and Behavioral Sciences Curriculum Updates	
Doctor of Education in Counselor Education and Supervision Program	32

Introduction

The errata listed in this document apply to the *Argosy University Academic Catalog 2005–2006* and to the campus-specific *Argosy University Academic Catalog Addenda*. To ensure that these changes are being applied to the proper publications please refer to the effective date, September 1, 2005 – August 31, 2006, on the front covers of the *Argosy University Academic Catalog* and *Argosy University Academic Catalog Addenda*.

In addition to correcting typos and other errors in the original documents we have also added new or updated information. In the entries below, we list the page number in the catalog or addendum along with a short description of where the new information should be inserted. If you have questions related to changes in program requirements, please contact your academic advisor or program chair for assistance.

Revisions to the *Argosy University Academic Catalog* and *Academic Catalog Addenda*

GENERAL REVISIONS TO THE ARGOSY UNIVERSITY ACADEMIC CATALOG

Pages 2 and 16 *Correction*

The address for the California Bureau of Postsecondary and Vocational Education has changed to the following:

Bureau for Private Postsecondary and Vocational Education
1625 North Market Boulevard, Suite S-202
Sacramento, CA 95834

Page 3 *Accreditation Language Update*

The programmatic accreditation for the Associate of Applied Science in Diagnostic Medical Sonography Degree Program with a concentration in Echocardiography should read as follows:

The Associate of Applied Science in Diagnostic Medical Sonography Degree Program is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208, 1.312.553.9355). The Commission on Accreditation of Allied Health Education Programs has awarded initial accreditation to the Echocardiography concentration upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). The initial accreditation status will expire on 9/30/08.

Page 5 *Clarification*

The first paragraph of “Student Grievance Procedure for Internal Complaints of Discrimination and Harassment” should read as follows:

Students who believe they have been subjected to discrimination or harassment in violation of this policy should follow the procedure outlined below. Students with complaints not related to discrimination or harassment should refer to the “Student Complaint Procedure” on page 15 or, if regarding grades, to the “Grade Appeal Procedure” on page 32. The Student Grievance Procedure is intended to provide a fair, prompt, and reliable determination about whether the Argosy University nondiscrimination policy has been violated.

Page 14 *Addition*

A final item should be added to the bulleted listing within the “Argosy University Ethical Code of Conduct” to read as follows:

- In addition, students in all programs are also required to adhere to standards set forth by professional associations.

Page 16

Correction

The first and second paragraphs in “Student Right to Appeal” should be combined to read as follows:

Students have the right to appeal academic probation, dismissal, and disciplinary actions of the Student Conduct Committee and the department committees. A designated appeals committee or designated campus official will be responsible for hearing and rendering decisions on appeals. Students will remain on probation until the committee or designated campus official renders a decision to remove the probationary status, or until the normal requirements for removal from academic probation are met. The student must obey the terms of the decision pending outcome of the appeal.

The next paragraph in “Student Right to Appeal” should read as follows:

Students have 45 days from the date of the letter of academic probation, disciplinary action, or dismissal to inform the committee or designated campus official in writing of the intent to appeal. The letter must clearly state the reason for the appeal, and supporting documentation must be attached. The committee or designated campus official will render a decision and notify students in writing within 45 days of receiving notification of the appeal.

Clarification

The fourth paragraph of the “Student Complaint Procedure” should read as follows:

Students presenting complaints for resolution must present them within 60 days of the incident prompting the complaint. Following a review of the information (the time frame will vary based on the circumstances of the complaint), a hearing officer will present a recommendation to the appropriate party. The student will be informed of the outcome.

Page 22

Correction

The first paragraph of “Institutional Refund Policy” should read as follows:

The Institutional Refund Policy applies to students, other than those in California and Georgia, who officially drop all courses in a semester and provide notification to the Student Services Department. Students dropping all courses in a semester are considered withdrawn for refund purposes and are subject to the Return of Title IV Funds Policy found on page 24 of this catalog.

Correction

The first paragraph of “Georgia State Refund Policy” should read as follows:

The Georgia State Refund Policy applies to students who officially drop all courses in a semester from Argosy University/Atlanta and provide notification to the Student Services Department. Students dropping all courses in a semester are considered withdrawn for refund purposes and are subject to the Return of Title IV Funds Policy found on page 24 of this catalog.

Page 25

Correction

The “Levels of Enrollment” table should be replaced with the following:

Levels of Enrollment

Clinical Psychology, School Psychology, and Sport-Exercise Psychology Graduate Programs¹

Level of Enrollment	Criteria
Full-Time	9 or more credit hours, or registered for 6 credit hours plus Clinical Research Project, Integrative Paper, or Advanced Practicum
Half-Time	6–8 credit hours per semester, or registered for Clinical Research Project, or Integrative Paper, or half-time internship, or Advanced Practicum
Less Than Half-Time	Fewer than 6 credit hours per semester

Other Graduate Programs

Level of Enrollment	Criteria
Full-Time	6 or more credit hours per semester, and/or registered for dissertation, or, for PsyD in Clinical Psychology students during the Summer Semester, 3 credit hours plus Clinical Research Project
Half-Time	3–5 credit hours per semester, or registered for half-time internship, practicum, or thesis
Less Than Half-Time	Fewer than 3 credit hours per semester

Undergraduate Programs

Level of Enrollment	Criteria
Full-Time	12 or more credit hours per semester
Half-Time	6–11 credit hours per semester
Less Than Half-Time	Fewer than 6 credit hours per semester

¹ During the Summer Semester, Clinical, School, and Sport-Exercise Psychology Programs define enrollment status as “Other Graduate Programs.”

Page 29*Correction*

The first paragraph and the table which it introduces should be replaced with the following:

Transfer credit maximums are listed here by program:

College	Program	Transfer Credit Maximum
Business	Master of Business Administration ¹	9
	Doctor of Business Administration	12
Education	Master of Arts in Education ¹	9
	Education Specialist	9
	Doctor of Education	12
Psychology	Master of Arts in Clinical Psychology ¹	15
	Master of Arts—Other ¹	9
	Education Specialist	9
	Doctor of Education	12
	Doctor of Psychology	30

¹ These programs are restricted to a transfer credit maximum of 6 credit hours in the state of California.

Page 40*Clarification*

The following sentence should be added before the last sentence of the second paragraph:

On average, students with the minimum 42 credit hours of transfer credit may complete the program in less than two years of full-time study.

Page 42*Addition*

The following concentration should be added to the Bachelor of Science (BS) in Business Administration Degree Completion Program:

Customized Professional Concentration

Students selecting this concentration work with a faculty advisor to develop a learning contract tailored to individual and specific needs. Students are required to take four courses (12 credit hours) from a combination of courses listed within the concentrations of the BS in Business Administration Degree Completion Program. The Customized Professional Concentration must be approved by the campus dean or program chair.

Page 50*Correction*

The text of “Failed Courses” should read as follows:

Any student failing the same course twice will be dismissed from the program.

Page 63*Addition*

The second column of page 63 should read as follows:

Program Requirements

All students are expected to have completed 42 credit hours prior to starting the program. For degree completion, the student must complete a total of 120 credit hours: 42 credit hours earned prior to entering the program, and 78 credit hours earned through Argosy University. Of these 120 total credit hours, at least 42 credit hours must have been completed through General Education courses, distributed as follows:¹

General Education Curriculum Requirements

- 6 credit hours in communications (including 3 credit hours of English Composition (ENG101))
- 6 credit hours in humanities²
- 6 credit hours in social sciences (other than psychology)
- 6 credit hours in natural science
- 6 credit hours in mathematics
- 12 credit hours in elective courses (which can be in any distribution area including psychology)

Psychology Requirements

- 45 credit hours, including:
 - Eight required courses (24 credit hours)
 - Six elective courses (18 credit hours)
 - The Capstone Project (3 credit hours)
- Other electives, 33 credit hours³

The goal of the BA in Psychology Degree Completion Program is to build a foundation and a broad understanding of social sciences theory and application. This foundation provides skills and competencies that generalize across many work environments. The curriculum provides students the opportunity to take 33 credit hours in free electives. While these electives can be taken in any area, students are encouraged to develop a broad understanding of the social sciences through exposure to the breadth of elective courses in this area.

¹ The total credit hour requirement for General Education courses at Argosy University/Sarasota is 45 credit hours.

² Total credit hour requirements for General Education courses varies at Argosy University/Twin Cities, which requires 9 credit hours in social sciences courses (other than psychology) and 9 credit hours in humanities.

³ The total for elective courses at Argosy University/Twin Cities is 30 credit hours.

Pages 73, 80, and 82*Clarification*

The final item (concerning transcripts) of the bulleted listing within “Admission Requirements” should read as follows:

- Official transcripts from all graduate schools attended and an official transcript from the school conferring your bachelor’s degree.

Pages 87 and 112*Addition*

The following statement should be inserted immediately following the “Non-Academic Competence Policy” in the Master of Arts in Clinical Psychology and Doctor of Psychology in Clinical Psychology Programs.

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 our own internal states and understanding one’s emotional reactions around our 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.

Please see the addition of “Guidelines for Students’ Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials” to Argosy University/Chicago and “Clinical Program Policy on Student Disclosure of Personal Information” to Argosy University/Seattle found in “Revisions to the *Argosy University Academic Catalog Addenda*” later in this document.

Page 96*Correction*

Course number PS7835 should be PS7385 in the “Data-Based Decision-Making and Accountability (Assessment Requirements)” listing.

Page 110*Deletion*

The fourth item of the bulleted listing in “Graduation Requirements” should be deleted.

Correction

The sixth item of the bulleted listing in “Graduation Requirements” should read as follows:

- The completion of the dissertation

Page 110*Correction*

The “Dissertation Requirements” listing should be revised to read as follows:

Dissertation Requirements—Students Are Required to Take the Following

S7935 Dissertation—Pastoral Counseling (3)

Dissertation Requirements—15 Credit Hours

Page 131*Correction*

The course prerequisite for ENG401 Shakespeare Today should be ENG101.

Page 213*Correction*

The course prerequisite for PS7330 Child and Adolescent Psychopathology should be PS7010.

Correction

The course title of PS8010 should be Cognitive Behavioral Therapy.

Correction

The course title of PS8011 should be Advanced Cognitive Behavioral Psychotherapy.

CHANGES TO THE ARGOSY UNIVERSITY ACADEMIC CATALOG ADDENDA**Argosy University/Chicago****Pages 7 and 20***Addition*

The following statement should be inserted before “Admission Requirements.”

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 psycho-therapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with our own internal states and understanding one’s emotional reactions around our contacts with clinical material is understood to be an integral part of one’s professional responsibility.

Argosy University/Chicago strongly encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. Each student is responsible for monitoring his or her own personal boundaries of privacy. The self-disclosure of emotional experiences is required however; the selection of the specific experiences or emotional content will be left at the discretion of each individual student. It is expected that such self-disclosure should take place in a supportive learning environment.

Page 12*Addition*

An additional sentence should be inserted at the end of the second paragraph of “Program Overview” to read as follows:

Students are prepared for licensure as Professional Counselors in the State of Illinois, however, alumni serve clients throughout North America.

Page 14*Correction*

PC6300 Professional and Ethical Issues (3) should be footnoted as a practicum prerequisite in the “Core Counseling Requirements” listing.

Addition

The following sentence should be inserted at the end of the second paragraph of “Comprehensive Examination Requirements:”

After three failures of the Comprehensive Examination, the student is withdrawn from the program.

Page 23*Deletion*

The following course should be deleted from the “Diversity Elective Requirement” and the “Professional Practice Elective Requirement” listings:

PP8622 Survey for Forensic Psychology (3)

Deletion

The following course should be deleted from the “Professional Practice Elective” listing:

PP8624 Criminal Psychology (3)

Page 25*Correction*

The correct course name for PP7341 in the “Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program” table, Year Two, Spring Semester column should read as follows:

PP7341 Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3)

Page 28*Correction*

The total credit hours required in “General Elective Requirements” for the Family Psychology concentration should read as follows:

General Elective Requirement—3 Credit Hours

Page 29*Correction*

The following replaces “Concentration Requirements” in the Forensic Psychology concentration:

The Forensic Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology Program semester credit hour, Professionalization Group, Comprehensive Examination, five Clinical Competency 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:

**Advanced Intervention Elective Requirement—
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

PP8622 Survey of Forensic Psychology (3)

General Elective Requirements—3 Credit Hours

**Professional Practice Elective Requirement—
Students Are Required to Take the Following**

PP8625 Child and Family Forensics (3)

Professional Practice Elective Requirement—3 Credit Hours

Page 30*Correction*

The text contained within “Internship Requirements” should read as follows:

If possible, students are expected to pursue an internship that involves some experience with Health Psychology.

Page 31*Correction*

The “Diversity Elective Requirement” listing for the Person-Centered Psychology concentration should read as follows:

Diversity Elective Requirement—Students Are Required to Take the Following

PP8022 Exploring Diversity (1.5)

Diversity Elective Requirement—3 Credit Hours

Note: Students who take Explorations in Diversity (PP8022) for 1.5 credit hours must also choose 1.5 credit hours worth of coursework from the diversity electives listed under “Program Requirements” for the PsyD in Clinical Psychology Program.

Page 31*Correction*

The “Diversity Elective Requirements” listing and “General Elective Requirements” listing contained in “Concentration Requirements” for the Psychoanalytic Psychology concentration should be deleted. The following replaces those listings:

Diversity/General Elective Requirements

One or more additional courses from the list below will satisfy either the Diversity Elective requirement, General Elective requirement, or Professional Practice Elective requirement. The course requirement will only be met when it is taught by a psychoanalytically-oriented faculty member. Please consult with the coordinator of the Psychoanalytic Psychology concentration for a list of appropriate courses prior to registration.

**Diversity/General Elective Requirement—
Students Choose One of the Following**

PP7374	Assessment: Advanced Rorschach (3)
PP7600	The Countertransference Experience (1.5)
PP8616	Psychology of Women (3)
PP8671	Clinical Use of Dreams (3)
PP8710	Child Therapy (3)
PP8717	Psychology of Gender (3)
PP8950	Special Topics related to Diversity and Psychoanalytic Theory or Addictive Disorders (3)

Diversity/General Elective Requirements—3 Credit Hours

Argosy University/Dallas**Page 9***Correction*

The first paragraph of “Program Requirements” should read as follows:

The MA in Clinical Psychology Program requires the successful completion of 52 semester credit hours distributed as follows: assessment requirements, 8 credit hours; clinical intervention and psychotherapy requirements, 15 credit hours; diversity requirement, 3 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirement, 3 credit hours; psychopathology requirements, 6 credit hours; statistics and research methods requirement, 3 credit hours; supervision and consultation requirement, 3 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Correction

The total credit hours required in the “Assessment Requirements” listing should read as follows:

Assessment Requirements—8 Credit Hours

Correction

The course title for PP7501 in the “Psychopathology Requirements” listing should read as follows:

PP7501 Adult Psychopathology (3)

Page 16*Addition*

The following should be inserted after the last paragraph of “Application to the Doctor of Psychology in Clinical Psychology Program from the Masters of Arts in Professional Counseling Program:”

A total of 15 credits of the following MA in Professional Counseling courses may transfer to the PsyD in Clinical Psychology Program:

**Courses That May Transfer into the Doctor of Psychology
in Clinical Psychology Program**

PC6003	Abnormal Psychology
–or–	
PC6005	Maladaptive Behavior and Psychopathology
PC6104	Counseling Skills I
PC6300	Professional and Ethical Issues
PC6501	Human Development: Lifespan
–or–	
PC6025	Human Growth and Development
PC6505	Group Counseling
PC6511	Social and Cultural Diversity
PC6700	Couples and Family Counseling

Page 20*Correction*

The second paragraph of “Practicum and Practicum Seminar Requirements” should be replaced with the following:

Doctoral students in clinical psychology usually participate in practicum and practicum seminars during their third and fourth years of study. Each practicum sequence (Practicum I and II; Practicum III and IV) requires a minimum of 500 hours (approximately 15–20 hours per week) of clinical training. One half of the practicum hours should be in direct client contact. (Students should be aware this is the minimum required to graduate. Students are encouraged to complete more practicum hours in order to be competitive for many internship sites that may require more than 1000 minimum hours for application than the program requires for graduation. For more information the student is referred to the APPIC website <http://www.appic.org>). The practicum/seminar carries 3 credit hours per semester, or 6 credit hours per academic year. Some practicum sites require placement for twelve months. All Argosy University/Dallas students enrolled in practicum meet in a weekly 1.25-hour practicum seminar led by a faculty member. A practicum may not be in a student’s place of employment, nor are practicum requirements waived.

Page 20*Correction*

“Clinical Evaluation Competency Requirements” should be retitled “Clinical Competency Examination Requirements,” and all references to CEC throughout the text should be changed to CCE.

Page 20*Correction*

All references to CCE in “Clinical Comprehensive Examination Requirements’ should be changed to COMPS.

Addition

A final sentence should be added to “Clinical Comprehensive Examination Requirements.” The sentence should read as follows:

In other words, three failures result in dismissal from the program.

Argosy University/Orange County**Page 18***Correction*

The second bullet of the “Application Qualifications” listing should read as follows:

- Students applying to the PsyD in Clinical Psychology Program in their second year must have passed the Integrative Paper, or be planning to complete the paper in the year that they apply to the doctoral program.

Page 19*Correction*

The fifth bullet of the “Course/Credit Transfer” listing should read as follows:

- A maximum of two courses (6 credit hours) may be transferred towards the master’s program in clinical psychology.

Page 20*Correction*

The first sentence in “Program Overview” should read as follows:

The Master of Arts (MA) in Counseling Psychology/Marriage & Family Therapy Program prepares students to practice and pursue licensure in California as Marriage and Family Therapists (MFT).

Correction

The last sentence in “Program Overview” should read as follows:

We are proud of our diverse student body and of a newly established curriculum that develops well-trained MFT professionals.

Page 21*Addition*

The following sentence should be inserted between the first and second sentences of “Dismissal” in “Student Review Procedures.”

Students who fail to pass the Comprehensive Examinations after two tries are subject to dismissal from Argosy University.

Page 21*Correction*

The first paragraph of “Eligibility for Licensure” should read as follows:

Graduates of the Master of Arts in Counseling Psychology/ Marriage & Family Therapy Program are eligible to pursue licensure in California as Licensed Marriage and Family Therapists (LMFTs). Upon completion of educational requirements, two years of post-master’s supervised practice is required for licensure as an MFT and registry as a professional counselor. For more information and application materials related to MFT licensure, please contact the Board of Behavioral Sciences, 400 R Street, Suite 3150, Sacramento, CA 95814-6240, www.bbs.ca.gov.

Page 23*Correction*

PC6420 Community Mental Health in the “Year One Course Requirements” listing should be changed to the following: PC6320 Domestic Violence and Spousal Abuse (1).

Page 24*Correction*

The last sentence in “Comprehensive Examination Requirements” should read as follows:

Students who fail the exam twice will be subject to dismissal from Argosy University.

Page 25*Correction*

Course number PC6520 within the “Recommended Course Sequence for the Master of Arts in Counseling Psychology/ Marriage & Family Therapy Program” table, “Year Two, Summer Semester” column should be changed to the following:

PC6521 Research and Program Evaluation (3)

Page 30*Correction*

The second bulleted item in the “Graduation Requirements” listing should read as follows:

- Satisfactory completion of 60 semester credit hours beyond the master’s degree, including 45 credit hours of coursework and 15 credit hours of dissertation.

Page 30*Correction*

The credit hour distribution paragraph and “Counseling Requirements” listing in “Program Requirements” should read as follows:

The EdD in Counseling Psychology Program requires the satisfactory completion of 60 semester credit hours distributed as follows: counseling requirements, 15 credit hours; professional development requirements, 9 credit hours; professional practice requirements, 9 credit hours; research requirements, 12 credit hours; dissertation requirements, 15 credit hours.

Counseling Requirements—Students Choose Five of the Following

C7410	Assessment in Counseling (3)
C7431	Counseling in Community Settings (3)
C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7434	Cognitive-Behavioral Theories of Counseling (3)
C7435	Existential-Humanistic Theories of Counseling (3)
C7436	Psychodynamic Theories of Counseling (3)
C7440	Marriage and Family Therapy (3)
C7445	Brief Psychotherapies (3)
C7455	Addictions Counseling (3)
C7460	Techniques of Child and Adolescent Counseling (3)
	Other approved counseling courses
C7510	Internships (1–3)

Counseling Requirements—15 Credit Hours

Page 31*Correction*

The “Dissertation Requirements” listing should read as follows:

Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation—Counseling (5)
C7934	Dissertation Extension—Counseling [if required] (3)

Dissertation Requirements—15 Credit Hours

Correction

All references to “1 credit hour Directed Study (PC8801)” should be changed to “1 credit hour Directed Independent Study (C7834)” in “Comprehensive Examination Requirements.”

Correction

The third sentence of the last paragraph in “Comprehensive Examination Requirements” should read as follows:

Until students start enrolling in dissertation credit hours, students need to be enrolled for at least 3 credit hours per semester to receive financial aid.

Page 32*Correction*

All references to “1 credit hour Directed Study (PC8801)” should be changed to “1 credit hour Directed Independent Study (C7834)” in “Dissertation Requirements.”

Page 36*Correction*

“Enrollment Requirements” should read as follows:

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 chair for a reduced course load in either semester. Subsequent academic years in the five-year program require no more than 25 credit hours.

Page 38*Correction*

The last sentence in “Professionalization Group Requirements” should read as follows:

The Professionalization Group carries 1 academic credit for each term.

Page 41*Addition*

An additional bulleted item should be added to the end of the listing within the “Clinical Research Project Overview:”

- *Quantitative Empirical Study* This involves the collection, analysis, and interpretation of original data to address a problem of theoretical or practical interest. A CRP student may utilize quantitative, descriptive, or inferential approaches to data analysis with the approval of the committee and the program chair.

Page 43*Correction*

The course title for PP7050 in the “Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Five Year Curriculum” table, “Year Three, Fall Semester” column should read as follows:

PP7050 Physiological Psychology (3)

Addition

The following course should be added after Practicum Seminar complete in the “Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Five Year Curriculum” table, “Year Three, Summer Semester” column:

PP7040 Cognition and Affective Processes (3)
[Summer Session II]

Page 44*Deletion*

PP8040 Psychoanalytic Theory and Therapy (3) should be deleted from the “Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Five Year Curriculum” table, “Year Four, Summer Semester” column.

Addition

The following should be added after the “Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Five Year Curriculum” table:

Note: Students wishing to delay the Diagnostic Practicum until the third year in the program must petition the Training Committee for approval in order to do so.

Argosy University/Sarasota**Page 18***Correction*

The third bulleted item in the “Graduation Requirements” listing should read as follows:

- Successful completion of the Counselor Preparation Comprehensive Evaluation (CPCE)

Page 19*Correction*

The “Practicum and Internship Requirements” listing should read as follows:

**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

Page 21*Deletion*

C6431 Counseling in Community Settings (3) should be deleted from the “Elective Requirements” listing.

R6034 Introduction to SPSS (3) should be deleted from the “Research Requirements” listing.

Page 26*Correction*

The “Supervised Practical Experience Requirements” listing should read as follows:

**Supervised Practical Experience Requirements—
Students Are Required to Take the Following**

PP8201	Practicum I ^[B/R] (3)
PP8202	Practicum II ^[B/R] (3)
PP8203	Practicum III ^[B/R] (3)
PP8204	Practicum IV ^[B/R] (3)
PP8214	Summer Practicum I ^[B/R] (1.5) and PP8215 Summer Practicum II ^[B/R] (1.5)

–or–

PP8206	Practicum V (3)
--------	-----------------

Supervised Practical Experience Requirements—15 Credit Hours

Page 28*Correction*

The “Practicum Prerequisites” listing should read as follows:

Practicum Prerequisites

PP7100	Professional Issues: Conduct, Ethics and Law (3)
PP7010	Lifespan Development (3)
PP7112	Professionalization Group I (0)
PP7113	Professionalization Group II (0)
PP7114	Professionalization Group III (0)
PP7300	Psychopathology I (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (4)
PP7371	Objective Personality Assessment (3)
PP8038	Interventions I (3)
PP8072	Interventions I: Beginning Clinical Skills (3)

Argosy University/Schaumburg**Page 7***Correction*

The first paragraph and listing in “Prerequisites for Admission” should read as follows:

Applicants should have completed the five undergraduate courses, or their equivalent:

- Abnormal psychology or psychopathology
- General or introductory psychology
- Personality theories
- Statistics or research methods
- Psychological assessment or tests and measures

Page 13*Addition*

An additional sentence should be inserted at the end of the second paragraph in the “Program Overview” to read as follows:

Students are prepared for licensure as Professional Counselors in the State of Illinois, however, alumni serve clients throughout North America.

Argosy University/Seattle

Page 11

Addition

The following statement should be inserted before
“Admission Requirements.”

**Clinical Program Policy on
Student Disclosure of Personal Information**

Students may be asked in some classes to share personal information, such as personal sexual history, personal history of abuse and neglect, personal experience with psychological treatment and relationships with parents, peers, and spouses or significant others, as a component of professional development. Such information may be asked for in the form of writing assignments or in class experiential exercises. Each student is responsible for monitoring the boundaries of her or his own personal privacy and is only required to disclose that information which the student feels entirely comfortable sharing. If assignments are experienced as potentially intrusive, students are encouraged to discuss alternative assignments with faculty.

Page 26

Addition

The following statement should be inserted before
“Admission Requirements.”

**Clinical Program Policy on
Student Disclosure of Personal Information**

Students may be asked in some classes to share personal information, such as personal sexual history, personal history of abuse and neglect, personal experience with psychological treatment and relationships with parents, peers, and spouses or significant others, as a component of professional development. Such information may be asked for in the form of writing assignments or in class experiential exercises. Each student is responsible for monitoring the boundaries of her or his own personal privacy and is only required to disclose that information which the student feels entirely comfortable sharing. If assignments are experienced as potentially intrusive, students are encouraged to discuss alternative assignments with faculty.

Argosy University/Washington DC

Page 15

Deletion

The final paragraph in “Program Overview” should be deleted. The Forensic Psychology concentration is no longer offered.

Page 19

Deletion

The “Optional Concentration in Forensic Counseling” should be deleted. The Forensic Psychology concentration is no longer offered within this program at this campus.

**ADDITIONS AND REVISIONS TO "SECTION 11,
COURSE LISTING" OF THE ACADEMIC CATALOG**

New Undergraduate Courses

Communication (COM)

COM098 Computer Workshop

0 credit hours

This workshop will focus on basic computer skills using Microsoft Word, including desktop and tool bar functions; developing, editing and sending documents electronically; basic Web functions; and creating PowerPoint presentations.

Humanities (HUM)

HUM440 Critical Thinking: Common Sense and Everyday Life

3 credit hours

What can we know for certain? The student who can critically read, write and listen has an advantage in every area of life: home, work, school and community. This course will help you gain that advantage.

Radiology (RAD)

RAD154 Exploring Opportunities in Medical Imaging

2 credit hours

Students will explore career options in medical imaging. Following an introduction to the various options, students will select a topic to complete various components of research intended to further their knowledge and assist them in determining if it is a career option for which they may pursue.

RAD160 Computed Radiography

2 credit hours

This online course will present the basic concepts and applications of computed radiography. The student will investigate the process, function, limitations and advantages of computed radiography.

RAD170 Trauma Radiography I

2 credit hours

This course will instruct students in the skills necessary to think critically in trauma imaging. Students will utilize Problem-Based Learning skills to integrate material from the Introduction to Radiologic Technology (RAD100) and Radiologic Procedures I (RAD105). Independent and group projects will be used to identify critical thinking mechanisms to solve scenarios.

Sociology (SOC)

SOC430 Sociological Perspectives on Class, Ethnicity, and Gender

3 credit hours

This course explores the impact of social class, ethnicity, and gender on identity as well as the functions of roles in social organization. Family life, work, violence, sexuality and the possibilities for social change will be considered.

Prerequisites: SOC110 or PSY101.

Revised Undergraduate Courses

Psychology (PSY)

PSY101 General Psychology

3 credit hours

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.

PSY210 Psychological Statistics

3 credit hours

This course will introduce you to statistical concepts and tests used in psychological research as well as analysis and computation.

PSY314 Psychology of Women

3 credit hours

This course provides a comprehensive overview of the major topics and theories relevant to the current study of psychology of women, and the research on the impact of gender on thinking and behaving. Topics include psychosocial development (e.g. marriage, relationships), biologically-based experiences (e.g. menstruation, sexuality, mothering), mental health issues, gender differences/similarities (e.g. cognitive abilities, personality, social behavior), issues related to ethnicity and sexual orientation, and social issues (e.g. violence against women, power, achievement and the worlds of education and work).

PSY360 Cognition and Learning

3 credit hours

This course provides an introduction to theories and research on cognition and learning, especially topics such as knowledge acquisition, language, memory, thinking and the biological basis of learning and cognition. Applications to the assessment and treatment of human problems in a variety of organizational settings in education and mental health are also discussed.

PSY410 Maladaptive Behavior and Psychopathology

3 credit hours

This course provides the student with a body of knowledge concerning the recognition, classification, course, prognosis, and treatment of the range of human problems usually defined as psychological disorders. Human problems are examined within the framework of the *DSM-IV TR* classification system. In addition, students will be exposed to the various ethical issues and dilemmas associated with identifying, classifying and treating behavior as maladaptive or pathological. The role gender and culture play in identifying, classifying and treating behavior as maladaptive or pathological will also be explored.

New Graduate Courses

Business (B)

B5001 Macroeconomics

3 credit hours

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.

B5002 Microeconomics

3 credit hours

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.

B5003 Principles of Accounting

3 credit hours

This course provides an introduction to the preparation and use of accounting principles. Emphasis is on basic accounting procedures, measurement of income and expense, working capital, and investments. Includes material on corporations, capital budgeting, and interpretation of financial statements.

B5004 Financial Management

3 credit hours

An introduction to the processes and principles involved in financial management. Practical emphasis is given to corporate entities, capital markets, as well as stock markets. Basic principles such as financial ratios and other financial measurements are examined.

B5005 Managing Decision Models

3 credit hours

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, formulating hypothesis, collecting data, working with levels of significance, analyzing variance, and constructing questionnaires.

B6110 Supply Chain Optimization and Outsourcing

3 credit hours

Supply Chain Management encompasses development of integrated strategies in managing over-all costs, attaining profit goals, and satisfying customers. Building on the implementation of enterprise software and new applications, leaders are better able to plan sales revenue, schedule production, set optimal inventory levels, plan distribution/warehousing and global logistics, source goods and services strategically, and finance operations through better working capital management. Recognition is also given to important interrelationships among sales management, logistics, production, marketing, and financial management. This course also focuses on outsourcing as a corporate strategy to reduce costs, improve cycle time, customer service and improve the overall performance of the supply chain. The human resource implications and challenges inherent in implementing outsourcing will be addressed and the pros and cons of this strategy debated in class. Requirements of the course will include case analyses.

B6120 Communications Strategies for Managers

3 credit hours

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.

B6125 Leadership and Organizational Behavior

3 credit hours

This course includes an exploration of the diverse determinants and organizational consequences of both individual and group behavior within formal organizations. Emphasis is on theories, concepts, and empirical findings from behavioral theory that will help leaders understand and motivate members and teams of an organization. Featured in this course are case studies of actual business situations.

B6311 Marketing Behavior and Decision-Making

3 credit hours

This course focuses on the consumer and business-to-business decision making processes of which can be extensive, limited, or routine. Consumers proceed through multiple stages to reach a purchasing decision, usually personal and often impulsive, when they purchase from businesses. Topics include need recognition, alternative search, alternative evaluation, purchase decision, post-purchase evaluation. The course highlights how the process is influenced by social, marketing, and situational factors. In parallel, business-to-business (B2B) marketing behaviors and decisions are different in their purchasing issues: purchasing decisions, providing a problem-solving solution, long-term profitable relationships; product development, branding, communications channels, promotions, pricing/discounts/quantities.

B6320 Integrated Marketing Communications

3 credit hours

This course focuses on the marketing communications tools, techniques and media used in the business world. Creating the right customer focus requires a coordination and integration of multiple elements: promotion, advertising, sales promotion, personal selling, public relations, licensing, sponsorships, and customer services. The goal of the course is to present an integrated marketing strategy through the unification of all communications tools providing a comprehensive message to targeted customers.

B6507 Healthcare Organizations: Changing Dynamics and Emerging Trends

3 credit hours

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 U.S. The course will touch on healthcare economics, effective business models and emerging organizational challenges facing healthcare organizations today.

B6508 Managing Programs and New Initiatives in HealthCare

3 credit hours

Managing programs in healthcare is essential to assure quality outcomes and well managed programs. Also, implementing new strategic initiatives to improve performance are part of effective leadership. This course takes the focus of improving day to day operations and also analyzing, implementing and measuring new initiatives. Change management will also be emphasized to help plan successful implementation of programs and initiatives.

B6520 Financial Decision-Making*3 credit hours*

Financial decision making is explored with focus on special topics through case studies such as lease versus buy, Venture Capital and other private equity investing, real estate finance, matching corporate strategy with organizational financing, and tax planning.

B6622 Capital Markets*3 credit hours*

This course teaches students how to finance an organization by focusing on financial aspects in terms of original and growth capital. Topics include pro-forma development and review, business valuation modes, financing startups, going public, selling out, cash flow analysis and raising capital from private investors, venture capitalists, vendors, insurance companies and banks.

B7312 Culturally Responsive Marketing*3 credit hours*

This course examines the cultural, subculture, generational, class, life course, and group influences of consumer behavior based upon domestic and global marketing environments. Major issues to be discussed and experienced through case studies are: positive and normative managerial interventions; multiple interpretations of consumer creativity; and the probing of consumer behaviors. Integration of macro- and micro-level global forces shaping regional and global markets will be investigated through practical business experiences, current literature, research studies, case studies and current marketing practices.

B7315 Global and Multinational Marketing*3 credit hours*

Marketing and selling products into the global environment presents many demanding decisions that need to be updated on a consistent timeframe with hard-to-retrieve knowledge, information and data. Challenging decisions must be made in international marketing objectives/ strategies/policies, regional and country market selection, products that fit regions-countries, multiple distribution channels, communications to fit each global region, management models and organizations per region/country, knowledge/information/data management, exploration of cultural issues, competition, economies, and customers.

B7320 Marketing and Innovation*3 credit hours*

This course focuses on the processes involved in marketing innovative products to current and new markets. Taking a product from idea to development to actual launch, including: identifying potential/new markets, appreciation for the innovative product planning phase; understanding the customer's potential needs/wants/behaviors pre-product introduction through diffusion; writing the potential/new market strategic plan; management processes and resources required for marketing innovative products; and the management processes necessary for the re-innovation or sustaining the marketability of the innovative product.

B7325 Marketing Organization and Control*3 credit hours*

This course examines the challenges of aligning and/or transforming a product-centric organization into a customer-centric organization. Major company and marketing issues discussed are: reassessment of the company and marketing vision-strategy-operations; utilization of company and marketing resources; direct and indirect effects on in-house and customer driven technology/communications/networks/information management; organizational behaviors/changes necessary to convert employees to a new line of thinking; changes in revenues/profits/earnings; and, customer services. The goal of the course is to provide a structure on how to align and/or transform company and marketing operations to maximize customer value.

B7330 Marketing Research and Design*3 credit hours*

This course is uniquely designed to introduce students to the conceptual and technical issues of marketing research and design based upon behavior research methodologies. Major topics are: behavioral research designs; variances in domestic and global market research data gathering techniques; filling the domestic and/or global product-market knowledge gap based upon company strategies; and analytical techniques applied to marketing data.

B7335 Theory and Research in Consumer Branding*3 credit hours*

Consumer branding is the focal point of all businesses, domestic and global. Challenges in developing effective consumer brands must be integrated with the company's short- and long-term strategic and operational plans. One of the major goals is to identify branding issues in depth, experienced by marketing firms. Multiple venues are involved in this course—feature presentations by distinguished marketers in the region, corporate marketing professionals, combined with global marketing experts. Topics included are challenges and changes in marketing branding strategies that worked yesterday but likely will not fit tomorrow's customer, managing the distribution channel to build brand equity, developing effective communication strategies in a digital environment, establishing effective global brands by region, issues/ attributes/challenges in building domestic and global customer relationships.

B7413 Organizational Systems Theory*3 credit hours*

This course focuses on theories, research and practice at the organization level of analysis. Beginning with a brief overview of the history of organization theory, the course focuses on contemporary perspectives including resource dependence theory, structural contingency theory, social network analysis, organizational ecology and the impact of technology on work. The emphasis will be on the applicability of theory in organizational life. Readings will ground the DBA student in the literature and a project derived from the DBA students' interests and professional experience will form the basis application of the theories and research findings to business. The course will also focus on what theory is, and what theory is not and also on how to apply theory effectively to develop robust solutions and achieve organizational results.

B7616 International Business Law and Practices*3 credit hours*

This advanced course provides an in-depth review and analysis of the latest theories, research, and information on international trade law for managers. Emphasis is placed on legal aspects managers might encounter when engaged in international trade. The course reviews and provides research opportunities on issues of international trade from a multidisciplinary, strategic, and meta analysis perspective. The course examines the nature and complexities of international business and international trade policies. Theory, research, ethics, and literature from a political, economic, social cultural, social psychology, legal, and historic perspective will be explored in depth. Written projects will focus on critical thinking, problem solving, decision making and information literacy.

B7630 Contemporary Accounting Theory*3 credit hours*

This course will involve an intensive study of recent developments, research and literature in accounting theory promulgated by the various professional accounting associations and regulatory agencies. This course will focus on an in-depth examination of contemporary issues in financial and managerial accounting within the context of pronouncements of the financial accounting standards board and their subsequent inclusion in Generally Accepted Accounting Principles.

B7640 Accounting in a Global Financial Community

3 credit hours

This course compares the theoretical basis of accounting standards from an international perspective. The impact of diverse cultures, the pronouncements of the IASB, and governments on the harmonization of accounting standards will be examined. Additionally this course will examine the reliability of internationally prepared financial statements from the perspective of SEC, investors and creditors.

B7650 Accounting Control Systems

3 credit hours

This course will study the development and use of financial control systems. The primary emphasis of this course will be on the effect of legislation and the assurance services required by regulators and associations in the development, implementation and, monitoring of control systems. A secondary focus will be on issues faced by controllers and other financial managers in administering accounting control systems.

B7660 The Evolution of Accounting Theory and Practice

3 credit hours

This course chronicles the development of accounting theory as a response to changes in culture. The goal of this course is to analyze the relations of accounting and the social world, in a historical context, to better understand why accounting and auditing standards have achieved their present state of evolution.

B7670 Financial Reporting Theory

3 credit hours

This course will study the utility of financial statement interpretation in the strategic process of management. An intensive study and critical examination of accounting and financial reporting theories, concepts and standards; evaluations of the pronouncements of accounting standard-setters and financial reporting regulators will be an integral part of this course.

B7680 Accounting and Corporate Governance

3 credit hours

Corporate governance is the process, used by management, to administer the resources entrusted to it by its stockholders. The accounting process measures and reports management's financial representations within the context of generally accepted accounting principles, thus, adding creditability to management's financial assertions. This course will study this complex relationship between corporate management and accounting.

B7707 Themes in Information Systems

3 credit hours

This course explores key management, organizational, behavioral issues and challenges in Information Systems (IS). The course covers problem areas such as corporate strategy and information technology (IT), IT-related innovation, business value of IT, IT adoption, managing the systems development process, harnessing knowledge and learning via systems, and understanding IT and organizational change. Both classics and recent IS/IT research articles will be used. The course requires individual reading of papers, class discussions and work on short and long research papers. The course will give students a broad understanding of the themes and research questions that identify the core identity of the information systems research field.

Clinical Psychology (PP)**PP8740 Advanced Multicultural Theory and Therapy**

3 credit hours

This class is an in-depth exploration of the application of multicultural 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.

Counseling (C)**C6523 Ethics for School Guidance Counselors**

3 credit hours

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.

C7000 Advanced SPSS

3 credit hours

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.

C7437 Advanced Prevention Theory

3 credit hours

This course presents a new paradigm in mental health and wellness. It present 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.

C7492 Internship in School Counseling

3 credit hours

This course requires the doctoral student to arrange an independent and appropriate clinical experience in school counseling. The student is required to participate in the internship for a minimum of eight hours per week for fifteen weeks. 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. The purpose of the internship 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 the submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

C7542 Advanced Career and Lifestyle Assessment

3 credit hours

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 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.

C7601 School Counselors as Consultants

3 credit hours

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.

C7750 Fundamentals of School Guidance and Counseling

3 credit hours

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.

*Education (E)***E7245 Teaching and Effective Learning Strategies**

3 credit hours

The use of best practices and sound research on helping all students to learn more successfully is the core of this course. Issues related to human development theory, proven learning strategies, modern technologies; barriers to learning and concern for diversity are studied for their impact on effective teaching and learning. The development of lifelong learners is emphasized. A field experience is part of this course.

E7804 Development of Multimedia Materials

3 credit hours

This course will examine and apply the current technologies available for constructing interactive learning environments. Students will have hands-on applications of the latest software and hardware available for creating dynamic learning in both online and on-ground courses. The concepts of interactive design through authentic learning activities and projects will be researched. The primary purpose of this course is to enhance students' ability to conceptualize, develop, and deliver interactive materials that support and enhance active teaching and learning.

*Forensic Psychology (FP)***FP6906 Interviewing and Interrogation: History and Techniques**

3 credit hours

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 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.

Revised Graduate Courses*Business (B)***B6003 Ethics in Business**

3 credit hours

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.

B6004 E-Business Applications

3 credit hours

This course is designed to introduce students to the dynamic world of Internet-based business/E-Business. Topics focus on the conceptual framework of Internet-based commerce for Business-to-Consumer (B2C) and Business-to-Business (B2B) computer systems, and how they integrate with organizational objectives. Students explore the implications of key information technologies used within and across businesses to conduct e-business, including customer relationship management, enterprise resource planning, online ordering and inventory management, supply chain management, e-procurement systems, data warehousing, data mining, intra-extranets, and knowledge management. Applied work provides hands-on application of programming and software development skills.

B6021 Managerial Accounting

3 credit hours

Managerial accounting helps direct the financial activities of managers within the organization and has a strong emphasis on the future direction of the organization. This course examines the role of managerial accounting as it impacts organizational decision-making. It also reviews the analytical methodologies and performance measurements that are an integral part of the system of financial control within a business. Emphasis is placed on the critical thinking and decision-making ability of corporate managers.

B6022 Financial Management

3 credit hours

This course studies the conceptual framework for analyzing financial decisions based on contemporary principles of financial theory. The focus is on the development of corporate financial policy with emphasis on capital structure, cost of capital, and dividend policy. Students will examine discounting cash flow techniques, capital budgeting, and managing risk in investment decisions.

B6023 Strategic and Operational Planning*3 credit hours*

Students learn how to develop the skills and concepts needed to ensure the ongoing contribution of a firm's operations to its competitive position. Typically this requires the firm to achieve, at a minimum cost, quality and economic parity, responsiveness and adaptability to customer needs and desires, rapid time to market, process technology, and sufficient and responsive capacity. Topics encompass all elements of coherent operation systems, process analysis, cross-functional and cross firm integration, product development, and technology and operations strategy.

B6024 Information Management*3 credit hours*

This course addresses managing information resources and providing support services for users from a general management perspective. Information resources include internally and externally developed information (past, present and future), local and global communications networks and associated hardware and software technology; personnel and users; and operational and management systems. Support services include training and support for users and operational practices and security for electronic commerce. Best practices for the entire information technology management team are examined.

B6025 Management Decision Models*3 credit hours*

This course offers students the opportunity to learn and apply specific methods, techniques and topics related to statistics and quantitative analyses. Students design analyses around professional problems in their organizations or an organization in which they choose to enhance efficiency or effectiveness. Successful managers and decision makers are able to understand and effectively use the tremendous amount of information available to them. This course provides practical applications and a critical thinking perspective for business managers.

B6026 Marketing Planning and Strategy*3 credit hours*

Organizations do not always have a clear understanding of marketing, the components of developing a marketing strategy, and the elements of planning and implementing a marketing plan. This course emphasizes the identification, analysis, and selection of target markets; development and management of product/service lines; pricing; demand analysis and forecasting; distribution systems; and advertising and promotions. Major forces impacting marketing strategy, such as electronic marketing, one-to-one marketing, consumer trends, competition, and regulating forces, are examined. Students diagnose marketing problems, identify opportunities at operational and strategic levels, and develop a marketing plan for their organization or an organization they choose to enhance.

B6027 Perspectives in Change Leadership*3 credit hours*

This course focuses on the essence of leadership and management, including the behaviors, attitudes, and perspectives that distinguish leaders. Effective strategies for developing managers and leaders in the context of modern organizations are emphasized. Leadership dilemmas and issues are analyzed. A multidisciplinary approach will be used to explore new demands and relevant strategies for effective leadership. Individuals will be helped to identify their leadership style.

B6028 Solutions to Organizational Challenges*3 credit hours*

This is a Capstone Course that "puts it all together" through a program application project. Students must complete a minimum of 30 semester credit hours before taking this course. The course is intended to help students frame unstructured business problems. Students must identify the central issues and determine the most appropriate tools and concepts from the core curriculum to apply in order to gain insight into these issues. This approach helps develop a cross-functional approach to business issues. Students are engaged in a project with an outside organization of their own choosing and receive extensive feedback as they carry out the project. Their project is presented to a faculty panel acting as decision makers for the organization.

B6107 Management of Information Resources*3 credit hours*

This course explores the strategic and management issues associated with the effective organizational use of information technology. Topics include role of the chief information officer; strategic planning, impacts and alliances; information technology assimilation; information technology architectures, functional organization, and operational control; information systems project management.

B6201 Investments/Portfolio Theory*3 credit hours*

This course explores theory and techniques that are basic for the control of investment risks and optimization of investment returns. This course analyzes contemporary theories such as the Random Walk, Market Efficiency, Portfolio Theory, Security Analysis and techniques of security selection and availability to the institutional portfolio manager. Topics include analysis of securities and security market operations, theories of market behavior, and application in selection of personal and corporate investment strategies. Students focus on the role of the modern portfolio manager in achieving diversification along with reviewing and evaluating client investment goals.

B6206 Global Finance*3 credit hours*

This course explores managing international business and global competition with an understanding of international financial instruments, markets and institutions. Topics include foreign exchange risk, determination of exchange rates and interest rates, management of foreign exchange risk with forwards, options, and swaps; exchange rate forecasting; the a review of currency speculative attacks; and dynamics of the balance of payments with focus on understanding international capital flows, country debt and exchange rate fluctuations.

B6303 Marketing Research for Decision-Making*3 credit hours*

This course focuses on the importance of marketing research for making sound marketing strategy decisions. The course details the stages of the marketing research process including: the purpose of the research, designing the plan for the research, performing the research, and preparing the research report. The course identifies marketing information systems and highlights the marketing decision support system.

B6501 Finance and Accounting in Healthcare Organizations*3 credit hours*

This course examines traditional financial management concepts of risk, value, return, cost of capital and cash flow for both for-profit and non-profit organizations. Topics include: the unique nature of the third party payer system, the impact of capital decisions on the cost of capital for healthcare organizations, an examination of operational and capital budgeting as means of risk analysis, tactical alternative analysis and forecasting, an understanding the financial position of accounts receivables, inventory, and cash management and an examination of how ethics in healthcare finance has affected the healthcare marketplace. Challenges include balancing cost effectiveness with patient care.

B6504 Managing and Measuring Quality in Healthcare Organizations*3 credit hours*

Increasingly healthcare organizations are challenged to improve patient outcomes, redesign business processes and execute quality and risk management initiatives. This course begins by introducing the student to the field of quality management and how these principles have been adopted by healthcare organizations to improve patient outcomes and program quality. Case studies will be used to illustrate how patient outcomes have been improved and business processes redesigned to achieve improvements in quality, risk reduction and other key business results/outcomes.

B6601 International Business Practice*3 credit hours*

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.

B6604 International Marketing*3 credit hours*

This course focuses on the opportunities, problems, and challenges involved in international marketing. The course examines the methods companies use to organize their international versus domestic markets, international market research tasks, methods of entry strategies in the international markets, and potential marketing strategies for a multinational firm. Knowledge of local cultural environments is high-lighted as a prerequisite for success.

B6608 International Standards, Regulation, and Compliance*3 credit hours*

This graduate course provides the advanced graduate student with an opportunity to explore the standards, standard setting practices, regulations, and compliance issues with the most important international organizations and agreements. The course provides an in-depth review and analysis of the latest theories and research on international standards, regulation, and compliance. Research is done to discover the processes, regulations, compliance standards that impact international business. Attention is given to issues of violation, defense, conflict resolution options, and resolution. Special attention is given to how international corporations are organized and function internally and as part of the globalization process. The topic must be researched from a multidisciplinary, theoretical, research study, and practical implemental perspective. 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.

B6701 Database and Information Management Systems*3 credit hours*

This course explores data and information that are critical to the modern organization. Principles of data management explored such as knowledge management, business intelligence, enterprise resource planning, product design, marketing, personalization and other aspects of managing customer relationships. Students learn the components and functions of relational database management systems (RDBMS) using a popular database product. A focus on the various elements of a RDBMS assists students in learning how to access, synthesize and analyze data. Report generation and transferring data to and from a Web-based RDBMS are explored.

B6750 Communications and Connectivity*3 credit hours*

This course explores critical issues of communications and connectivity among global and internet-based information systems, from strategic, organizational, and technical perspectives. Topics of focus are strategic, physical, logical, and organizational connectivity.

B7252 International Accounting and Taxation*3 credit hours*

This advanced course explores an in-depth review and analysis of the latest theories and research on accounting and taxation issues from an international perspective. Study includes how and why accounting and taxation topics differ from country to country, the impact of these issues on the international organization, problems related to the differences and the organizations that have developed to resolve ethical and operational problems. Written projects will focus on critical thinking, problem solving, decision making and information literacy. The class includes independent research into the development, implementation and regulation issues for global organizations.

B7401 Organizational Behavior*3 credit hours*

The focus of this course is the theoretical and practical implications of organizational behavior, as addressed from a social science perspective. It stresses how being a consumer of organizational research can help the manager with everyday problems, and help the researcher to answer organizational behavior questions. Upon completion of the course, the student will have mastered the concepts of the field, such as diversity in the workplace, perception and attribution processes, motivation and individual differences in organizations, group dynamics and decision making, team work, leadership, and quality improvement programs.

B7408 Organizational Development and Change Management*3 credit hours*

This course addresses planned change efforts in organizations, covering organizational design, structure, principles of organizations, human resources training, intra- and inter-departmental communications, coordination activities, and leadership growth and development.

B7602 Global Management Models*3 credit hours*

This advanced course an in-depth review and analysis of the latest theories and research on global management models. The course reviews and provides research opportunities on chain management issues focused on ethical international management, including the integration of corporate culture, integration, implementation, and globalization. Specific applications to research areas in business strategies are explored. Written projects will focus on critical thinking, problem-solving, decision-making and information literacy.

B7610 Leadership in Global and Multicultural Organizations*3 credit hours*

This advanced course reviews and provides research opportunities on leadership issues in global, international, and multicultural organizations. Culturally sensitive leadership skills, styles, practices, models, trends, theories, and concepts are examined. Attention is given to international ethical, diversity, and conflict management research and practices. The course includes theoretical orientation and theory-to-practice experiences using case studies, demonstrations, and simulations. The course provides an in-depth review and analysis of the latest theories and research on leadership in global and multicultural organizations. Written projects will focus on critical thinking, problem solving, decision making and information literacy. Attention is given to team leadership, team collaboration skills within a culturally diverse world.

B7701 Data Management Strategies and Technologies*3 credit hours*

This course explores data management and its enabling technologies as key components for improving mission effectiveness through the development of open, enterprise-wide, and state-of-the-art data architecture. In addition, the course considers key data management strategies, their enabling information technologies including data bases, data warehousing, electronic archiving, data mining, the web "database" search engines, and other knowledge discovery methodologies. The goal of the course is to enable students to identify and implement data management strategies and data-related technologies that enhance the objectives, strategies and resources of their organizations.

B7702 Management Information and Decision Support Systems*3 credit hours*

This course provides doctoral students a perspective on how information technologies impacts decision-making. While disciplines such as computer science analyze the design of information technology, i.e. the manner in which information exchange is affected, this course takes a techno-economic approach. The first theme will examine the infrastructure of doing online business and the coordination between online business and traditional way of doing business. The second theme will be information and knowledge management examining the human aspects of knowledge management such as the role of communities of practice, types of organizational values and leadership competencies needed to support information sharing and collaboration; and examine ways to measure the contribution of knowledge in meeting organizational objectives and strategies.

B7704 Managing Information Systems Resources*3 credit hours*

The course examines challenges and risks associated with enterprise-wide initiatives including oversight, technology, integration, culture, policy realities, and project management. The course provides a management overview of both the current state-of-the-art trends in information systems technology: software development technologies, data management, computer systems hardware, human-computer interfaces, voice recognition, natural language understanding, collaborative technologies, telecommunications technologies, and electronic commerce technologies. Topics include organization and process changes resulting from enterprise application implementation.

B7705 Global Enterprise Networking and Telecommunication*3 credit hours*

This course focuses on the management and technological aspects of network and telecommunications technology in a global networked enterprise, examining their costs, benefits, security implications, implementation impacts, various net-centric applications, and wide area networks and associated Internet technologies. The course includes an overview of global communications protocols, network and distributed database management systems, network security, storage and multimedia delivery issues, shared virtual reality technologies, and the significance of shifts in regulatory and industry structure.

B7706 Systems Design and Evaluation*3 credit hours*

This course examines the information systems process, including methodologies of systems analysis and design. Issues include project management; interface design; organizational requirements; constraints; documentation; implementation; control; performance evaluation; leadership challenges of initiation, collaboration, design, implementation; and portfolio project management of process-centric improvements. The course explores best practices and strategies for building elements of a successful business case, including analysis of alternatives, risk assessments, information assurance strategy, acquisition strategy, and performance-based management systems. For the final project, students will develop a business case for an IT project, which will demonstrate mastery of the course objectives.

*Education (E)***E7033 Leading and Managing Change in a Diverse Society***3 credit hours*

This seminar 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.

E7034 Critical Analysis of Problems and Issues in Education*3 credit hours*

Problems and issues that relate to the present and the future of and private education are the core of the 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.

E7111 Introduction to Advanced Academic Study and Writing*3 credit hours*

This course is designed to introduce the student to doctoral-level research proposals, dissertations, methodology, critical thinking and academic writing. Students will examine, read and analyze dissertations as well as prepare a research prospectus inclusive of a problem statement after conducting a literature review.

E7134 Comprehensive Planning and Implementation*3 credit hours*

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.

E7137 Educational Leadership in Theory and Practice*3 credit hours*

This course examines the trends in educational leadership in the public and private sectors. The focus is on effective leadership practices as they relate to educational organizations. This includes leadership and ethical behavior, inter- and intraorganizational leadership strategies, management theory and practice, and organizational culture.

E7233 Organizational Communication Systems and Internship Seminar*3 credit hours*

This course focuses on effective communication in organizations. This course will include relevant theories, technologies, leadership, teamwork, diversity, global organizations, and ethics. In addition to learning about issues embedded in organizational communication systems, students will complete a 7-week internship.

E7801 Instructional Technology Planning and Management*3 credit hours*

This course provides participants with a basic understanding of the instructional applications of modern technology. Participants will gain an understanding of the philosophy and purposes behind instructional technology as well as strategies for its integration into the classroom. Major topics include the synthesis of concepts, knowledge and skills of the instructional technologist and distance educator, future trends in the field, strategic planning for the professional, refining roles, and responsibilities of the leader in the field.

E7802 Integrating Technology into the Curriculum*3 credit hours*

Practical integration of technology into the curriculum, with emphasis on content-appropriate planning, teaching, assessment, and management strategies, evaluation of educational technology tools, and the design of technology-enhanced environments for new teaching and learning roles. This course will be applicable for both K–12 and higher education environments. Learners will apply constructivist learning theory to planning of technology-integrated lessons. Students will apply databases, spreadsheets, the internet, web design, robotics, and programming software to a variety of academic settings.

E7803 Instructional Design*3 credit hours*

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.

E7805 Distance Learning Technologies and Teaching Methodologies*3 credit hours*

This course examines the concepts, technologies and issues related to the development and delivery of distance education. The learner will explore the theory and history of distance education, current technologies in distance learning, components beyond the course website of a distance education system, course design and development, technology and media, instruction and interaction, and policy and administration in distance education.

E7834 Writing for Research and Professional Publications*3 credit hours*

This course provides a solid foundation necessary for academic writing. Topics include formats, literature reviews, citations, problem statements, research proposals, research questions, hypotheses, critiques of journal articles, evaluation of dissertations and dissertation abstracts, and writing for journals. The course is completed when the student, after completing all prior assignments, submits a finished prospectus for a research study.

Prerequisite: (OC) PC6521 or equivalent.

Research (R)**R7031 Methods and Analysis of Quantitative Research***3 credit hours*

This seminar focuses on the structure and process of descriptive research across the disciplines of business, education, and behavioral science. It presents the concepts of relationships, correlations, and descriptive paradigms. Upon completion of the seminar, the student will be able to design a descriptive research study. The student will be able to utilize correct descriptive sampling techniques, collect and organize data systematically, adhere to acceptable reliability and validity standards in measurement, apply appropriate descriptive methodology, perform descriptive statistical analysis including mean, mode, median, correlations, chi square and t-tests with matched groups, and fully present findings. The student will also master the language of descriptive research, distinguish between various methodologies, conduct literature surveys that provide the foundation of investigation, critique descriptive research, review the dissertation research process, and construct effective descriptive research proposals. Computer applications, logistical issues, and ethical considerations are examined.

Prerequisite: (OC) PC6521 or equivalent.

R7035 Methods and Analysis of Qualitative Research*3 credit hours*

This course introduces the assumptions, theories, and processes of qualitative inquiry. The purpose of this course is to provide advanced graduate students with the theoretical foundations necessary to understand qualitative inquiry, and to enhance their abilities to conduct qualitative research and evaluation.

Prerequisite: (OC) PC6521 or equivalent.

R7103 Solutions-Oriented Business Research Methods*3 credit hours*

This foundation course in business research provides an overview of the concepts of probability theory, regression analysis, assumptions of multivariate analysis, use of computer software, and the ethics of research in business settings.

College of Business and Information Technology Curriculum Updates

Effective January 2006, students entering graduate programs offered by the College of Business and Information Technology will follow the program curricula listed below.

The key to success in today's complex business environment is finding solutions, knowing how to take action, and leading change with confidence. Argosy University's College of Business and Information Technology prepares business leaders for this environment with curricula that are built upon a problem-based, action-oriented approach to organizational change and human dynamics. Faculty members with relevant academic and practical business experience serve as mentors and advisors to facilitate student learning in class and in the business community. The programs are based on well-established theoretical and applied business principles, are flexible in delivery to accommodate working students, are committed to the traditions of scholarship and research, and are diverse to include regional, national, and international communities.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

Argosy University's Master of Business Administration (MBA) Program is focused on identifying solutions, putting the solutions to work, and evaluating the consequences of those actions. Students acquire skills to be a new kind of leader—one who can identify challenges and opportunities, draw on the latest technology and information; use advanced analytical and planning approaches, and execute plans for positive change. Businesses need leaders who can act and realistically evaluate how to maximize the impact of the solution. Argosy University's curriculum embraces solutions, leadership, and action.

The program is designed to serve the needs of talented students, regardless of their undergraduate degrees. The College of Business and Information Technology welcomes and encourages students from diverse academic backgrounds. The MBA Program is a practice-oriented program of study scheduled to permit busy professionals to balance the demands of career, family, and school.

In the MBA Program, students develop knowledge and skills for business problem analysis, team and group leadership and the implementation of effective solutions. Students develop competencies in critical thinking, persuasive communication, systems thinking, change management, leadership, diversity and business ethics. The MBA Program can enhance the student's current or future career potential, and prepare the student for postgraduate work in business.

The MBA Program consists of eight core courses and four concentration courses, for a total of 12 courses or 36 semester credit hours.

After completing the core course requirements, students develop expertise and specific insights in an area of concentration. Students must select one of the following concentrations offered within the MBA Program:

- Customized Professional Concentration
- Finance
- Forensic Accounting
- Healthcare Administration
- Information Systems Management
- International Business
- Leadership
- Management
- Marketing
- Public Administration (Tampa campus only)

The MBA Program culminates in a Capstone Project that integrates the core competencies with the concentration area applications.

Option to Earn Professional Graduate Business Certificate

At some campuses, Argosy University MBA students can earn a Professional Graduate Business Certificate in addition to their MBA degree, by taking four courses within a concentration area in the MBA 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 Business and Information Technology, 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 graduate study.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of prerequisite courses, if necessary
- Satisfactory completion of eight core courses and four concentration courses for a total of 12 courses or 36 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
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Students in the MBA Program must complete 36 semester credit hours distributed as follows: core course requirements, 24 credit hours; and concentration requirements, 12 credit hours.

Prerequisite Course Requirements

Students are required to complete the following four prerequisite courses either at the undergraduate or graduate level. Students must complete these courses or transfer in their equivalent prior to beginning the core requirements of the MBA Program. The student will be notified during the admission process if one or more of these courses are needed.

Undergraduate-Level Prerequisite Course Requirements — Students May Be Required to Take the Following

ACC401	Principles of Accounting (3)
ECO401	Macroeconomics (3)
–or–	
ECO402	Microeconomics (3)
FIN401	Financial Management (3)
MGT341	Managing Decision Models (3)

Undergraduate-Level Prerequisite Course Requirements—12 Credit Hours

Graduate-Level Prerequisite Course Requirements — Students May Be Required to Take the Following

B5001	Macroeconomics (3)
–or–	
B5002	Microeconomics (3)
B5003	Principles of Accounting (3)
B5004	Financial Management (3)
B5005	Managing Decision Models (3)

Graduate-Level Prerequisite Course Requirements—12 Credit Hours

Core Course Requirements

Students in the MBA Program are required to take the following eight core courses.

Core Course Requirements—Students Are Required to Take the Following

B6021	Managerial Accounting (3)
B6022	Financial Management (3)
B6023	Strategic and Operational Planning (3)
B6024	Information Management (3)
B6025	Management Decision Models ¹ (3)
B6026	Marketing Planning and Strategy (3)
B6027	Perspectives in Change Leadership ² (3)
B6028	Solutions to Organizational Challenges [Capstone Course] (3)

Core Course Requirements—24 Credit Hours

Concentration Requirements

Students are required to take four courses (12 credit hours) in the area of their concentration. In some instances, students may elect to take a combination of 6000-level courses to fulfill the concentration area requirements if approved by the campus dean or program chair.

Customized Professional Concentration Requirements

Students selecting this concentration work with a faculty advisor to develop a learning contract tailored to individual and specific needs. Students are required to take four courses (12 credit hours) to complete the Customized Professional Concentration requirements. Two or more of these courses must be taken from the 6000-level course listings found in the seven business areas within the concentrations. A maximum of two courses (6 credit hours) may be taken as directed independent study courses. The Customized Professional Concentration must be approved by the campus dean or program chair.

Finance Concentration Requirements—Students Are Required to Take the Following

B6201	Investment/Portfolio Theory (3)
B6206	Global Finance (3)
B6520	Financial Decision Making (3)
B6622	Capital Markets (3)

Finance Concentration Requirements—12 Credit Hours

Forensic Accounting Concentration Requirements—Students Choose Four of the Following

B6010	Practicum in Business (3)
B6801	Forensic Auditing (3)
B6802	Forensic Accounting (3)
B6803	Legal Aspects of Fraud (3)
B6804	Forensic Investigative Techniques (3)

Forensic Accounting Concentration Requirements—12 Credit Hours

Healthcare Administration Concentration Requirements—Students are Required to Take the Following

B6501	Finance and Accounting in Healthcare Organizations (3)
B6504	Managing and Measuring Quality in Healthcare Organizations (3)
B6507	Healthcare Organizations: Changing Dynamics and Emerging Trends (3)
B6508	Managing Programs and New Initiatives in Healthcare (3)

Healthcare Administration Concentration Requirements—12 Credit Hours

¹ Students interested in matriculating to the DBA Program may replace this course with *Solutions-Oriented Decision Models (B7783)*.

² Students interested in matriculating to the DBA Program may replace this course with *Solutions Leadership (B7777)*.

**Information Systems Management Concentration Requirements—
Students are Required to Take the Following**

B6004	E-Business Applications (3)
B6107	Management of Information Resources (3)
B6701	Database and Information Management Systems (3)
B6750	Communications and Connectivity (3)

Information Technology Concentration Requirements—12 Credit Hours

**International Business Concentration Requirements —
Students Are Required to Take the Following**

B6206	Global Finance (3)
B6601	International Business Practice (3)
B6604	International Marketing (3)
B6608	International Standards, Regulations, and Compliance (3)

International Business Concentration Requirements—12 Credit Hours

Leadership Concentration Requirements—Students Choose Four of the Following

B6010	Practicum in Business (3)
B6731	Understanding and Managing Human Differences (3)
B6732	Perspectives in Ethics (3)
B6733	Team Strategies (3)
B6734	Leadership and Change (3)
B6735	Power, Culture, and Leadership (3)
B6761	Leadership in Public and Nonprofit Organizations (3)

Leadership Concentration Requirements—12 Credit Hours

**Management Concentration Requirements—
Students are Required to Take the Following**

B6003	Ethics in Business (3)
B6110	Supply Chain Optimization and Outsourcing (3)
B6120	Communications Strategies for Managers (3)
B6125	Leadership and Organizational Behavior (3)

Management Concentration Requirement—12 Credit Hours

**Marketing Concentration Requirements—
Students are Required to Take the Following**

B6303	Marketing Research for Decision Making (3)
B6320	Integrated Marketing Communications (3)
B6311	Marketing Behavior and Decision Making (3)
B6604	International Marketing (3)

Marketing Concentration Requirements—12 Credit Hours

(Tampa Campus Only)

**Public Administration Concentration Requirements—
Students Choose Four of the Following**

B6732	Perspective in Ethics (3)
B6761	Leadership in Public and Nonprofit Organizations (3)
B6762	Organizational Theory and Management Behavior (3)
B6763	Public Policy Process (3)
B6764	Financial Aspects of Public and Nonprofit Organizations (3)

Public Administration Concentration Requirements—12 Credit Hours

DOCTOR OF BUSINESS ADMINISTRATION PROGRAM

In the Doctor of Business Administration (DBA) Program, industry and academic professionals build upon master's-level core skills and knowledge to develop a higher level of competence in conducting action research, in the comprehension of theoretical and applied literature in a chosen business discipline, and in the attributes essential to university teaching.

The Doctor of Business Administration student will develop critical knowledge and skills for success, in service to the profession and the community, in future professional development, and in attaining credentials and skills essential to leading, consulting, and teaching. Action research projects build skills in execution of actual change efforts and enhance evaluation and continuous improvement efforts. Leadership strategies are honed to continuously improve products and operations in times of dynamic adaptation and change.

The Doctor of Business Administration Program is designed to help students develop competencies in performing and understanding research, oral and written communication, critical thinking, problem solving, information literacy, leadership, business ethics, and diversity. The DBA Programs enhance students' current careers and aids in changing their careers.

The following DBA concentrations are offered:

- Accounting
- Customized Professional Concentration
- Information Systems
- International Business
- Management
- Marketing

The DBA Program is designed to meet the special requirements of working academic and business professionals who want to expand their knowledge and skills to meet the changing needs of modern organizations and serve the needs of capable students. The College of Business and Information Technology welcomes and encourages students from diverse academic backgrounds.

The DBA Program is scheduled to permit busy professionals to balance the demands of career, family, and school. Students meet the programs' requirements by completing courses in-residence and online. Argosy University campuses offer a variety of formats, including on-campus, online, weekend and intensive week-long sessions that combine multiple formats. Check with your Argosy University campus for additional information on course formats available.

The DBA Program consists of four research foundation courses, six core courses, four concentration courses, and two elective courses. Following successful completion of all courses, and passage of the Comprehensive Written Examination, students begin the dissertation process.

Admission Requirements

- A master's degree in business or a related field from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology, 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.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Significant work experience is required for students entering the Executive DBA format. This includes 10 years of work experience, of which five must be in a managerial position.

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
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all graduate schools attended and an official transcript from the school conferring your bachelor's degree.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members
- Satisfactory completion of 60 semester credit hours distributed as follows: four research foundation courses, six core courses, four concentration courses, two elective courses, and a 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
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- 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 Program requires the satisfactory completion of 60 semester credit hours distributed as follows: research foundation requirements, 12 credit hours; core course requirements, 18 credit hours; concentration requirements, 12 credit hours; elective requirements, 6 credit hours; and dissertation requirements, 12 credit hours.

Research Foundation Course Requirements

Students in the DBA Program are required to take 12 credit hours of research foundation courses.

Research Foundation Requirements—Students Are Required to Take the Following

B7001	Business Research Writing (3)
B7038	Action Research (3)
R7103	Solutions Oriented Business Research Methods (3)

Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7033	Research Methods for Data Analysis (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7037	Survey Techniques (3)

Research Foundation Course Requirements—12 Credit Hours

Core Course Requirements

Students in the DBA Program are required to take 18 credit hours of core courses.

Core Course Requirements—Students Are Required to Take the Following

B7223	Strategic Planning and Implementation (3)
B7432	Corporate Social Responsibility (3)
B7521	Global Challenges (3)
B7628	Leading Innovation and Change (3)
B7783	Solutions-Oriented Decision Models (3)
B7777	Solutions Leadership (3)

Core Course Requirements—18 Credit Hours

Concentration Requirements

Students must take at least four courses (12 credit hours) from within their chosen concentration.

Customized Professional Concentration Requirements

Students selecting this concentration work with a faculty advisor to develop a learning contract tailored to individual and specific needs. Students are required to take four courses (12 credit hours) to complete the Customized Professional Concentration requirements. Two or more of these courses must be taken from the five 7000-level business concentrations. A maximum of two courses (6 credit hours) may be directed independent study courses. The Customized Professional Concentration must be approved by the campus dean or program chair.

Accounting Concentration Requirements—Students Choose Four of the Following

B7630	Contemporary Accounting Theory (3)
B7640	Accounting in a Global Financial Community (3)
B7650	Accounting Control Systems (3)
B7660	The Evolution of Accounting Theory and Practice (3)
B7670	Financial Reporting Theory (3)
B7680	Accounting and Corporate Governance (3)

Accounting Concentration Requirements—12 Credit Hours

Information Systems Concentration Requirements—Students Choose Four of the Following

B7701	Data Management Strategies and Technologies (3)
B7702	Management Information and Decision Support Systems (3)
B7704	Managing Information Systems Resources (3)
B7705	Global Enterprise Networking and Telecommunications (3)
B7706	Systems Design and Evaluation (3)
B7707	Themes in Information Systems (3)

Information Systems Concentration Requirements—12 Credit Hours

**International Business Concentration Requirements—
Students Choose Four of the Following**

B7252	International Accounting and Taxation (3)
B7315	Global and Multinational Marketing (3)
B7602	Global Management Models (3)
B7607	Comparative Economic Systems (3)
B7609	International Project I (3)
B7610	Leadership in Global Multicultural Organizations (3)
B7616	International Business Law and Practice (3)

International Business Concentration Requirements—12 Credit Hours

Management Concentration Requirements—Students Choose Four of the Following

B7401	Organizational Behavior (3)
B7403	Management Science (3)
B7406	Ethics in Business and Management (3)
B7408	Organizational Development and Change Management (3)
B7413	Organizational Systems Theory (3)
B7610	Leadership in Global and Multicultural Organizations (3)

Management Concentration Requirements—12 Credit Hours

Marketing Concentration Requirements—Students Choose Four of the Following

B7312	Culturally Responsive Marketing (3)
B7315	Global and Multinational Marketing (3)
B7320	Marketing and Innovation (3)
B7325	Marketing Organization and Control (3)
B7330	Marketing Research and Design (3)
B7335	Theory and Research in Consumer Branding (3)

Marketing Concentration Requirements—12 Credit Hours

Elective Requirements

Students in the DBA Program are required to take 6 credit hours of elective courses. Students choose up to two electives from the courses listed in the concentration requirements. Students may also select electives from 7000-level courses in other colleges of Argosy University, with permission of the campus dean or program chair.

Dissertation Requirements

Following successful completion of all courses, and passage of the Comprehensive Written Examination, students begin the dissertation process. Students are required to take a minimum of 12 credit hours (four semesters) of dissertation.

Dissertation Requirements—Students Are Required to Take the Following¹

B7935	Dissertation—Business Offered in four 3-credit hour blocks each lasting one semester.
-------	--

Dissertation Requirements—12 Credit Hours

Executive Doctor of Business Administration in Management Format

The Executive Doctor of Business Administration (Executive DBA) in Management format was designed specifically for the experienced, practicing executive who possesses a master's degree in business and seeks an advanced level of competence in business and solutions leadership. The courses are delivered in both blended and online formats using a cohort model. In addition to class time, students should be able to devote up to 25 hours of out-of-class time monthly for study and preparation. In addition to the monthly meetings, students are required to meet weekly in an online environment. The weekly online meetings include reading assignments, discussion questions, written summaries, and discussion among learners.

Format Requirements

Students enrolled in the Executive DBA format must have a minimum of five years of managerial experience. The Executive DBA format follows the DBA Program with a concentration in Management curriculum outlined in this errata.

CERTIFICATE PROGRAMS

Professional Graduate Business Certificate Program

Since organizations increasingly require more specialization, working professionals may make themselves more valuable to their employers by earning the Professional Graduate Business Certificate in the following areas:

- Finance
- Healthcare Administration
- Information Systems Management
- International Business
- Marketing

This certificate program is for professionals with either a bachelor's or a master's degree who desire additional knowledge in one specialty area.

Admission Requirements

- Applicants must have graduated with a bachelor's or advanced degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology, or an appropriately certified foreign institution.
- Applicants are expected to meet the minimum GPA requirements of the campus to which they are applying.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

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
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

¹ Students who need more than four semesters to complete their dissertations must register for Dissertation Extension (B7935) [3 credit hours].

Certificate Completion Requirements

The Professional Graduate Business Certificate requires the satisfactory completion of four courses for a total of 12 credit hours.

Professional Graduate Business Certificate in Finance Requirements — Students Are Required to Take the Following

B6201	Investment/Portfolio Management (3)
B6206	Global Finance (3)
B6520	Financial Decision-Making (3)
B6622	Capital Markets (3)

Certificate in Finance Requirements — 12 Credit Hours

Professional Graduate Business Certificate in Healthcare Administration Requirements — Students Are Required to Take the Following

B6501	Finance and Accounting in Healthcare Organizations (3)
B6504	Managing and Measuring Quality in Healthcare Organizations (3)
B6507	Healthcare Organizations: Changing Dynamics and Emerging Trends (3)
B6508	Managing Programs and New Initiatives in Healthcare (3)

Certificate in Healthcare Administration Requirements — 12 Credit Hours

Professional Graduate Business Certificate in Information Systems Management Requirements — Students Are Required to Take the Following

B6004	E-Business Applications (3)
B6107	Management of Information Resources (3)
B6701	Database and Information Management Systems (3)
B6750	Communications and Connectivity (3)

Certificate in Information Systems Management Requirements — 12 Credit Hours

Professional Graduate Business Certificate in International Business Requirements — Students Are Required to Take the Following

B6601	International Business Practice (3)
B6604	International Marketing (3)
B6206	Global Finance (3)
B6608	International Standards, Regulations, and Compliance (3)

Certificate in International Business Requirements — 12 Credit Hours

Professional Graduate Business Certificate in Marketing Requirements — Students Are Required to Take the Following

B6303	Marketing Research for Decision Making (3)
B6311	Marketing Behavior and Decision Making (3)
B6320	Integrated Marketing Communications (3)
B6604	International Marketing (3)

Certificate in Marketing Requirements — 12 Credit Hours

Advanced Professional Graduate Business Certificate Program

The Advanced Professional Graduate Business Certificate is available to professionals who want to be more competitive in their industries. The Advanced Graduate Business Certificate is offered in the five subject areas of the DBA Program:

- Accounting
- Information Systems
- International Business
- Management
- Marketing

This certificate program is for those professionals who desire additional doctoral-level knowledge, but do not need to complete a full doctorate degree program.

Admission Requirements

- An MBA (or equivalent) degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology, or an appropriately certified foreign institution.
- Applicants are expected to meet the minimum GPA requirements of at least 3.0 (on a scale of 4.0) on any graduate work.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Acceptable test scores from either the Graduate Record Examination or the Miller Analogies Test (if required by campus program).

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
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all graduate schools attended and an official transcript from the school conferring your bachelor's degree.

Certificate Completion Requirements

The Advanced Professional Graduate Business Certificate requires the satisfactory completion of four courses for a total of 12 semester credit hours.

Advanced Professional Graduate Business Certificate in Accounting Requirements—Students Choose Four of the Following

- B7630 Contemporary Accounting Theory (3)
 - B7640 Accounting in a Global Financial Community (3)
 - B7650 Accounting Control Systems (3)
 - B7660 The Evolution of Accounting Theory and Practice (3)
 - B7670 Financial Reporting Theory (3)
 - B7680 Accounting and Corporate Governance (3)
-

Certificate in Accounting Requirements—12 Credit Hours

Advanced Professional Graduate Business Certificate in Information Systems Requirements—Students Choose Four of the Following

- B7701 Data Management Strategies and Technologies (3)
 - B7702 Management Information and Decision Support Systems (3)
 - B7704 Managing Information Systems Resources (3)
 - B7705 Global Enterprise Networking and Telecommunications (3)
 - B7706 Systems Design and Evaluation (3)
 - B7707 Themes in Information Systems (3)
-

Certificate in Information Systems Requirements—12 Credit Hours

Advanced Professional Graduate Business Certificate in International Business Requirements—Students Choose Four of the Following

- B7602 Global Management Models (3)
 - B7607 Comparative Economic Systems (3)
 - B7609 International Project I (3)
 - B7610 Leadership in Global and Multicultural Organizations (3)
 - B7616 International Business Law and Practice
 - B7315 Global and Multinational Marketing (3)
 - B7252 International Accounting and Taxation (3)
-

Certificate in International Business Requirements—12 Credit Hours

Advanced Professional Graduate Business Certificate in Management Requirements—Students Choose Four of the Following

- B7401 Advanced Organizational Behavior (3)
 - B7403 Management Science (3)
 - B7406 Ethics in Business and Management (3)
 - B7408 Organizational Development (3)
 - B7413 Organizational Systems Theory (3)
 - B7610 Leadership in Global and Multicultural Organizations (3)
-

Certificate in Management Requirements—12 Credit Hours

Advanced Professional Graduate Business Certificate in Marketing Requirements—Students Choose Four of the Following

- B7312 Culturally Responsive Marketing (3)
 - B7315 Global and Multinational Marketing (3)
 - B7320 Marketing and Innovation (3)
 - B7325 Marketing Organization and Control (3)
 - B7330 Marketing Research and Design (3)
 - B7335 Theory and Research in Consumer Branding (3)
-

Certificate in Marketing Requirements—12 Credit Hours

College of Education and Human Development Curriculum Updates

Effective January 2006, students entering graduate programs offered by the College of Education and Human Development will follow the program curricula listed below.

MASTER OF ARTS IN EDUCATION PROGRAMS

The Master of Arts in Education (MAEd) programs are designed to prepare graduates for responsible roles as leaders in the fields of Curriculum & Instruction and Educational Leadership. The foundation courses of the MAEd programs include an array of subjects oriented toward the challenges and problems encountered in a modern educational environment.

In the MAEd programs, students develop core practical and academic skills in analysis, oral and written communication, problem solving, critical thinking, team-building, and computer technology, through courses that examine the practical, historical, philosophical, psychological, social, technical, and theoretical aspects of education.

The MAEd programs are practitioner-oriented programs of study scheduled to permit busy individuals to balance the demands of career, family, and school. Argosy University campuses offer a variety of course formats, including on-campus, online, weekend, weeknight, and intensive week-long sessions or sessions that combine a variety of formats. Check with your Argosy University campus for additional information on course formats available.

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 Education and Human Development, 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.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Graduation Requirements

A student is eligible for graduation in the MAEd programs when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (a minimum of 36 credit hours), including core, Capstone Project, and elective 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

Master of Arts in Education in Curriculum & Instruction Program

The Master of Arts in Education (MAEd) in Curriculum & Instruction Program is for those students who wish to develop or enhance classroom skills, become curriculum supervisors, or become educational leaders with instruction as their main focus.

Program Requirements

The MAEd in Curriculum & Instruction Program requires the satisfactory completion of 36 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; elective requirements, 9 credit hours; and Capstone Project requirements, 3 credit hours.

Cognate Core Requirements—Students Are Required to Take the Following

E6100	Research in Education (3)
E6032	Historical and Philosophical Foundations of Education (3)
–or–	
E6901	Foundations of Education (3)
E6339	School Organization and Curriculum
E6350	Advanced Supervision of Instruction
E6420	Multicultural Education in Contemporary Society (3)
–or–	
E6900	Cultural Diversity (3)
E6501	Current Trends in School Curriculum
E6620	Supervision of Curriculum
	A course in educational technology (3)

Cognate Core Requirements—24 Credit Hours

Elective Requirements

Students choose three courses (9 credit hours) as electives with the approval of their advisor.

Capstone Project Requirements

A Capstone Project (3 credit hours), which focuses on learning outcomes is determined by the advisor and campus. The project may include a Comprehensive Examination, internship, Comprehensive Portfolio, or other relevant project that incorporates reflection, analysis, and application of theoretical material and classroom experience.

Capstone Project Requirements—Students Are Required to Take the Following

E6925 Capstone Project (3)

Capstone Project Requirements—3 Credit Hours

Master of Arts in Education in Educational Leadership Program

The Master of Arts in Education (MAEd) in Educational Leadership Program is designed to prepare graduates for responsible roles as leaders in the field of education.

Program Requirements

The MAEd in Educational Leadership Program requires the satisfactory completion of 36 semester credit hours distributed as follows: core requirements, 24 credit hours; elective requirements, 9 credit hours; and Capstone Project requirement, 3 credit hours.

Core Requirements—Students Are Required to Take the Following

E6032 Historical and Philosophical Foundations of Education (3)
–or–

E6901 Foundations of Education (3)

E6100 Research in Education (3)

E6137 Educational Leadership (3)

E6232 Educational Law (3)

E6233 Educational Finance (3)

E6420 Multicultural Education in Contemporary Society (3)

–or–

E6900 Cultural Diversity (3)

E6705 Human Resource Management and Development (3)

A course in educational technology (3)

Core Requirements—24 Credit Hours

Elective Requirements

Students in the MAEd in Educational Leadership Program choose three elective courses (9 credit hours) with the approval of their advisor.

Capstone Project Requirements

A Capstone Project, focused on learning outcomes, (3 credit hours) is determined by the advisor and campus. The project may include a Comprehensive Examination, internship, Comprehensive Portfolio, or other relevant project that incorporates reflection, analysis, and application of theoretical material and classroom experience.

Capstone Project Requirements—Students Are Required to Take the Following

E6925 Capstone Project (3)

Capstone Project Requirements—3 Credit Hours

EDUCATION SPECIALIST PROGRAMS

Argosy University recognizes the need to provide educators with the extensive knowledge and range of skills necessary to function effectively in their profession. Programs have been developed by faculty members to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of an Education Specialist (EdS) program. In many states, courses and curricula are designed to satisfy prevailing state licensure and certification requirements, but students are responsible for checking with the agency of the state in which they intend to teach to confirm such requirements.

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 Education and Human Development, or an appropriately certified foreign institution.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Teaching experience in a K–12 public or private school

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
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all graduate schools attended and an official transcript from the school conferring your bachelor's degree.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor
- Satisfactory completion of 30 credit hours beyond the master's degree and not previously used to satisfy a degree
- 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 passing of all sections of the Comprehensive Examination
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Education Specialist in Curriculum & Instruction Program **Program Requirements**

The Education Specialist in Curriculum & Instruction Program requires the satisfactory completion of 30 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; elective requirements, 3 credit hours; and research requirement, 3 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7034	Critical Analysis of Problems and Issues in Education (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7340	Curriculum Design K–12 (3) Technology Elective (3)

Cognate Core Requirements—27 Credit Hours

Elective Requirements — Students Choose One of the Following

E7801	Instructional Technology Planning and Management (3)
E7802	Integrating Technology into the Curriculum (3)
E7803	Instructional Design
E7805	Distance Learning Technologies and Teaching Methodologies

Elective Requirements—3 Credit Hours

Research Requirements — Students Are Required to Take the Following

R7036	Program Evaluation Methods (3)
-------	--------------------------------

Research Requirements—3 Credit Hours

Education Specialist in Educational Leadership Program

Within the Education Specialist in Educational Leadership Program, students can focus on courses and curricula designed to parallel prevailing licensure and certification requirements, but each student should check with the agency in the state in which they intend to teach.

Program Requirements

The Education Specialist in Educational Leadership Program requires the satisfactory completion of 30 semester credit hours distributed as follows: cognate core requirements, 27 credit hours; and research requirement, 3 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7033	Leading and Managing Change in a Diverse Society (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7137	Educational Leadership in Theory and Practice (3)
E7231	Administrative Theory and Practice (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7239	Education Law: The District (3)
E7637	Managing Human and Fiscal Resources in Education (3)
E7801	Instructional Technology Planning and Management (3)

Cognate Core Requirements—27 Credit Hours

Research Requirement — Students Are Required to Take the Following

R7036	Program Evaluation Methods (3)
-------	--------------------------------

Research Requirement—3 Credit Hours

DOCTOR OF EDUCATION PROGRAMS

The College of Education and Human Development at Argosy University recognizes the need to provide professional educators with the extensive knowledge and range of skills necessary to function effectively in their professions. The Doctor of Education (EdD) Programs have been developed by the faculty members to provide working professionals with the opportunity to enhance their personal and professional competence through completion of a relevant and meaningful graduate program. Because of variations among states, each student is responsible for checking with local agencies to confirm state requirements that may pertain to the selected program.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved by the faculty and dean of the College of Education and Human Development, 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.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

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
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all graduate schools attended and an official transcript from the school conferring your bachelor's degree.

Graduation Requirements

- 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, including 48 credit hours of coursework and 12 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
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Doctor of Education in Curriculum & Instruction Program

The EdD in Curriculum & Instruction Program is for those students who wish to master teaching methodologies, become curriculum supervisors, or become educational leaders with curriculum and instruction as their main focus. Students must choose one of the following areas of concentration. Not all concentrations are available at all campuses. Check with the campus dean or program chair at your campus of record to determine the available concentrations.

- Higher Education
- K–12 Education
- Education Technology

Program Requirements

The Doctor of Education in Curriculum & Instruction Program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; concentration requirements, 12 credit hours; research requirements, 9 credit hours; Pinnacle Seminar requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core Requirements—Students Are Required to Take the Following

E7034	Critical Analysis of Problems and Issues in Education (3)
R7036	Program Evaluation Methods (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7245	Teaching and Effective Learning Strategies (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7834	Writing for Research and Professional Publications ¹ (3)

Cognate Core Requirements—24 Credit Hours

Research Requirements—Students Are Required to Take the Following

R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7038	Action Research (3)

Research Requirements—9 Credit Hours

Pinnacle Seminar Requirement—Students Are Required to Take the Following

S7200	Pinnacle Seminar or approved elective (3)
-------	---

Pinnacle Seminar Requirement—3 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following²

E7935	Dissertation—Education Offered in four 3-credit hour blocks each lasting one semester.
-------	---

Dissertation Requirements—12 Credit Hours

Concentration Requirements

Students in the EdD in Curriculum & Instruction Program complete 12 credit hours of concentration courses.

Education Technology Concentration Requirements— Students Are Required to Take the Following

E7233	Organizational Communication Systems and Internship Seminar (3)
E7802	Integrating Technology into the Curriculum (3)
E7803	Instructional Design (3)
E7805	Distance Learning Technologies and Teaching Methodologies (3)

Education Technology Concentration Requirements—12 Credit Hours

Higher Education Concentration Requirements— Students Are Required to Take the Following

E7136	Higher Education in the United States (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7336	The Adult Learner (3)
E7345	College Teaching (3)

Higher Education Concentration Requirements—12 Credit Hours

K–12 Education Concentration Requirements— Students Are Required to Take the Following

E7233	Organizational Communication Systems and Internship Seminar (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7340	Curriculum Design K–12 (3)

Students Choose One of the Following

E7801	Instructional Technology Planning and Management (3)
E7802	Integrating Technology into the Curriculum (3)
E7803	Instructional Design (3)
E7805	Distance Learning Technologies and Teaching Methodologies (3)

K–12 Education Concentration Requirements—12 Credit Hours

Doctor of Education in Educational Leadership Program

The Doctor of Education (EdD) in Educational Leadership Program is for those students preparing for or advancing their careers as educational leaders in professional positions as school district, regional, state, or national administrators. The EdD in Educational Leadership Program requires concentrations in Higher Education Administration or K–12 Education.

Program Requirements

The EdD in Educational Leadership Program with a concentration in Higher Education Administration or in K–12 Education requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; concentration requirements, 12 credit hours; research requirements, 9 credit hours; Pinnacle Seminar requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core 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)
E7111	Introduction to Advanced Academic Study and Writing (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 ¹ (3)
R7036	Program Evaluation Methods (3)

Cognate Core Requirements—24 Credit Hours

Research Requirements—Students Are Required to Take the Following

R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7038	Action Research (3)

Research Requirements—9 Credit Hours

Pinnacle Seminar Requirements—Students Are Required to Take the Following

S7200	Pinnacle Seminar or approved elective (3)
-------	---

Pinnacle Seminar Requirement—3 Credit Hours

¹ Must be taken as the last course.

² Students who need more than four semesters to complete their dissertations must register for Dissertation Extension (E7935) [3 credit hours].

Dissertation Requirements—Students Are Required to Take the Following¹

E7935 Dissertation—Education
Offered in four 3-credit hour blocks each lasting one semester.

Dissertation Requirements—12 Credit Hours

Concentration Requirements

Students in the EdD in Educational Leadership Program complete 12 credit hours of concentration courses.

Higher Education Concentration Requirements—Students Are Required to Take the Following

E7136 Higher Education in the United States (3)
E7233 Organizational Communication Systems and Internship Seminar (3)
E7240 Education Law: Higher Education (3)
Higher Education Elective (3)

Higher Education Concentration Requirements—12 Credit Hours

K–12 Education Concentration Requirements—Students Are Required to Take the Following

E7231 Administrative Theory and Practice (3)
E7233 Organizational Communication Systems and Internship Seminar (3)
E7239 Education Law: The District (3)
E7801 Instructional Technology Planning and Management (3)

K–12 Education Concentration Requirements—12 Credit Hours

Doctor of Education in Community College Executive Leadership Program

The Doctor of Education (EdD) in Community College Executive Leadership Program is a program that appeals to community college administrators who are looking to move into senior administrative positions (such as president, vice-president, dean, and director) in community colleges.

Admission Requirements

To be considered for admission to the Doctor of Education in Community College Executive Leadership Program, the applicant is required to have:

- 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 Education and Human Development, or an appropriately certified 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
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English or who have not graduated from an institutional at which English is the language of instruction.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession. (The personal statement will be reviewed carefully to ensure students who are admitted have a desire to enter, or continue, a career in a community college setting.)

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
- Application fee (non-refundable, except in California)
- Current résumé
- Three completed Applicant Recommendation Forms
- Recommendation from a Community College leader; or provide evidence that demonstrates leadership or potential leadership in a Community College setting
- Official transcripts from all postsecondary schools attended

Graduation Requirements

- 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, including 48 credit hours of coursework and 12 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
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- 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 Community College Executive Leadership Program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 33 credit hours; elective requirements, 6 credit hours; research foundation requirements, 9 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core Requirements—Students Are Required to Take the Following

E7034 Critical Analysis of Problems and Issues in Education (3)
E7111 Introduction to Advanced Academic Study and Writing (3)
E7134 Comprehensive Planning and Implementation (3)
E7136 Higher Education in the United States (3)
E6232 Educational Law (3)
E7236 The Community College (3)
E7501 Community College Leadership (3)
E7502 Organization and Governance of Community Colleges (3)
E7503 Community College Finance (3)
E7504 Community College Executive Management Internship (3)
E7834 Writing for Research and Professional Publications² (3)

Cognate Core Requirements—33 Credit Hours

¹ Students who need more than four semesters to complete their dissertations must register for Dissertation Extension (E7935) [3 credit hours].

² Must be taken as the last course.

Elective Requirements—Students Are Required to Take the Following

S7200 Pinnacle Seminar or approved elective (3)
Doctoral-level elective (3)

Elective Requirements—6 Credit Hours

Research Foundation Requirements—Students Are Required to Take the Following

R7031 Methods and Analysis of Quantitative Research (3)
R7035 Methods and Analysis of Qualitative Research (3)
R7038 Action Research (3)

Research Foundation Requirements—9 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following¹

E7935 Dissertation—Education
Offered in four 3-credit hour blocks each lasting one semester.

Dissertation Requirements—12 Credit Hours

¹ Students who need more than four semesters to complete their dissertations must register for Dissertation Extension (E7935) [3 credit hours].

College of Psychology and Behavioral Sciences

Curriculum Updates

DOCTOR OF EDUCATION IN COUNSELOR EDUCATION AND SUPERVISION

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 and Supervision aligns with the Master of Arts (MA) in Professional Counseling in order to encourage entry-level counseling students to work toward becoming doctoral-level advanced practitioners, educators, and supervisors. The EdD in Counselor Education and Supervision Program prepares 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 and Supervision Program is designed to help current practitioners with existing master's-level preparation to advance their careers. This doctorate provides expanded opportunities to compete in the market place, on par with the growing number of doctoral-level counseling practitioners. Students should consult with their campus program faculty for information on license eligibility requirements.

Admissions Requirements

To be admitted to the EdD in Counselor Education and Supervision Program, a prospective student needs the following:

- A master's degree in counseling from a regionally accredited educational institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.25 (on a scale of 4.0) for undergraduate work or any subsequent graduate study.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current resume
- Three completed Applicant Recommendation Forms
- Official transcripts from all graduate schools attended and an official transcript from the school conferring your bachelor's degree.

Students entering the program with a master's degree will be able to enroll in the EdD in Counselor Education and Supervision program and complete the 51–54 upper division credit hours for this degree, provided that their master's degree is in counseling from a CACREP-accredited program or a CACREP equivalent curriculum from a regionally accredited educational 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 master's 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 campus faculty based upon CACREP core curriculum requirements and state licensure laws for LPCs. Applicants will be notified during the admissions process if prerequisite courses are needed.

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 51 semester credit hours beyond the master's degree
- 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

Program Requirements

The EdD in Counselor Education and Supervision requires the satisfactory completion of 51–54 semester credit hours distributed as follows: advanced counseling skills requirements, 9 credit hours; advanced practice requirements, professional development and practice requirements, 12 credit hours; 12 credit hours; research core requirements, 9 credit hours; and dissertation requirements, 9 credit hours.

Advanced Counseling Skills Requirements— Students Choose Three of the Following

C7537	Special Topics in Counseling (3)
C7445	Brief Psychotherapies (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)

Equivalent coursework as assessed by department head

Advanced Counseling Skills Requirements—9 Credit Hours

Advanced Practice Requirements— Students Are Required to Take the Following

C7410	Advanced Counseling Assessment (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
–or–	
C7460	Techniques of Child and Adolescent Counseling (3)
C7453	Clinical Consultation (3)

Advanced Practice Requirements—12 Credit Hours

Professional Development and Practice Requirements— Students Are Required to Take the Following

C7444	Multicultural Issues in Counselor Education and Supervision (3)
C7454	Models of Clinical Supervision (3)
C7461	Ethics in Counselor Education and Supervision (3)
C7465	Teaching in Higher Education (3)

Professional Development and Practice Requirements—12 Credit Hours

Research Core Requirements—Students Are Required to Take the Following

R7032	Experimental Research Methods (3)
R7035	Qualitative Research Methods (3) (or additional research course as approved by advisor)
R7036	Program Evaluation Methods (3)

Research Core Requirements—9 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation—Counseling
-------	-------------------------

Dissertation Requirements—9 Credit Hours

Optional

C7500	Advanced Counseling Practicum (1)
C7510	Advanced Counseling Internship (2)



ARGOSY UNIVERSITY

Two First National Plaza
20 South Clark Street
28th Floor
Chicago, IL 60603
1.800.377.0617
www.argosyu.edu

CAMPUSES

ARGOSY UNIVERSITY ATLANTA

980 Hammond Drive
Suite 100
Atlanta, GA 30328
1.770.671.1200
1.888.671.4777

ARGOSY UNIVERSITY CHICAGO

350 North Orleans Street
Chicago, IL 60654
1.312.777.7600
1.800.626.4123

ARGOSY UNIVERSITY DALLAS

8080 Park Lane
Suite 400A
Dallas, TX 75231
1.214.890.9900
1.866.954.9900

ARGOSY UNIVERSITY HAWAII

400 ASB Tower
1001 Bishop Street
Honolulu, HI 96813
1.808.536.5555
1.888.323.2777

ARGOSY UNIVERSITY ORANGE COUNTY

3501 West Sunflower Avenue
Suite 110
Santa Ana, CA 92704
1.714.338.6200
1.800.716.9598

ARGOSY UNIVERSITY PHOENIX

2233 West Dunlap Avenue
Phoenix, AZ 85021
1.602.216.2600
1.866.216.2777

ARGOSY UNIVERSITY SAN FRANCISCO BAY AREA

999-A Canal Boulevard
Point Richmond, CA 94804
1.510.215.0277
1.866.215.2777

ARGOSY UNIVERSITY SARASOTA

5250 17th Street
Sarasota, FL 34235
1.941.379.0404
1.800.331.5995

ARGOSY UNIVERSITY SCHAUMBURG

1000 North Plaza Drive
Suite 100
Schaumburg, IL 60173
1.847.290.7400
1.866.290.2777

ARGOSY UNIVERSITY SEATTLE

2601-A Elliott Avenue
Seattle, WA 98121
1.206.283.4500
1.866.283.2777

ARGOSY UNIVERSITY TAMPA

Parkside at Tampa Bay Park
4401 North Himes Avenue
Suite 150
Tampa, FL 33614
1.813.393.5290
1.800.850.6488

ARGOSY UNIVERSITY TWIN CITIES

1515 Central Parkway
Eagan, MN 55121
1.651.846.2882
1.888.844.2004

ARGOSY UNIVERSITY WASHINGTON DC

1550 Wilson Boulevard
Suite 600
Arlington, VA 22209
1.703.526.5800
1.866.703.2777

ADDITIONAL SITES

ARGOSY UNIVERSITY NASHVILLE

An approved degree site
341 Cool Springs Boulevard
Suite 210
Franklin, TN 37067
1.615.369.0616
1.866.833.6598

Savannah, GA

A satellite location of Argosy
University/Atlanta

Hilo, HI

Maui, HI

Satellite locations of Argosy
University/Hawai'i