



ARGOSY UNIVERSITY | TWIN CITIES
Academic Catalog Addendum 2006–2007

Effective September 1, 2006 – August 31, 2007

This catalog was prepared by Argosy University, Two First National Plaza, 20 South Clark Street Chicago, Illinois 60603. The information contained herein applies to the academic years 2006–2007. Curriculum, fees, expenses and other information described herein, while current at the time of publication, are subject to change without notice at the discretion of Argosy University. For more information, write to the above address or phone 1.800.377.0617.

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Accreditation and Programs

The information listed in this addendum applies to the *Argosy University Academic Catalog 2006–2007*. To ensure that this information is applied to the proper publication please refer to the effective date, September 1, 2006–August 31, 2007 on the front cover of the *Academic Catalog*. If you have questions related to information this addendum, please contact your academic advisor or program chair for assistance.

ARGOSY UNIVERSITY/TWIN CITIES

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CAMPUS DESCRIPTION

Argosy University/Twin Cities occupies 90,000 square feet. The campus is located near the intersection of Yankee Doodle and Pilot Knob Roads and represents Argosy University's first custom-built facility. The campus features numerous facility upgrades, including:

- 44 laboratories and classrooms
- Student lounge areas nearly doubled in size
- New outdoor picnic/study area
- New furniture throughout
- Expanded on-site counseling center
- Expanded student resource center
- Expanded on-site student bookstore store
- Smart classroom
- Networked connections for laptops
- Plasma screen TV
- Expanded computer lab
- Increased access to faculty offices
- Significant increased library space
- Meeting rooms in the library
- New computer carrells in the library
- 664 parking spaces

The campus also includes enhanced facilities for each discipline (dental hygiene, veterinary technology, radiologic technology, histotechnology, diagnostic medical sonography, and medical assisting).

Library

The Argosy University/Twin Cities Library is staffed by professional librarians, who oversee the development of a collection of materials, both print and electronic, which supports the research needs of students and faculty. Librarians also provide instructional services to students, as classes or small groups, in the use of library resources, databases, and Internet research.

The library's collection focuses on the areas of allied health, veterinary topics, business, education, and clinical psychology, as well as the components of general education, such as ethics, history, composition, sociology and speech. About 1,400 new titles are added each year. The monograph collection currently includes 7700 titles. Our journal collection consists of 160 titles with current subscriptions and 150 titles not currently subscribed to, but with back-year holdings. There are 800 videotapes, several dozen CD-ROM titles, and a collection of 120 different psychological tests and test kits.

In addition to the materials physically located in the library, students have access to 39 electronic databases with full-text articles from over 8,000 journals and magazines. There are also over 12,000 electronic books in the collection, covering a wide range of topics. All of these online resources are available from students' homes through the Internet, as well as being available within the library. The library's catalog is fully computerized and is also available through the Internet to students at home. The library's Web page can be found at <http://library.argosyu.edu/TwinCities>. The pages offer links to the online catalog and to journal databases, as well as selected Web sites. There is a list of the journal holdings, contact information, and information on requesting items through interlibrary loan. There are links to resources in psychology, including full-text e-journals, and links to sites related to the allied health fields and to veterinary medicine.

The library fills almost one quarter of the second floor, covering 5500 square feet. Besides housing the book and journal collections, there are areas for study, including two small group study rooms. There are 24 computers, all with Internet access, for students to use. Word processing and spreadsheet applications are available, along with specialized applications for activities such as scoring and interpretation of psychological tests, and statistics analysis. In addition, various computers have installed on them instructional resources on topics such as medical imaging, microscopy, radiology, hematology, peripheral blood, and medical terminology.

INSTITUTIONAL ACCREDITATION

Argosy University is accredited by the Higher Learning Commission and is a member of the North Central Association (NCA) (30 North LaSalle Street, Suite 2400, Chicago, IL 60602, 1.800.621.7440, www.ncahlc.org).

STATE LICENSING

Argosy University/Twin Cities is registered with the Minnesota Office of Higher Education (1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, 1.651.642.0533). Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to other institutions or that the quality of the educational programs would meet the standards of every student, educational institution, or employer.

PROGRAMMATIC ACCREDITATION

The Doctor of Psychology in Clinical Psychology Program at Argosy University/Twin Cities is accredited by the Committee on Accreditation of the American Psychological Association (APA) (750 First Street, N.E., Washington, D.C. 20002-4242, 1.202.336.5510).

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 (1361 Park Street, Clearwater, FL 33756, 1.727.210.2350). 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.

The Associate of Applied Science in Histotechnology Degree Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (8410 West Bryn Mawr, Suite 670, Chicago, IL 60631, 1.773.714.8880).

The Associate of Applied Science in Medical Assisting Degree Program is accredited by the Commission on Allied Health Education Programs (www.caahep.org) upon the recommendation of the Curriculum Review Board of the American Association of Medical Assistants Endowment (AAMAE) (1361 Park Street, Clearwater, FL 33756, 1.727.210.2350).

The Associate of Applied Science in Radiologic Technology Degree Program is accredited by the Joint Review Committee on Education in Radiologic Technology (20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182, 1.312.704.5300).

The Associate of Applied Science in Veterinary Technology Degree Program is accredited through the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) (1931 North Meacham Road, Suite 100, Schaumburg, IL 60173, 1.847.925.8070).

The Associate of Science in Dental Hygiene Degree Program is accredited by the Commission on Dental Accreditation. The Commission is a specialized accrediting body recognized by United States Department of Education. The Commission on Dental Accreditation can be contacted at 1.312.440.4653 or at 211 East Chicago Avenue, Chicago, IL 60611.

The Associate of Science in Medical Laboratory Technology Degree Program is accredited by the National Accrediting Agency for Clinical Laboratory Sciences (8410 West Bryn Mawr, Suite 670, Chicago, IL 60631, 1.773.714.8880).

The Associate of Science in Radiation Therapy Degree Program is accredited by the Joint Review Committee on Education in Radiologic Technology (20 North Wacker Drive, Suite 2850, Chicago, IL 60606-3182, 1.312.704.5300).

ARGOSY UNIVERSITY/TWIN CITIES PROGRAMS College of Business and Information Technology

Bachelor of Science (BS)

- Business Administration

May choose one of five optional concentrations:

Customized Professional Concentration
Finance
Healthcare Management
International Business
Marketing

Master of Business Administration (MBA)

- Business Administration

Must choose one of seven concentrations:

Customized Professional Concentration
Finance
Healthcare Administration
Information Systems Management
International Business
Management
Marketing

Doctor of Business Administration (DBA)

Must choose one of six concentrations:

Accounting
Customized Professional Concentration
Information Systems
International Business
Management
Marketing

Executive Doctor of Business Administration in Management (delivery format)

College of Education and Human Development

Master of Arts in Education (MAEd)

- Educational Leadership
- Instructional Leadership

Education Specialist (EdS)

- Educational Leadership
- Instructional Leadership

Doctor of Education (EdD)

- Educational Leadership

Must choose a concentration in either:

Higher Education Administration
K–12 Education

- Instructional Leadership

Must choose a concentration in either:

Education Technology
Higher Education
K–12 Education

College of Health Sciences

Associate of Applied Science (AAS)

- Diagnostic Medical Sonography

Must choose a concentration in either:

Echocardiography
General Sonography

- Histotechnology
- Medical Assisting
- Radiologic Technology
- Veterinary Technology

Associate of Science (AS)

- Dental Hygiene
- Medical Laboratory Technology
- Radiation Therapy

The Minnesota School of Professional Psychology

Bachelor of Arts (BA)

- Psychology

May choose one of three optional concentrations:

Criminal Justice
Organizational Psychology
Substance Abuse

Master of Arts (MA)

- Clinical Psychology
- Marriage & Family Therapy

May choose an optional concentration in

Forensic Counseling

Postgraduate Certificate¹

- Forensic Counseling
- Marriage & Family Therapy

Doctor of Psychology (PsyD)

- Clinical Psychology

May choose one of five optional concentrations:

Child & Family Psychology
Forensic Psychology
Health Psychology
Marriage/Couples & Family Therapy
Neuropsychology

Postdoctoral Respecialization Certificate²

- Clinical Psychology

¹ Certificate programs may be eligible for federal financial aid programs. Contact the Admissions Department for information.

² Postdoctoral certificate programs are not eligible for federal financial aid programs.

Argosy University/Twin Cities

College of Business and Information Technology

Bachelor of Science in Business Administration Program

PROGRAM OVERVIEW

Currently available only at Argosy University/Twin Cities, the new four-year Bachelor of Science in Business Administration degree program replaces the BS in BA degree completion program. The program is designed for students who have a clear, focused vision of their career objectives. It is open both to students who have already earned college credit at a community college, junior college, or other university, and working professionals with no college experience. In the program, you will follow a practical path to degree completion consisting of a solid group of business core and elective courses. The program can prepare you for immediate employment, career advancement, or graduate study.

This application-oriented program is based around flexible online and in-residence accelerated classes intended to help you complete your degree quickly.

All students admitted to the bachelor's degree program are expected to possess the following basic academic skills: the ability to use standard written and spoken English effectively; basic calculation skills (pre-algebra) and the ability to use a calculator to perform basic operations; fundamental computer skills necessary to prepare reports, give presentations, access online materials and information, and correspond via e-mail.

Students in the BS in Business Administration program must choose a concentration in one of five areas:

- Customized Professional Concentration
- Finance
- Healthcare Management
- International Business
- Marketing

The primary goal of the business concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in organizations.

ADMISSION REQUIREMENTS

Admission requirements differ depending on the number of college credits completed prior to application. There are four admission categories:

Students with no college credits will be admitted if they meet any of the following three conditions:

- High school GPA average of 2.5 or greater, or
- High school senior class rank in 50th percentile or higher, or
- ACT* score equal to 18 or greater.

Students with one to 14 college credits will be admitted if they meet any of the following three conditions:

- High school GPA average of 2.5 or greater, or
- High school senior class rank in 50th percentile or higher, or
- ACT* score equal to 18 or greater and have a college GPA of 2.25 or greater.

Students with 15 to 29 college credits will be admitted if they meet any of the following two conditions:

- College GPA of 2.25 or greater, or
- College GPA of between 2.0 and 2.24 and ACT score of 18 or greater.

Students with 30 or more college credits will be admitted if their College GPA is 2.0 or greater.

Other Admission Requirements

- Credit hours of qualified transfer credit with grade of "C-" or better from a regionally accredited institution or a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology at Argosy University, or completion of an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally accredited institution. A maximum of 78 lower division or 90 total credit hours may be transferred.
- Remedial or developmental courses are not applicable to the degree requirements.
- Proof of high school graduation or earned college degree.
- A minimum written TOEFL® score of or 500 (paper version), 173 (computer version), or 61 (Internet version) is 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.

* SAT score equivalent to an ACT score of 18 or greater is acceptable.

All applications for admission must be submitted to the Admissions Department. An admissions representative will help interested applicants complete the following required documentation:

- Complete Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all postsecondary schools attended
- Proof of high school graduation or GED or college degree from a regionally accredited college

Prior to matriculation, students may also be asked to submit the following materials:

- Student Information Form
- Personal interview
- Written essay
- Current résumé (or career summary)

Exceptions to Admission Requirements

Exceptions to the minimum requirements for admission to the undergraduate BS in Business Administration program may only be granted if approved by the academic members of the campus' undergraduate Admissions Committee and the campus dean or program chair. Exceptions must be justified, documented, signed, and placed in the student's academic file.

GRADUATION REQUIREMENTS

- Satisfactory completion of all required courses within the program major with a grade of "C-" or better
- Completion of 120 credit hours, including 42 credit hours of General Education courses, as outlined in the preceding table labeled "Coursework Flow in the Four-Year Bachelor of Science in Business Administration Program"
- A minimum of 42 credit hours of upper-division courses
- Satisfactory completion of all required psychology courses at Argosy University within the program major, including electives, with a grade of "C-" or better.
- An Argosy University grade point average of 2.0 or higher
- A completed Petition to Graduate submitted to campus administration

PROGRAM REQUIREMENTS

The student must complete a total of 120 credit hours as follows:

General Education Curriculum Requirements (42 credits)

All students are required to take 14 courses or 42 credits in General Education distributed as follows:

- 6 credit hours in communication including 6 credit hours of English composition (ENG101 and ENG102)
- 9 credit hours in humanities including 3 credit hours of ethics (PHI101)
- 9 credit hours in social sciences
- 6 credit hours in natural science
- 6 credit hours in mathematics including 6 credit hours of college mathematics and college algebra (MAT107 and MAT108)
- 6 credit hours in elective courses (which may be in any distribution area)

Business Requirements (57 credits)

All students in the BS in Business Administration program must complete 15 business core courses or 45 credits. Among these is a capstone course, Business Policy and Strategic Solutions (BUS325), which must be taken in the student's final semester before graduation. Students are also required to choose a concentration consisting of four concentration courses or 12 credits. The primary goal of the business concentration is to help students gain the knowledge, skills, and competencies to qualify for entry-level management or leadership positions.

Elective Requirements (21 credits)

Students are required to take seven courses or 21 credit hours of elective courses. Students may take any 300- and 400-level elective courses from the undergraduate course offering listed in the "Course Listing" in section 11 of the *Academic Catalog* under "Undergraduate Courses." Elective coursework may also be earned through transfer credit, or standardized examinations such as the College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES).

Business Core Requirements—Students Are Required to Take the Following

ACC201	Principles of Accounting (3)
BUS211	Business Law (3)
BUS270	Business Ethics (3)
BUS312	Critical Thinking and Planning (3)
BUS380	Organizational Leadership and Change (3)
BUS499	Business Policy and Strategic Solutions (Capstone Course) (3)
ECO201	Macroeconomics (3)
ECO202	Microeconomics (3)
FIN401	Financial Management (3)
MGT331	Technology and Business Integration (3)
MGT341	Managing Decision Models (3)
MGT401	Management Skills and Practice (3)
MGT402	Project Management (3)
MGT411	Human Resource Management (3)
MKT302	Marketing (3)

Business Core Requirements—45 Credit Hours

**Finance Concentration Requirements—
Students Are Required to Take the Following**

FIN430	Corporate Finance (3)
FIN431	Treasure and Credit Management (3)
FIN432	Investment Analysis (3)
FIN433	Financial Markets and Institutions (3)

Finance Concentration Requirements—12 Credit Hours

**Healthcare Management Concentration Requirements—
Students Are Required to Take the Following**

HCM401	Strategic Planning and Program Development (3)
HCM402	Human Resource Management in Healthcare Systems (3)
HCM403	Quality Assurance in Healthcare Systems (3)
HCM404	Healthcare Policy and Administration (3)

Healthcare Management Concentration Requirements—12 Credit Hours

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

BUS430	International Business (3)
BUS431	International Economics (3)
BUS432	International Organizations (3)
BUS433	International Marketing (3)

International Business Concentration Requirements—12 Credit Hours

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

MKT430	Marketing Fundamentals (3)
MKT431	Consumer Behavior (3)
MKT432	Marketing Research and Analysis (3)
MKT433	Marketing Strategy and Implementation (3)

Marketing Concentration Requirements—12 Credit Hours

SUGGESTED COURSEWORK FLOW IN THE FOUR-YEAR BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION PROGRAM

	Year 1	Year 2	Year 3	Year 4	Credits
Composition					6
	ENG101 Composition I* ENG102 Composition II*				
Humanities					9
		PHI101 Ethics in Contemporary Society*	ENG401 Shakespeare Today	HUM440 Critical Thinking: Common Sense and Everyday Life	
Social Science					9
	PSY101 General Psychology		PSY320 Industrial/Organizational Psychology	SOC416 Sociological Perspectives on Class, Ethnicity, and Gender	
Natural Science					6
	SCI110 The Rise of Modern Science –or– SCI115 The Ecological Perspective	SCI120 Science and Technology –or– BIO115 Fundamentals of Human Psychology			
Math					6
	MAT107 College Algebra* MAT108 Intermediate College Algebra*				
Open GE					6
		COM102 Interpersonal Communication –or– ENG103 The Literary Experience	COM301 Negotiation and Conflict Resolution –or– COM450 Communication, Gender, and Culture		
Open Electives					21
Business Major					57
	BUS312 Critical Thinking and Planning BUS270 Business Ethics	ACC201 Principles of Accounting ECO201 Macroeconomics ECO202 Microeconomics MGT341 Managing Decision Models	MKT302 Organizational Behavior FIN401 Financial Management MGT411 Human Resource Management MGT331 Technology and Business Integration BUS211 Business Law BUS380 Organizational Leadership and Change Concentration Elective	MGT401 Management Skills and Practice MGT402 Project Management Concentration Elective Concentration Elective Concentration Elective BUS325 Capstone	
Total					120

*ENG101 or equivalent is required

*ENG102 or equivalent is required

*MAT107 or equivalent is required

*MAT108 or equivalent is required

*PHI101 or equivalent is required

Argosy University/Twin Cities

The Minnesota School of Professional Psychology

Bachelor of Arts in Psychology Program

PROGRAM OVERVIEW

Currently available only at Argosy University/Twin Cities, the new four-year Bachelor of Arts in Psychology program replaces the BA in Psychology degree completion program. The program is intended for students with clearly-defined career goals. Through completion of a dynamic group of psychology core and elective courses, you can choose to prepare for immediate employment, career advancement, or graduate study. The BA in Psychology program is designed to help students begin human services careers in such capacities as entry-level counselor, case manager, human resources administrator, management, and business services, as well as graduate study in fields such as counseling, social work, and marriage/family therapy. The program is flexible enough to allow students to pursue opportunities offered by a number of states for credentialing or certification at the bachelor's level.

This dynamic program is built around flexible online and in-residence accelerated classes intended to help you complete your degree rapidly.

All students admitted to the bachelor's degree program are expected to possess the following basic academic skills: The ability to use standard written and spoken English effectively; basic calculation skills (pre-algebra) and the ability to use a calculator to perform basic operations.

Students in the BA in Psychology program can choose one of three concentration areas:

- Criminal Justice
- Organizational Psychology
- Substance Abuse

The goal of the program is to enable you to build broad, basic understanding of social sciences theory and application. This foundation provides skills and competencies that apply to many work environments. You may take 33 credit hours in free electives in any area, although you are encouraged to develop a broad understanding of the social sciences.

Program Outcomes

- Cognitive abilities: Critical thinking
- Cognitive abilities: Information literacy
- Research: Understanding research methods
- Communication skills: Oral
- Communication skills: Written
- Ethics
- Diversity
- Knowledge of the field
- Knowledge of applied psychology

ADMISSION REQUIREMENTS

Admission requirements differ depending on the number of college credits completed prior to application. There are four admission categories:

Students with no college credits will be admitted if they meet any of the following three conditions:

- High school GPA average of 2.5 or greater, or
- High school senior class rank in 50th percentile or higher, or
- ACT* score equal to 18 or greater.

Students with one to 14 college credits will be admitted if they meet any of the following three conditions:

- High school GPA average of 2.5 or greater, or
- High school senior class rank in 50th percentile or higher, or
- ACT* score equal to 18 or greater and have a college GPA of 2.25 or greater.

Students with 15 to 29 college credits will be admitted if they meet any of the following two conditions:

- College GPA of 2.25 or greater, or
- College GPA of between 2.0 and 2.24 and ACT score of 18 or greater.

Students with 30 or more college credits will be admitted if their College GPA is 2.0 or greater.

Other Admission Requirements

- Credit hours of qualified transfer credit with grade of "C-" or better from a regionally accredited institution or a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology at Argosy University, or completion of an Associate of Arts (AA) or Associate of Science (AS) degree from a regionally accredited institution. A maximum of 78 lower division or 90 total credit hours may be transferred.
- Remedial or developmental courses are not applicable to the degree requirements.
- Proof of high school graduation or earned college degree.
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is 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 will help interested applicants complete the following required documentation:

- Complete Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all postsecondary schools attended
- Proof of high school graduation or GED or college degree from a regionally accredited college

* SAT score equivalent to an ACT score of 18 or greater is acceptable.

Prior to matriculation, students may also be asked to submit the following materials:

- Student Information Form
- Personal Interview
- Written essay
- Current résumé (or career summary)

Exceptions to Admission Requirements

Exceptions to the minimum requirements for admission to the undergraduate BS in Business Administration program may only be granted if approved by the academic members of the campus' undergraduate Admissions Committee and the campus dean or program chair. Exceptions must be justified, documented, signed, and placed in the student's academic file.

GRADUATION REQUIREMENTS

- Satisfactory completion of all required courses within the program major with a grade of "C-" or better
- Completion of 120 credit hours, including 42 credit hours of General Education courses, as outlined in the preceding table labeled "Coursework Flow in the Four-Year Bachelor of Arts in Psychology Program"
- A minimum of 42 credit hours of upper-division courses
- Satisfactory completion of all required psychology courses at Argosy University within the program major, including electives, with a grade of "C-" or better.
- An Argosy University grade point average of 2.0 or higher
- A completed Petition to Graduate submitted to campus administration

PROGRAM REQUIREMENTS

For a bachelor's degree in psychology, the student must complete a total of 120 credit hours, of which at least 42 must be in general education courses, distributed as follows:

General Education Curriculum Requirements

- 6 credit hours in composition
- 9 credit hours in humanities
- 9 credit hours in social sciences (6 credit hours outside of psychology)
- 6 credit hours in natural science
- 6 credit hours in mathematics
- 6 credit hours in elective courses (in any general education distribution area except 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)
- Open electives, 33 credit hours.

Foundation Requirements—Students Are Required to Take the Following

PSY101	General Psychology (3)
PSY210	Psychological Statistics (3)
PSY302	Research Methods (3)

Foundation Requirements—9 Credit Hours

Social Sciences Base Requirement—Students Choose One of the Following

PSY300	Developmental Psychology (3)
PSY310	Social Psychology (3)

Social Sciences Base Requirement—3 Credit Hours

Natural Sciences Base Requirement—Students Choose One of the Following

PSY350	Physiological Psychology (3)
PSY360	Cognition and Learning (3)

Natural Sciences Base Requirement—3 Credit Hours

Applied Psychology Requirements—Students Are Required to Take the Following

PSY320	Industrial/Organizational Psychology (3)
PSY400	Counseling Theories (3)
PSY405	Interviewing Techniques (3)

Applied Psychology Requirements—9 Credit Hours

Psychology Electives Requirements — Students Choose Six of the Following

PSY300	Developmental Psychology* (3) [if not taken as the required social sciences base]
PSY304	Human Sexuality (3)
PSY306	Psychology of Aging (3)
PSY310	Social Psychology* (3) [if not taken as the required social sciences base]
PSY312	Diversity (3)
PSY314	Psychology of Women (3)
PSY350	Physiological Psychology* (3) [if not taken as the required natural sciences base]
PSY360	Cognition and Learning* (3) [if not taken as the required natural sciences base]
PSY361	Personality Theory (3)
PSY410	Maladaptive Behavior and Psychopathology* (3)
PSY415	Psychological Assessment* (3)
PSY420	Disabilities (3)
PSY422	Forensic Psychology (3)
PSY440	Psychology Internship and Seminar (3)
PSY450	History and Systems of Psychology (3)
PSY493	Crime and Causes (3)
PSY395	Independent Study (3)
Other	Psychology elective courses as determined by the campus

Psychology Electives Requirements—18 Credit Hours

** These courses are recommended for students considering pursuing graduate-level education in psychology.*

Capstone Seminar Requirements — Students Choose One of the Following

PSY490	Human Services Internship (3)
PSY492	Advanced General Psychology (3)

Capstone Seminar Requirements—3 Credit Hours**Free Electives**

Students may take 33 credit hours in free electives in any area, although they are encouraged to develop a broad understanding of the social sciences.

Optional Concentration Requirements**Criminal Justice Concentration Requirements—
Students Are Required to Take the Following**

PSY422	Forensic Psychology (3)
PSY423	Psychology and Criminal Justice (3)
PSY493	Crime and Causes(3)
PSY494	Substance Abuse Treatment in the Criminal Justice System (3)

Criminal Justice Concentration Requirements—12 Credit Hours**Organizational Psychology Concentration Requirements—
Students Choose Four of the Following**

MGT302	Organizational Behavior (3)
MGT312	Organizational Leadership in Organizations (3)
MGT411	Human Resource Management (3)
MGT413	Managing Change (3)
MGT450	Cultural Diversity in the Workplace (3)

Organizational Psychology Concentration Requirements—12 Credit Hours**Substance Abuse Concentration Requirements—
Students Are Required to Take the Following**

PSY480	Biopsychosocial Effects of Substances* (3)
PSY481	Substance Abuse and the Family (3)
PSY482	Substance Abuse Treatment I (3)
PSY483	Substance Abuse Treatment II (3)

Substance Abuse Concentration Requirements—12 Credit Hours

** At Argosy University/Twin Cities, students are required to take Introduction to Addiction and Addictive Behavior (PSY370) rather than Biopsychosocial Effects of Substances (PSY480).*

SUGGESTED COURSEWORK FLOW IN THE FOUR-YEAR BACHELOR OF ARTS IN PSYCHOLOGY PROGRAM

	Year 1	Year 2	Year 3	Year 4	Credits
Composition					6
	ENG101 Composition I* ENG102 Composition II*				
Humanities					9
		PHI101 Ethics in Contemporary Society*	ENG401 Shakespeare Today	HUM440 Critical Thinking: Common Sense and Everyday Life	
Social Science					9
	One Social Science Elective	SOC110 Sociology in a Global Perspective		SOC416 Sociological Perspectives on Class, Ethnicity, and Gender	
Natural Science					6
	SCI110 The Rise of Modern Science –or– SCI115 The Ecological Perspective	SCI120 Science and Technology –or– BIO115 Fundamentals of Human Psychology			
Math					6
	MAT107 College Algebra* MAT108 Intermediate College Algebra*				
Open General Education**					6
		COM102 Interpersonal Communication –or– ENG103 The Literary Experience	COM301 Negotiation and Conflict Resolution –or– COM450 Communication, Gender, and Culture		
Open Electives					33
Psychology Major					45
	PSY101 General Psychology One Psychology Elective	PSY300 Developmental Psychology PSY310 Social Psychology Two Psychology Electives	PSY210 Psychological Statistics PSY302 Research Methods One Psychology Elective	PSY350 Physiological Psychology –or– PSY360 Cognition and Learning PSY400 Counseling Theories PSY405 Interviewing Techniques PSY490 Human Services Internship and Seminar (Capstone Course) –or– PSY492 Advanced General Psychology (Capstone Course) One Psychology Elective	
Total					120

*ENG101 or equivalent is required

*ENG102 or equivalent is required

*MAT107 or equivalent is required

*MAT108 or equivalent is required

*PHI101 or equivalent is required

**Students may choose to complete an optional concentration as described on page 17

Master of Arts in Clinical Psychology Program

PROGRAM OVERVIEW

The Master of Arts (MA) in Clinical Psychology program offered at the Minnesota School of Professional Psychology (MSPP) at Argosy University/Twin Cities is designed to meet the needs of both those students seeking a terminal degree at the master's level and those planning to pursue a doctoral degree. The master's degree provides students a strong clinical orientation with an emphasis in the competency of psychological assessment.

The MA in Clinical Psychology program offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree. Although admission to the master's program or completion of the master's degree does not guarantee admission to the Doctor of Psychology (PsyD) in Clinical Psychology program at MSPP, master's degree students are invited to apply for admission to the PsyD program after one year of full-time coursework. If admitted to the doctoral program, all master's-level coursework taken at MSPP will apply toward MSPP's PsyD in Clinical Psychology program.

ADMISSION REQUIREMENTS

The Admissions Department assists prospective students with completing an application. Individuals interested in information about MSPP at Argosy University/Twin Cities, its programs, and the application process are invited to contact the Admissions Department.

To apply for admission, the applicant must submit materials that will enable the Admissions Department to verify the applicant's academic qualifications to enroll at a graduate, professional school. Because the Admissions Committee also considers qualities essential to becoming an effective mental health professional, material is required which will help to determine an individual's personal integrity, maturity, interpersonal skills, and ability to communicate.

- 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 Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

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

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of the *Academic Catalog* under "Admission Policies."

The Admissions Department will notify all applicants in writing of the Admissions Committee's decision. Accepted applicants are required to remit a non-refundable \$500 deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester as a matriculated student.

Application Deadlines

All admission materials for the Master of Arts in Clinical Psychology program must be submitted by the following dates:

Fall Admission

January 15	Priority deadline (interviews conducted in February/March; final notification by April 1), according to a rolling admission process
May 15	Deadline

Spring Admission

October 15	Deadline (interviews conducted in early November; final notification mid-November)
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Based on availability, applications will be accepted and reviewed after the stated deadlines.

MSPP at Argosy University/Twin Cities follows a standard policy of not discussing committee decisions regarding an applicant's file. The decisions of the Admissions Committee are final and are not subject to appeal. Applicants who are denied admission are advised to wait at least one year before reapplying.

Prerequisites for Admission

15 credit hours of undergraduate courses, at least 3 of which must be earned in statistics, are required and must be completed prior to enrolling in the clinical psychology program. This coursework serves as a foundation for graduate courses at MSPP at Argosy University/Twin Cities. Any graduate course used to fulfill the foundation course requirements may not also be used to transfer graduate course credits in the MSPP at Argosy University/Twin Cities clinical psychology program.

The undergraduate foundation courses must be completed before the student formally begins a graduate program in clinical psychology at MSPP at Argosy University/Twin Cities. It is the student's responsibility to provide an updated transcript to document the fulfillment of the foundation course requirements.

ENROLLMENT REQUIREMENTS

Additional Requirements for Academic Progress

Full-time students must complete the program within five years after matriculation, with the practicum completed by the end of the third year. The continuous registration policy will be enforced for all students who have completed all coursework except for the Integrative Paper. Such students must be continuously enrolled for 1 credit hour of Integrative Paper until the paper has been successfully completed or a grade has been submitted.

Extensions allowing enrollment beyond the five-year limit may only be granted by the program chair. Such extensions will only be granted under extenuating circumstances to allow completion of all degree requirements within a short period of time.

Additional Academic Standards and Student Evaluation

General academic standards are described in the *Argosy University Academic Catalog*. Academic performance and competence is assessed and evaluated by successful completion of coursework and by successful completion of specific requirements like the Comprehensive Examination and the Clinical Research Project.

Students performance and competence will be evaluated across a number of dimensions. In addition to performance on traditional academic tasks and requirements, students cognitive, emotional, psychological and interpersonal functioning and development will be reviewed and evaluated. Students are also required to conform to ethical standards which govern the behavior of professional psychologists.

Competency Model

The MA in Clinical Psychology program of the Minnesota School of Professional Psychology at Argosy University/Twin Cities has adopted the competency based model developed by the National Council of Schools of Professional Psychology (NCSPP) as the basis for its training model. Specifically, the NCSPP model provides for the development of competency in the areas of relationship and interpersonal functioning, assessment, intervention, research and evaluation, consultation and supervision, and diversity. These competencies are described more completely in documents published by NCSPP and in the documents submitted to the APA Committee on Accreditation in support of the application for APA accreditation by the doctoral program in clinical psychology.

Interpersonal Functioning and Relationship Competence

The faculty of the Master of Arts in Clinical Psychology program has adopted the statement of expectations regarding student performance in non-academic areas developed by the Student Competence Task Force of Council of Chairs of Training councils (CTTC) and reprinted in the *Argosy University Academic Catalog* under the Master of Arts in Clinical Psychology program, titled Non-Academic Competency Policy. This statement specifies non-academic areas of student behavior and functioning which will be reviewed and evaluated by the faculty.

The faculty will observe, review, and evaluate student competency in interpersonal functioning and relationships as these competencies are described in the CTTC statement and listed in the statement of goals and educational outcomes of the clinical psychology training program. The evaluation process involves the consideration of students' interpersonal and professional competencies in the multiple contexts using multiple measures. Details of this evaluation process and procedure are described in the manual entitled the *Procedures for the Assessment Relationship Competency*.

Ethical Standards

Students in the MA in Clinical Psychology program are expected to adhere to the currently approved version of the American Psychological Association 2002 *Ethical Principles of Psychologists and Code of Conduct*. Students should note that graduate school is considered a work related activity with respect to the ethical standards 3.01 through 3.03 regarding nondiscrimination, sexual harassment, and other harassment.

Student Professional Development Committee

As outlined in the *Argosy University Academic Catalog*, students who experience difficulties in any of the areas described above may be referred to the Clinical Psychology Department's Student Professional Development Committee or to the Student Conduct Committee of MSPP.

GRADUATION REQUIREMENTS

To be eligible for graduation, students must meet the following requirements:

- The satisfactory completion of 48 semester credit hours by the end of the fifth year of matriculation. The total credit hours must include:
 - 39 credit hours of required courses
 - 6 credit hours (one year) of practicum and practicum seminar
 - 2 credit hours of Professionalization Group
 - 1 credit hour of an Integrative Paper (information about the Integrative Paper is available from the program chair of the MA in Clinical Psychology program)
- A GPA of at least 3.0 (on a scale of 4.0)
- Completion of the Clinical Competency Examination (CEC)
- A completed Petition to Graduate submitted to campus administration

WRITING PROGRAM

The ability to communicate clearly, effectively and professionally in writing is essential for the competent practice of clinical psychology. In order to ensure that students possess adequate writing skills, all entering students are required to participate in an assessment of writing skills. If the assessment indicates deficiencies in writing skills, remediation will be required. Remediation may include taking one or more writing courses, Workshop 1, and/or working with a writing mentor or professor. Required remedial writing courses will not count toward graduation requirements. More detailed information about the Writing program is provided in the *Writing Program Procedures* which is distributed to students prior to their entry in the program.

PROGRAM REQUIREMENTS

Core clinical courses must be completed with a grade of “B-” or above. Students receiving a grade of “C” or above may continue forward in sequenced courses if applicable. However, students must repeat the course in which they received a grade below a “B-.” There are nine courses designated as core clinical courses. These courses are indicated in the list of required courses which follows.

Student progress through the clinical psychology program at the Minnesota School of Professional Psychology at Argosy University/Twin Cities is intended to be sequential. Certain courses are offered to first-year students, which provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before a registration for that course can be considered official. The *Registration Bulletin* distributed each semester contains the prerequisites for any given course.

In addition to specific course prerequisites, certain courses are required before certain program requirements can be undertaken. Students should carefully note the courses which are required for practicum and for the Comprehensive Examination.

Students should not expect that exceptions will be made to these prerequisite requirements. Prerequisites for practicum are listed in the following section. Specific recommendations for course sequencing in the MA in Clinical Psychology program can be found in the Advising Packet.

The MA in Clinical Psychology program requires the satisfactory completion of 48 semester credit hours distributed as follows: course requirements, 39 credit hours; professionalization group requirements, 2 credit hours; practicum and practicum seminar requirements, 6 credit hours and integrative paper requirement, 1 credit hour.

Required Courses— Students Are Required to Take the Following

PP6150	Introduction to Diverse Populations (3)
PP6300	Professional Issues: Ethics, Conduct, and Law*† (3)
PP7000	History and Systems (3)
PP7010	Lifespan Development† (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7300	Psychopathology I*† (3)
PP7301	Psychopathology II*† (3)
PP7370	Cognitive Assessment*†(3)
PP7371	Objective Personality Assessment*† (3)
PP7372	Projective Personality Assessment*† (3)
PP8010	Cognitive Behavioral Theory and Therapy* (3)
–or–	
PP8030	Psychodynamic Theory and Therapy* (3)
–or–	
PP8051	Systems Theory and Therapy (3)
PP8020	Person-Centered and Experiential Theory and Therapy* (3)

Required Courses—39 Credit Hours

Integrative Paper Requirement— Students Are Required to Take the Following

PP5300	MA Integrative Paper (1)
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Integrative Paper Requirement—1 Credit Hour

Professionalization Group Requirements— Students Are Required to Take the Following

PP7110	Professionalization Group I† (1)
PP7111	Professionalization Group II† (1)

Professionalization Group Requirements—2 Credit Hours

* Denotes core clinical course.

† Required for Practicum I (PP6400) and Practicum II (PP6401).

Practicum and Practicum Seminar Requirements— Students Are Required to Take the Following

PP6400	Practicum I—Assessment (3)
PP6401	Practicum II—Assessment (3)

Practicum and Practicum Seminar Requirements— 6 Credit Hours

Professionalization Group Requirements

The Professionalization Group is a required experience for first-year students. The Professionalization Group meets once a week for an hour during the first two semesters the student is in the program. The Professionalization Group is designed to provide:

- An orientation to the master’s in clinical psychology program at Argosy University/Twin Cities
- An orientation to the profession of psychology
- The opportunity to get to know other first-year students

Professionalization Groups are led by a core faculty, who will provide a syllabus for the class. The Professionalization Group leader is automatically assigned as the academic advisor for entering students. For a more complete description of the advising process, see "Advisor Assignment," later in this section.

Practicum and Practicum Seminar Requirements

Completion of a practicum focusing on assessment must be completed for the MA in Clinical Psychology program. This practicum must meet each of the following requirements:

- The practicum must include 600 hours of documented clinical experience.
- Students will spend approximately 20 hours per week on practicum duties.
- The practicum must extend over a minimum period of nine months.
- Students must attend a practicum seminar during the fall and spring semesters. Practicum seminars meet weekly while classes are in session.
- Students must enroll for the 3-credit hour courses Practicum I (PP6400) and II (PP6401) while in the Assessment Practicum.

MSPP maintains a wide variety of clinical field sites, meeting the interests and needs of the students and the availability of training sites. Most practicum begin in September and end in May, although some sites may require work during the summer as well as throughout the academic year. A practicum may not be done in a student's place of employment.

The training department places students with extensive clinical backgrounds in practicum sites where they have not had previous clinical experience. All students on practicum are covered by professional liability insurance purchased through the school. This coverage is mandatory, even if the student is otherwise insured

All practicum sites must be approved by director of Practicum Training, and students must work through the Training Department throughout the practicum process. The Training Department will provide students with a list of potential practicum sites to which they may apply. However, students must be accepted by the site for training at that site. Argosy University does not guarantee practicum placement. Most practicum sites are located in the Twin Cities metropolitan area, however in some cases the student may need to travel outside of the Twin Cities metropolitan area to obtain practicum training.

Eligibility for Practicum

All students entering the practicum application process must be in good standing. Students should carefully plan to complete all required courses before the beginning of practicum. Exceptions to prerequisites for the practicum are rarely considered, and must be approved by the director of Practicum Training. Students must have been enrolled as a matriculated student at MSPP for a minimum of two semesters before beginning a practicum. Course prerequisites for practicum are indicated on the list of course requirements elsewhere in this addendum.

Students will not be allowed to apply for practicum if there is concern about their ability to function competently and professionally at the training site. Students who are on probation are not permitted to apply for practicum. Exceptions to this policy may be granted by the director of Practicum Training. Students who have received a grade below a "B-" in prerequisite core clinical courses may not begin practicum until the course(s) have been retaken and a satisfactory grade has been earned. The departmental Student Evaluation Committee may stipulate that a student delay application for practicum as part of an overall remediation plan for the student.

Practicum Training Sites

The MSPP list of approved practicum sites includes a wide variety of training locations: mental health centers, psychiatric hospitals, schools, college counseling centers, outpatient clinics, treatment centers for the developmentally disabled, chemical dependency treatment programs, plus a variety of specialized programs, such as eating disorders programs, pain programs, and rehabilitation centers. If a student is interested in a clinical area not on the list of approved sites, the Training Department will attempt to develop such a site. The Training Department welcomes student and faculty input on the development of practicum sites.

Students are expected to receive at least two hours of supervision per week. These supervisory hours should be regularly scheduled and continue throughout the training year. MSPP has no financial obligation with its training sites. The student, MSPP, and the training site enter into a relationship in which the student delivers service in exchange for clinical supervision.

Once a student has accepted a practicum site, the site supervisor, student, and associate director of Training will complete the Practicum Assignment Agreement. By accepting a practicum site, a student makes a professional and ethical commitment to a site; students must conduct themselves accordingly.

Practicum Application Process

Detailed procedures for the practicum application process are provided in the *Practicum Policies and Procedures* handouts which are distributed to students as they begin the application process.

Students are matched to practicum sites through a process of mutual selection. Students give the Training Department up to six sites that they believe match their training interests. The Training Department reviews each student's selections and weighs these selections with the student's training needs and site availability.

The Training Department then assigns each student three or four sites to which to apply. Students are expected to apply to all sites assigned; failure to do so may result in the student's not being placed for the practicum.

Students may only apply to practicum sites assigned by the Training Department. Practicum site supervisors expect that applicants have been referred to them by the Training Department and that all clinical training is coordinated through the school. Students who do not follow these guidelines can expect disciplinary action.

Practicum sites vary considerably in how and when they interview and select students. MSPP students, as well as students from other graduate programs, compete for practicum sites. Students should apply, conduct interviews, and accept/decline practicum positions with the utmost professionalism.

When students receive an offer, they may ask that site supervisor for a reasonable period of time to complete interviewing at other sites; reasonable means several days to two weeks. Once a student accepts an offer, that acceptance is binding. The student should then notify other sites of his or her withdrawal from candidacy and thank them for their consideration.

Students should inform the Training Department immediately after accepting a practicum site and complete the Practicum Assignment Agreement. This form identifies the student, the site, the supervisor, and the days and times the student will be on site. The student is responsible for completing this form and returning it to the Training Department.

Practicum Seminar Requirements

All practicum students are required to attend a practicum seminar. This seminar is a tuition-free, “No Credit,” one and one-quarter-hour meeting, occurring weekly during the fall and spring semesters (September through mid-April). Attendance at the practicum seminar is required.

Students regularly present tapes and diagnostic reports in order to reach the competency necessary to pass the diagnostic interviewing and case formulation section of the Clinical Competency Examination (CCE).

Assessment Practicum Requirements

The Assessment Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and assessment. The practicum supervisor evaluates the student’s progress on these criterion areas of competency.

Practicum sites vary in the kinds of interviews conducted, psychological tests administered, and populations served. However, all students in the assessment practicum are expected to gain experience in interviewing, psychological testing, and psychological report writing. Students should complete a minimum of 12 comprehensive written psychological reports over the course of the practicum.

Optional First-Year Practicum Requirements

There are opportunities to gain practicum hours before your required assessment practicum. This may be done during the student’s first year at MSPP. There are first-year practicum sites that have been approved by the Training Department. Students who have not had much experience in psychology are highly encouraged to do a first-year practicum.

- The practicum must be done in consultation with the Training Department.
- The first-year practicum student is required to have malpractice insurance, which is included when the student registers for the 1 credit hour each semester. Students will be charged tuition commensurate with the number of credit hours plus an administrative fee to cover costs, which include the MSPP malpractice insurance.
- A Practicum Assignment Agreement is required and must be on file at MSPP prior to starting the practicum. Progress will be evaluated each semester. The student will also evaluate the practicum site each semester.
- An MSPP seminar is not required for first year practicum but the student must meet a designated faculty member once a month. The supervision of the practicum will be done by the site supervisor.

Evaluation of Student Progress in Practicum

Student performance in the practicum is assessed in basic areas of clinical functioning, including:

- Theoretical knowledge base
- Clinical skills
- Professional/ethical attitudes and behavior

Performance at the practicum site is evaluated each semester by the assigned practicum site supervisor. Performance in the practicum seminar is evaluated each semester by the seminar leader. These evaluations must be completed using the approved forms, and will review both strengths and weaknesses.

If students are having practicum problems, they should consult with the seminar leader or the Training Department. Practicum supervisors are also encouraged to immediately contact the Training Department with any concerns about their student.

All practicum are graded on a “Credit” (“CR”) or “No Credit” (“NC”) basis. Students are initially assigned a grade of “Progressing” (“PR”) for their practicum work each semester. The final grade of “CR” or “NC” is assigned by the director of Practicum Training when all documentation in support of the student’s practicum experience (assessment or therapy) has been received and reviewed. Required documentation includes:

- Practicum Supervisor evaluations
- Faculty seminar leader evaluations
- CCE evaluations completed by the faculty seminar leader

Unsatisfactory ratings on any of these evaluations may be grounds for granting a grade of “NC” for the practicum. Students may not receive partial credit for a practicum. If a student receives a grade of “NC” for a practicum the entire practicum must be repeated.

Clinical Competency Evaluation Requirements

The Clinical Competency Evaluation (CCE) constitutes a series of competency based competency-based checkpoints designed to evaluate the student's mastery of major clinical assessment skills. This evaluation takes place at designated times prior to the student becoming eligible for internship. The CCE requirements monitor the growth of the student's acquisition of clinical skills. Demonstration of competency at each CCE task is a pre-requisite for advancing to the next level of training.

Specific CCE checkpoints are built into the curriculum as requirements for the practicum seminars.

Assessment Practicum Checkpoint

Competencies Assessment integration and report writing, oral case presentation, diagnostic interviewing, application of ethical principles and issues in assessment, critical self-evaluation.

Grading of the Clinical Competency Evaluation

Practicum seminar leaders will distribute material about how to complete the assessment CCE tasks and the criteria for passage. Students work with their seminar leaders and re-submit CCE material until mastery is achieved. Seminar leaders refer students who are unable to achieve mastery to the training director for remediation. Each CCE task must be completed before advancing to the next level of training.

Integrative Paper Requirements

All students in the MA in Clinical Psychology program must complete an Integrative Paper. This is an in-depth narrative literature review on a topic of the student's choice. Integrative Papers are completed under the supervision of the director of the MA in Clinical Psychology program, and must be approved by the program chair. Complete details on expectations for the Integrative Paper are provided in the *Master's Integrative Paper Manual*.

Advisor Assignment

First-Year Students

The Professionalization Group leader serves as advisor for all first-year students in the program.

Second-Year Students

Option One Anytime after the first year, the student may choose an advisor from among the faculty. This individual will remain the student's advisor until changed by the student, or until the student completes his/her internship. Both the student and the faculty member must agree to this advising relationship, and either can terminate the relationship at any time.

Option Two (Default Procedure) If the student has not designated an advisor when he or she starts the Assessment Practicum, the Assessment Practicum seminar leader will assume advising duties.

STUDENT-AT-LARGE STATUS

Non-matriculated students (student-at-large or SAL) may register for classes in the clinical psychology programs as specified in the *Argosy University Academic Catalog*. Student-at-large registration for courses in the clinical psychology program is also subject to the following program specific conditions.

- Students may take up to three courses as a student-at-large (SAL) prior to matriculation in the MA in Clinical Psychology program at MSPP at Argosy University/Twin Cities. Any exceptions to this policy must be approved by the program chair.
- Courses in the first-year assessment sequence may not be taken as a SAL. Exceptions to this policy must be approved by the program chair.
- Grades for courses taken as a SAL will be treated the same as grades received for courses taken as a matriculated student. This means that upon admission, SAL grades will be counted as part of the student's GPA, and that grades of "C" or below received as a SAL will count toward academic probation.

Master of Arts in Marriage & Family Therapy Program

PROGRAM OVERVIEW

The Master of Arts (MA) in Marriage & Family Therapy program has been designed to educate and train students to function effectively as marriage and family therapists. Argosy University/Twin Cities provides its students an educational program with all the necessary theoretical and practical elements that will facilitate development as effective members of a mental health team. The program introduces and exposes students to skills that integrate individual and relational theoretical foundations of therapy into appropriate client interaction and intervention skills.

Students in the MA in Marriage & Family Therapy program may choose an optional concentration in Forensic Counseling.

Course Delivery Formats

Weekend Format

Each course meets on two weekends separated by three to four weeks, with the exception of the practicum seminar (weekday classes, usually 4 p.m. –6 p.m. or 6 p.m.–8 p.m.). Class meetings are scheduled on Fridays (6 p.m.–9 p.m.), Saturdays (9 a.m.–6 p.m.), and Sundays (9 a.m.–5 p.m.). The Professionalization Group meets 4 p.m.–6 p.m. before every class in the student's first year. Students receive materials and assignments for a course approximately three weeks prior to the first class meeting.

This course delivery format allows students to complete the program requirements within two to three years (fall starts only), while continuing existing work, family and other obligations. A total of 40 contact hours are required for each course. Full time enrollment is 6 credit hours per semester; half-time enrollment is three to five credit hours per semester. Students register for two courses each semester throughout the program, not including the Professionalization Groups or practicum seminars.

Traditional Format

Students take two classes each semester, not including the Professionalization Groups (one hour each week for the first year) or practicum seminars (weekday classes usually 4 p.m.–6 p.m. or 6 p.m.–8 p.m.). Each class meets once a week for three hours. The traditional format is offered when student enrollment is sufficient.

Eligibility for Licensure

Graduation from the MA in Marriage & Family Therapy program meets the educational requirements for licensure as a marriage and family therapist in the state of Minnesota. To meet the requirements for full licensure graduates must:

- Pass the national exam (can be taken at any time upon meeting the requirements for graduation and registering with the State Board of Marriage and Family Therapy)
- Complete one thousand hours of post-graduate, direct client contact (five hundred hours must be with couples and families)

- Receive two hundred hours of supervision during the direct client contact experience (supervisor must be approved by the State Board of Marriage and Family Therapy)
- Pass an oral exam administered by the State Board of Marriage and Family Therapy

While the national exam can be completed immediately any time after graduation, the remaining postgraduate requirements cannot be completed any earlier than two years after the student's date of graduation. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. The Minnesota State Board of Marriage and Family Therapy can provide more specifics and apprise the graduate of any changes to these requirements.

Marriage & Family Therapist Training Overview

Practical training is the supervised out-of-class contact of students under supervision in a mental health delivery setting. Through this contact, students apply their theoretical knowledge, implement counseling techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional therapist. By the end of training, graduate students possess effective intervention skills and are able to practice in a highly ethical manner.

ADMISSION REQUIREMENTS

To be considered for admission to the MA in Marriage & Family Therapy program, the applicant is required to:

- 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 Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

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

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of the *Academic Catalog* under "Admission Policies."

The Graduate Admissions Department will notify all applicants in writing of the Admissions Committee's decision after it has been made. Accepted applicants are required to remit a non-refundable \$200 deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester as a matriculated student.

An accepted applicant may defer admission for up to one year from the date of the entering class for which the student was admitted. A student must send a non-refundable deposit with a letter requesting deferment to the graduate Admissions Department by the deadline date given in the acceptance letter. The deposit is credited toward the student's first tuition payment.

Application Deadlines

Applications are accepted for the fall, spring, and summer semesters. Early application is encouraged, and applications will be accepted and considered as they are received. Applications will be considered based upon the applicant's qualifications; however, admission of later applicants may be limited by space availability.

All admission materials for the Master of Arts in Marriage & Family Therapy program must be submitted by the following dates:

Fall Admission

January 15	Deadline for early notification of admission
May 15	Final deadline

Spring Admission

October 15	Final deadline
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Deadlines may be extended if there are continuing openings in the program.

Student-At-Large Status

Registering as a non-matriculated student (student-at-large) in no way guarantees or implies admission to any degree programs.

Courses passed with a grade of "B-" or better may be applied towards a degree only if the student-at-large matriculates through the normal application procedure. No more than three courses taken as a non-matriculated student may be applied toward the master's program, including Professionalization Group.

ENROLLMENT REQUIREMENTS

Additional Requirements for Academic Progress

The faculty regularly reviews student progress and evaluates any special academic, ethical or professional problems that may arise. The major goals of the review are to identify student problems early and to initiate remediation efforts, where appropriate, as soon as possible.

The Student Professional Development Committee (SPDC) accepts referrals from faculty and considers a wide range of student problems including, but not limited to, academic insufficiency, unethical or unprofessional behavior, and professional unsuitability. Problems that may be reviewed by the SPDC include, but are not limited to:

- One or more grade(s) below "B-" or a pattern of marginal performance "B-" across many classes
- Academic insufficiency, as outlined in the *Argosy University Academic Catalog*
- Inconsistent or non-continuous enrollment
- Incompletes or withdrawals from multiple courses in any semester or a pattern of incompletes or withdrawals across semesters
- Specific faculty concerns about academic potential, professional suitability, or inappropriate personal or professional conduct
- Two or more notations on grade sheets about writing problems
- Ethics violations of either the American Association for Marriage and Family Therapy or the Minnesota State Board of Marriage and Family Therapy

See section 4, "Student Rights and Responsibilities" in the *Argosy University Academic Catalog*.

Students with Emotional or Behavioral Difficulty

If a student exhibits academic problems or inappropriate behaviors in the school, at field training sites, or in off campus non-school related activities, this conduct will be reviewed by the appropriate committees. (The various program committees are described elsewhere in this document and in the *Academic Catalog*.) Any behavior considered inappropriate for a marriage and family therapist will be reviewed regardless of where it occurs. Such behaviors may reflect on the student's qualifications or potential to become a competent and ethical professional. Concerns about a student's emotional status and/or behavior may be initiated by the student, faculty, staff, and clinical field training supervisors or other students.

Argosy University/Twin Cities considers the student as a whole person and realizes a student may have emotional or behavioral problems related to academic and clinical difficulties. Since behavioral problems reflect on a student's qualifications or potential to become a competent and ethical professional, such conduct will be reviewed by the appropriate committees, as well as Argosy University/Twin Cities administration.

Emotional or behavioral difficulties may include but are not limited to the following:

- Offering to provide or providing services that are beyond the scope for the student's training, experience or emotional functioning.
- Conviction of a crime that has a direct bearing on the practitioner's ability to practice competently.
- Continued practice by a student who has become unfit to practice under supervision due to:
Failure to keep current with professional theory or practice.
Inappropriate behavior in clinical or academic settings.
- Addiction to, abuse of, or severe dependency on alcohol or to other drugs which endangers the public by impairing the practitioner's ability to practice safely.
- Lewd or immoral conduct by a student in connection with the delivery of services to patients.
- Rude, demanding, or threatening behavior toward another member of the Argosy University/Twin Cities community (student, faculty, staff, or administration).

GRADUATION REQUIREMENTS

Students who are admitted into the Master of Arts in Marriage & Family Therapy program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession. Students are responsible for knowing the contents of this addendum. This addendum and its contents are subject to change without notice, as the school deems necessary and appropriate. Therefore, this addendum and descriptions contained herein are not to be construed as a contract binding the school to any specific policies. The school will provide adequate advance notice of any changes.

Students are responsible for making themselves aware of any changes. The courses in the program will be completed in the order recommended by Argosy University/Twin Cities.

To be eligible for graduation, the Master of Arts in Marriage & Family Therapy program requires the student to complete the following requirements:

- The satisfactory completion of 48 semester credit hours, which must include
 - 36 credit hours of required courses
 - 3 credit hours of Professionalization Groups I, II, and III
 - 9 credit hours (45 weeks) of required practicum and practicum seminar groups
- Successful completion of both the Portfolio and the Clinical Competency Examination
- Grade Point Average (GPA) of at least 3.0 on a scale of 4.0
- Completion of all requirements within four years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration
- Submission of a Completion of Coursework Approval Form to the Student Services Department

WRITING PROGRAM

The ability to communicate clearly and effectively is essential for the competent practice of psychotherapy. In order to ensure that students possess adequate writing skills, all entering students are required to participate in an assessment of writing skills. If the assessment indicates deficiencies in writing skills, remediation will be required. Remediation may include taking one or more writing courses, and working with a writing mentor. Required remedial writing courses will not count toward graduation requirements.

PROGRAM REQUIREMENTS

The MA in Marriage & Family Therapy program requires the satisfactory completion of 48 semester credit hours distributed as follows: course requirements, 36 credit hours; professionalization group requirements, 3 credit hours; and practicum and practicum seminar requirements, 9 credit hours.

Course Requirements— Students Are Required to Take the Following

MF6000	Counseling Theories (3)
MF6020	Theories of Family Process and Development (3)
MF6021	Schools of Family Therapy (3)
MF6030	Psychopathology and Assessment (3)
MF6100	Individual and Relational Therapy (3)
MF6102	Group Therapy (3)
MF6103	Advanced Individual, Couples and Family Therapy (3)
MF6200	Human Sexuality (3)
MF6300	Professional and Ethical Issues (3)
MF6500	Individual and Personality Development (3)
MF6510	Social and Cultural Foundations of Therapy (3)
MF6520	Research and Assessment (3)

Course Requirements—36 Credit Hours

**Professionalization Group Requirements—
Students Are Required to Take the Following**

MF6010	Professionalization Group I (1)
MF6011	Professionalization Group II (1)
MF6012	Professionalization Group III (1)

Professionalization Group Requirements—3 Credit Hours

**Practicum and Practicum Seminar Requirements—
Students Are Required to Take the Following**

MF6400	Practicum Seminar I (3)
MF6401	Practicum Seminar II (3)
MF6402	Practicum Seminar III (3)

Practicum and Practicum Seminar Requirements—9 Credit Hours

Option for Directed Independent Study

In rare circumstances a required course may be taken as Directed Independent Study pending approval of both faculty and administration.

Whether for elective or required courses, students must complete a Petition for an Independent Study Form (obtained from the Student Services Department) on which they specify the course, justification for their independent study, and obtain signatures of both faculty and administration indicating approval. The student must return the signed form to the Student Services Department prior to or during registration.

Professionalization Group Requirements

The Professionalization Group is a required experience for all first-year students and typically meets once a week for an hour during the first three semesters the student is in the program. Students discuss topics and themes of the program curriculum, critical issues in the profession of marriage and family therapy as well as actively participate in their own personal and professional development in interaction with student colleagues and their professor. The Professionalization Group Professor is the student's advisor for the first year of the program.

Practicum and Practicum Seminar Requirements

The practicum is an opportunity for professional field training under supervision in a mental health delivery setting. The practicum is required and is an essential part of training. Liability insurance is included in the cost of the practicum.

Students may be placed in a practicum and seminar during the second year of study after completing all first-year coursework. A student also has the option of waiting until all coursework is completed before beginning the practicum experience. For registration purposes, the practicum and seminar are treated as courses. The practicum and seminar combination carries 3 credit hours per semester and 9 credit hours per academic year. Practicum begins in September and concludes in June. Throughout the academic year (minimum of 10 months), the student will be required to spend a minimum of 20 hours per week (including practicum and practicum seminar) in the practicum training experience for a total of 600 hours.

Students in the MA in Marriage & Family Therapy program are placed in practicum sites and seminars that will develop their skills in this area. Students will acquire at least 300 hours of clinical client contact with individuals, groups, couples, and families for the purpose of assessment and intervention. Of the 300 hours, no more than 150 hours may be with individuals.

Students may not leave their practicum site without appropriate approval from the program director. The practicum will normally be completed at one agency.

Practicum requirements may not be transferred. A practicum may be done in a student's place of employment; but the student must have prior approval of the director of Training. All students apply for practicum through the director of Training.

Practicum Seminar Requirements

All students enrolled in the practicum experience are concurrently enrolled in a seminar. The seminar meets every other week for two hours throughout the ten month sequence and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. Specific seminar content and emphasis varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty seminar leader.

The goals of the practicum seminar are as follows:

- To further development of clinical skills in empathic contact, listening on both manifest and latent levels, gathering relevant background information, and developing basic formulations skills.
- To enable Argosy University/Twin Cities faculty to serve as a partner-in-training with the student's site supervisor in the development and evaluation of the student's therapeutic abilities during the training period, including information and consultation to supplement the supervision given at the practicum site.

Practicum Prerequisites

All students entering the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a scale of 4.0, and have completed all the practicum prerequisite courses prior to the beginning of practicum. No student may begin the practicum without being in attendance at Argosy University/Twin Cities for a minimum of three semesters.

Requirements for the practicum include good academic standing after completing the following courses:

Practicum Prerequisites

MF6000	Counseling Theories (3)
MF6010	Professionalization Group I (1)
MF6011	Professionalization Group II (1)
MF6012	Professionalization Group III (1)
MF6020	Theories of Family Process and Development (3)
MF6021	Schools of Family Therapy (3)
MF6030	Psychopathology and Assessment (3)
MF6100	Skill I: Individual and Relational Therapy (3)
MF6200	Human Sexuality (3)
-or-	
MF6520	Research and Assessment (3)

Practicum and Probation

Normally, students on academic probation are not allowed to participate in practicum or practicum placement until they have returned to good academic standing. The program chair has the discretion to make decisions on any probationary student beyond the first year of attendance.

Practicum Evaluation

The goal of the practicum is to train competent therapists capable of delivering effective therapy. Students are evaluated during their field training on their theoretical knowledge, counseling skills, and professional attitude. The director of Training conducts a thorough review of practicum supervisor and seminar leader evaluations of the student to assess the student's progress. An overall grade of "Credit" ("CR") or "No Credit" ("NC") is entered on the student's academic record, along with a comprehensive overview of the student's practicum experience.

Practicum Behavior at Training Site

The practicum is an important learning experience for the student and may indicate his/her suitability for the field. The following behaviors are considered inappropriate and unprofessional.

- Failure to appear for any scheduled event at a training site without receiving prior approval from the supervisor.
- Taking vacation time without obtaining prior approval from the supervisor.
- Taping an interaction with a client without the express written permission of the supervisor and the client.
- Removal and/or private use of any materials from the training site without approval of the supervisor.
- Playing tapes of client sessions or presenting client material to another party without the express written permission of the client and the supervisor.
- Withdrawing from the training site without permission from the program chair.
- Accepting one training site and then turning it down to accept another without the permission of the program chair.
- Acting in a manner inconsistent with the generally accepted standards of professional psychology.

Challenge of Practicum Record

A student who desires to seek reconsideration of any matter relative to the practicum should contact the director of Training.

- If the matter in question concerns an event at a training site or a supervisor's evaluation of the student, the student shall consult with the training site supervisor for reconsideration of the issue.
- If, after consultation with the supervisor, the student wishes to pursue the matter further, the student should approach the director of Training and request an investigation. The outcome of the investigation will be summarized and placed in the student training file with a copy given to the student.
- If the matter in question concerns a decision reached by the director of Training, the student may petition the program chair, in writing, for reconsideration of the matter. The program chair or his/her designee will investigate the issue. The outcome will be summarized and placed in the student's file with a copy also given to the student.

Clinical Competency Evaluation and Portfolio Processes Requirements

The Clinical Competency Evaluation (CCE) is a series of competency-based tasks designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. These tasks occur through the program and culminate in the practicum seminar. The CCE monitors the student's development of therapeutic competency, in accordance with the standards of Argosy University/Twin Cities, and ensures the acquisition of the appropriate skill level for subsequent supervised therapeutic practice. Demonstrating competency on each section of the CCE is a prerequisite for advancing to the next level of training.

The CCE assesses competency in assessment, case formulation/analysis, and psychotherapy. This requirement is accomplished through a combination of passing specific courses with a grade of "B-" or better and, finally, through in-class (practicum seminar) presentations (both written and oral) of therapy. Successful completion of coursework and practicum alone does not guarantee passing a given CCE task.

Descriptions and Procedures for Completion of CCE

There are four sections of the CCE; procedures for the successful completion are as follows:

Theory and Assessment Competency Students meet this requirement by passing three Argosy University/Twin Cities courses with a grade of “B-” or better:

- Theories of Family Process and Development (MF6020)
- Psychopathology and Assessment (MF6030)
- Research and Assessment (MF6520)

Psychotherapy Competency Students meet this requirement by passing the following three Argosy University/Twin Cities courses with a grade of “B-“ or better:

- Individual and Relational Therapy (MF6100)
- Group Therapy (MF6102)
- Advanced Individual, Couples and Family Therapy (MF6103)

Ethics Competency Students meet this requirement by passing Professional and Ethical Issues (MF6300) with a grade of “B-“or better. This course cannot be transferred.

Integration Competency, Theory and Assessment Competency

The practicum seminar helps the student further develop the necessary competency in assessment, case formulation/analysis, psychotherapy and ethics. The student demonstrates these competencies by successfully completing four related tasks:

- *Observation Components* The student presents cases in the practicum seminar that demonstrates their assessment and psychotherapy skills. The student’s work is observed by the faculty seminar leader who, in turn, judges whether the student is demonstrating competency. The seminar leader may directly observe the student working with a client system or may view a video/audio tape of the student’s work.
- *Written Report Components* The student writes an analysis according to an identified theoretical orientation(s), demonstrates written ability to formulate and analyze a case, and includes a self-critique of the therapy work. The seminar leader reviews the student’s written analysis of cases and judges for adequacy.
- *Oral Presentation Components* The student presents cases in the practicum seminar and fields questions from the seminar members. The seminar leader judges whether the student can present a CCE in a cogent and organized manner.
- *External Evaluation Reports Component* The Basic Skills Evaluation Device (BSED) is completed three times during the Practicum experience: at the beginning of the seminar by the student and at the end of each semester by the practicum site supervisor. The seminar leader reviews the completed BSED’s from the practicum site supervisor and evaluates for progress and level competency.

Students either demonstrate competency on these tasks or continue to present cases until competency is demonstrated. If the seminar leader judges that the student will be unable to demonstrate competency and is in need of remediation the student is referred to the director of Training. The seminar leader

assesses the student’s competency on the Clinical Competency Evaluation form, which is placed in the student’s training file.

The Portfolio Process

The Portfolio Process, introduced in the Professionalization Group experience, is an opportunity for the Marriage & Family Therapy student to demonstrate growth and competency in five areas:

- Theory of change
- Assessment competency
- Skill demonstration
- Clinical skill progression
- Overall professional development and clinical competency (case, cultural, ethical, written/oral competency) through the Clinical Competency Evaluation and other appropriate artifacts.

The Portfolio is assembled by the student throughout out his/her coursework and is minimally comprised of selected student papers, audio/video tape examples of skills chosen by the student, competed Basic Skills Evaluation Devices (BSED), and other products from the Clinical Competency Evaluation (CCE).

Submitted the semester before graduation, the Portfolio is evaluated for adequacy by the full-time faculty of the Marriage & Family Therapy Department and is essential for graduation.

OPTIONAL CONCENTRATION IN THE MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY PROGRAM

Students in the Marriage & Family Therapy program may choose an optional concentration in Forensic Counseling. Building on a solid foundation in systemic and relational theory and practice, the forensic counseling concentration will explore the influences contributing to justice and correctional system involvement, recidivism and release, custody and divorce processes as well as mediation and rehabilitation interventions. The course sequence will provide further theoretical and practical experiences for students interested in community corrections and rehabilitation, community-based organizations, school settings (particularly alternative and charter schools), and adult/juvenile correctional settings.

Currently enrolled graduate students and interested professionals¹ have an opportunity to further their practice repertoire through a five-course, fifteen credit concentration in forensics.

Forensic Counseling Concentration Requirements— Students Are Required to Take the Following

FP6010	Psychology and the Legal System (3)
FP6015	Psychology of Criminal Behavior (3)
FP6035	Evaluation and Treatment of Offenders (3)
FP6525	Psychology of the Victim (3)
MF6110	Family Law Mediation (3)

Forensic Counseling Concentration Requirements—15 Credit Hours

¹ Interested professionals are required to have a clinical/counseling masters degree in a relevant field (marriage & family therapy, social work, psychology, psychiatric nursing) and meet the admissions requirements of Argosy University.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY PROGRAM

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. Certain advanced courses also require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official. Students can follow a two-year program in which the practicum is taken in the second year with courses. Or a student can opt to follow a three-year program in which the practicum is taken in the third year without additional coursework.

Fall Start**Year One**

Fall Semester (September–December)		Spring Semester (January–April)		Summer Semester (May–August)	
MF6000	Counseling Theories (3) (Sept./Oct.)	MF6021	Schools of Family Therapy (3) (Jan./Feb.)	MF6100	Skill I: Individual and Relational Therapy (3) (May/June)
MF6020	Theories of Family Process and Development (3) (Nov./Dec.)	MF6030	Psychopathology and Assessment (3) (March/April)	MF6200	Human Sexuality (3) (July/Aug.)
MF6010	Professionalization Group I (1)	MF6011	Professionalization Group II (1)	MF6012	Professionalization Group III (1)

Year Two

Fall Semester (September–December)		Spring Semester (January–April)		Summer Semester (May–August)	
MF6300	Professional and Ethical Issues (3) (Sept./Oct.)	MF6500	Individual and Personality Development (3) (Jan./Feb.)	MF6102	Skill III: Group Therapy (3) (May/June)
MF6103	Skills II: Advanced Individual, Couples and Family Therapy (3) (Nov/Dec)	MF6510	Social and Cultural Foundations of Therapy (3) (March/April)	MF6520	Research and Assessment (3) (July/Aug.)
MF6400	Practicum Seminar I (3) (Sept.–Dec.)	MF6401	Practicum Seminar II (3) (Jan.–April)	MF6402	Practicum Seminar III (3) (May–June)

Spring Start**Year One**

Spring Semester (January–April)		Summer Semester (May–August)		Fall Semester (September–December)	
MF6000	Counseling Theories (3) Jan./Feb.)	MF6021	Schools of Family Therapy (3) (May/June)	MF6030	Psychopathology and Assessment (3) (Sept./Oct.)
MF6020	Theories of Family Process and Development (3) (March/April)	MF6200	Human Sexuality (3) (July/Aug.)	MF6100	Individual and Relational Therapy (3) (Nov./Dec.)
MF6010	Professionalization Group I (1)	MF6011	Professionalization Group II (1)	MF6012	Professionalization Group III (1)

Year Two

Spring Semester (January–April)		Summer Semester (May–August)		Fall Semester (September–December)	
MF6300	Professional and Ethical Issues (3) (Jan./Feb.)	MF6500	Individual and Personality Development (3) (May/June)	MF6510	Social and Cultural Foundations of Therapy (3) (Sept/Oct)
MF6103	Skills II: Advanced Individual, Couples and Family Therapy (3) (March/April)	MF6520	Research and Assessment (3) (July/Aug.)	MF6102	Skills III: Group Therapy (3) (Nov./Dec.)
				MF6400	Practicum Seminar I (3) (Sept./Dec.)

Year Three

Spring Semester (January–April)		Summer Semester (May–August)		Fall Semester (September–December)	
MF6401	Practicum Seminar II (3) (Jan./April)	MF6402	Practicum Seminar III (3) (May/June)		

MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY PROGRAM COURSE PREREQUISITES

Students must complete certain courses before they can take other courses. The list below shows courses and their prerequisites:

Course Number and Title	Prerequisite(s)
MF6021 Schools of Family Therapy (3)	MF6020 Theories of Family Process and Development (3)
MF6100 Individual and Relational Therapy (3)	MF6000 Counseling Theories (3)
MF6200 Human Sexuality (3)	MF6000 Counseling Theories (3)
MF6103 Advanced Individual, Couples and Family Therapy (3)	MF6020 Theories of Family Process and Development (3) MF6021 Schools of Family Therapy (3)
MF6400 Practicum Seminar I (3)	All first-year courses
MF6401 Practicum Seminar II (3)	All first-year courses
MF6520 Research and Assessment (3)	All first-year courses
MF6102 Group Therapy (3)	MF6100 Individual and Relational Therapy (3)

COURSE/CREDIT TRANSFER

Students may transfer a maximum of 6 credit hours or two courses toward the Master of Arts in Marriage & Family Therapy program. The following is a list of courses that may not be transferred:

Non-Transferable Courses

MF6000 Counseling Theory (3)
MF6030 Psychopathology and Assessment (3)
MF6100 Skills I Individual and Relational Therapy (3)
MF6103 Skills II Advanced Individual, Couples and Family Therapy (3)
MF6300 Professional and Ethical Issues (3)
MF6400 Practicum I and Practicum Seminar (3)
MF6401 Practicum II and Practicum Seminar (3)
MF6402 Practicum III and Practicum Seminar (3)

General guidelines for transfers are outlined in the *Argosy University Academic Catalog*. Policies specific to the Marriage & Family Therapy program are provided below. Students who wish to petition for a course transfer should contact Student Services for the appropriate forms.

All transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfers must provide course descriptions, syllabi, exams, write-ups and transcripts when available and appropriate.

Note: Requests for "equivalency" from campuses within the Argosy University system will be reviewed by the program chair for equivalency.

Doctor of Psychology in Clinical Psychology Program

PROGRAM OVERVIEW

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students so that they can function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum provides for the meaningful integration of theory, research, and practice. To prepare students for entry-level practice as clinical psychologists, the doctoral program in clinical psychology of the Minnesota School of Professional Psychology (MSPP) at Argosy University Twin Cities provides a competency-based program, which teaches:

- Knowledge in the history and systems of psychology; the theoretical and empirical foundations of clinical psychology, including the developmental, biopsychosocial, cognitive, and affective bases of behavior; and the scientific methodology which serves as the basis for empirically based clinical practice.
- Skills in the identification, assessment, and diagnosis of clinical problems; in problem remediation and application of empirically supported intervention procedures; and in the critical review of empirical literature and objective evaluation of clinical outcomes.
- Attitudes consistent with the ethical principles governing professional clinical practice including concern for client welfare and respect for client diversity.
- Skills in interpersonal functioning and the development of therapeutic relationships in a clinical setting.

Students in the PsyD in Clinical Psychology program may choose one of five optional concentrations:

- Child & Family Psychology
- Forensic Psychology
- Health Psychology
- Marriage/Couples & Family Therapy
- Neuropsychology

Clinical Training Overview

Clinical training is the supervised, out-of-class work in clinical settings. Through this contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, MSPP students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks.

Postdoctoral Respecialization Certificate in Clinical Psychology

The Postdoctoral Respecialization Certificate in Clinical Psychology is designed for qualified individuals with doctoral degrees in areas of psychology other than clinical psychology. It provides the opportunity to obtain clinical knowledge and skills, to participate in supervised clinical field work and to become familiar with areas of current professional interest. Prior coursework of Respecialization Certificate candidates is carefully reviewed and a highly individualized course of study is developed to accommodate the student's needs and interests.

The full-time program involves a minimum of two years in clinical coursework and a practicum preparatory to an internship. Faculty are given an opportunity to become thoroughly acquainted with the work and qualifications of persons enrolled in the Postdoctoral Respecialization Certificate in Clinical Psychology to provide specific and detailed assistance to the postdoctoral candidate.

Applicants to the Postdoctoral Respecialization Certificate in Clinical Psychology program must hold a doctoral degree in psychology. The Admissions Committee reviews and evaluates the credentials and previous coursework of prospective students. Those candidates admitted to the program receive a course of study tailored to their specific professional needs.

ADMISSION REQUIREMENTS

To apply for admission, the applicant must submit materials that will enable the Admissions Department to verify the applicant's academic qualifications to enroll at a graduate, professional school. Because the Admissions Committee also considers qualities essential to becoming an effective mental health professional, material is required which will help to determine an individual's personal integrity, maturity, interpersonal skills and ability to communicate.

- A bachelor's degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.25 (on a scale of 4.0) in work leading to the bachelor's degree or any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department of the campus to which application is being made. An admissions representative is available to help interested applicants complete the following required documentation:

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

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be admitted as regular students on first semester probation. See "Exceptions to Admission Requirements" in section 5 of the *Academic Catalog* under "Admission Policies."

Prerequisites for Admission

15 credit hours of undergraduate courses, at least 3 of which must be earned in statistics, must be completed prior to enrolling in the PsyD in Clinical Psychology Program. This coursework serves as a foundation for graduate courses at MSPP. Any graduate course used to fulfill the foundation course requirements may not also be used to transfer graduate course credits in the MSPP at Argosy University/Twin Cities PsyD in Clinical Psychology program.

The undergraduate foundation courses must be completed before the student formally begins a graduate program in clinical psychology at MSPP. It is the student's responsibility to provide an updated transcript to document the fulfillment of the foundation course requirements.

The Admissions Department will notify all applicants in writing of the Admissions Committee's decision. Accepted applicants are required to remit a non-refundable \$500 deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester as a matriculated student.

Application Deadlines

All admission materials for the PsyD in Clinical Psychology program must be submitted by the following dates:

Fall Admission

January 15	Priority deadline (interviews conducted in February/March; final notification by April 1), according to a rolling admission process
May 15	Deadline

Spring Admission

October 15	Deadline (interviews conducted in early November; final notification mid-November)
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Based on availability, applications will be accepted and reviewed after the stated deadlines.

MSPP follows a standard policy of not discussing committee decisions regarding an applicant's file. The decisions of the Admissions Committee are final and are not subject to appeal. Applicants who are denied admission are advised to wait at least one year before reapplying.

ENROLLMENT REQUIREMENTS

Additional Requirements for Academic Progress

General academic standards are described in the *Argosy University Academic Catalog*. Academic performance and competence is assessed and evaluated by successful completion of coursework and by successful completion of specific requirements like the Comprehensive Examination and the Clinical Research Project.

Full-time students must complete the program within five years after matriculation, with the practicum completed by the end of the third year. The continuous registration policy will be enforced for all students who have completed all coursework except for the Integrative Paper. Such students must be continuously enrolled for 1 credit hour of Integrative Paper until the paper has been successfully completed and a grade has been submitted.

Extensions allowing enrollment beyond the five year limit may only be granted by the program chair. Such extensions will only be granted under extenuating circumstances to allow completion of all degree requirements within a short period of time.

Additional Academic Standards and Student Evaluation

Students in the PsyD in Clinical Psychology program are in training to fill the professional role of a licensed psychologist. As such, their performance and competence will be evaluated across a number of dimensions. In addition to performance on traditional academic tasks and requirements, the student's cognitive, emotional, psychological and interpersonal functioning and development will be reviewed and evaluated. Students are also required to conform to ethical standards which govern the behavior of professional psychologists.

Competency Model

The PsyD in Clinical Psychology program of the Minnesota School of Professional Psychology at Argosy University/Twin Cities has adopted the competency based model developed by the National Council of Schools of Professional Psychology (NCSPP) as the basis for its training model. Specifically, the NCSPP model provides for the development of competency in the areas of relationship and interpersonal functioning, assessment, intervention, research and evaluation, consultation and supervision, and diversity. These competencies are described more completely in documents published by NCSPP and in the documents submitted to the APA Committee on Accreditation in support of the application for APA accreditation by the doctoral program in clinical psychology.

Interpersonal Functioning and Relationship Competence

The faculty of the PsyD in Clinical Psychology program has adopted the statement of expectations regarding student performance in non-academic areas developed by the Student Competence Task Force of Council of Chairs of Training councils (CTTC) and reprinted in the *Argosy University Academic Catalog* under the PsyD in Clinical Psychology program, titled Non-Academic Competency Policy. This statement specifies non-academic areas of student behavior and functioning which will be reviewed and evaluated by the faculty.

The faculty will observe, review, and evaluate student competency in interpersonal functioning and relationships as these competencies are described in the CTTC statement and listed in the statement of goals and educational outcomes of the clinical psychology training program. The evaluation process involves the consideration of students' interpersonal and professional competencies in the multiple contexts using multiple measures. Details of this evaluation process and procedure are described in the manual entitled the Procedures for the Assessment Relationship Competency.

Ethical Standards

Students in the PsyD in Clinical Psychology program are expected to adhere to the currently approved version of the American Psychological Association 2002 *Ethical Principles of Psychologists and Code of Conduct*. Students should note that graduate school is considered a work related activity with respect to the ethical standards 3.01 through 3.03 regarding nondiscrimination, sexual harassment, and other harassment.

Student Professional Development Committee

As outlined in the *Argosy University Academic Catalog*, students who experience difficulties in any of the areas described above may be referred to the Clinical Psychology Department's Student Professional Development Committee or to the Student Conduct Committee of MSPP.

GRADUATION REQUIREMENTS

Students who are admitted into the Doctor of Psychology (PsyD) in Clinical Psychology program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology.

To be eligible for graduation, students must meet the following requirements.

- The satisfactory completion of 98 semester credit hours. The total credit hours must include:
 - 66 credit hours of required courses
 - 2 credit hours of Professionalization Group
 - 12 credit hours (two years) of practicum and practicum seminar groups
 - A minimum of 15 credit hours of general electives
 - 3 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year
- Successful completion of all sections of the Clinical Competency Examination (CCE)
- Successful completion of a 2,000-hour internship, in not less than 12 and not more than 24 months
- Successful completion of the Clinical Research Project
- GPA of at least "B" (3.0 on a scale of 4.0)
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Date of Graduation

The official date of graduation is the date all of the above requirements are first met. Note that the Clinical Research Project is not completed until the bound copy has been accepted by the library. Student Services will enter the date all degree requirements are completed on the student's transcript. This is the degree completion date students must list for licensure and other purposes.

WRITING PROGRAM

The ability to communicate clearly, effectively and professionally in writing is essential for the competent practice of clinical psychology. In order to ensure that students possess adequate writing skills, all entering students are required to participate in an assessment of writing skills. If the assessment indicates deficiencies in writing skills, remediation will be required. Remediation may include taking one or more writing courses, workshops, and/or working with a writing mentor or professor. Required remedial writing courses will not count toward graduation requirements. More detailed information about the writing program is provided in the *Writing Program Procedures* which is distributed to students prior to their entry in the program.

PROGRAM REQUIREMENTS

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours, distributed as follows: required courses, 66 credit hours; elective requirements, 15 credit hours; professionalization group requirements, 2 credit hours; practicum and practicum seminar requirements, 12 credit hours; and clinical research requirements, 3 credit hours.

There are nine courses designated as core clinical courses. These courses are indicated in the list of required courses which follows. Core clinical courses must be completed with a grade of “B-” or above. Students receiving a grade of “C” or above may continue forward in sequenced courses if applicable. However, students must repeat the course in which they received a grade below a “B-.”

Required Courses— Students Are Required to Take the Following

PP6150	Introduction to Diverse Populations (3)
PP6300	Professional Issues: Ethics, Conduct, and Law*†‡§ (3)
PP7000	History and Systems§ (3)
PP7010	Lifespan Development†‡§ (3)
PP7040	Cognition and Affective Processes§ (3)
PP7050	Physiological Psychology§ (3)
PP7060	Social Psychology (3)
PP7164	Capstone Integrative Seminar (3)
PP7200	Statistics and Research I§ (3)
PP7201	Statistics and Research II§ (3)
PP7300	Psychopathology I*†‡§ (3)
PP7301	Psychopathology II*†‡§ (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations*†‡§ (3)
PP7350	Consultation and Supervision (3)
PP7370	Cognitive Assessment*†‡§ (3)
PP7371	Objective Personality Assessment*†‡§ (3)
PP7372	Projective Personality Assessment*†‡§ (3)
PP8010	Cognitive Behavioral Theory and Therapy*†‡§ (3)
PP8020	Person-Centered and Experiential Theory and Therapy*†‡§ (3)
PP8030	Psychodynamic Theory and Therapy*†‡§ (3)
PP8051	Systems Theory and Therapy (3)
PP8100	Assessment and Treatment of Children and Families*†‡§ (3)

Required Courses— 66 Credit Hours

Professionalization Group Requirements— Students Are Required to Take the Following

PP7110	Professionalization Group I†‡§ (1)
PP7111	Professionalization Group II†‡§ (1)

Professionalization Group Requirements— 2 Credit Hours

Practicum and Practicum Seminar Requirements— Students Are Required to Take the Following

PP6400	Practicum I— Assessment†‡§ (3)
PP6401	Practicum II— Assessment†‡§ (3)
PP8203	Practicum III— Therapy (3)
PP8204	Practicum IV— Therapy (3)

Practicum and Practicum Seminar Requirements— 12 Credit Hours

*Denotes core clinical course.

† Required for Practicum I and II.

‡ Required for Practicum III and IV.

§ Required for the Comprehensive Exam.

Clinical Research Project Requirements— Students Are Required to Take the Following

PP8500	Clinical Research Project Seminar (1)
PP8502	Clinical Research Project II (1)
PP8503	Clinical Research Project III (1)

Clinical Research Project Requirements— 3 Credit Hours

Internship Requirements— Students Are Required to Take the Following

PP8980	Internship (0)
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Internship Requirements— 0 Credit Hours

Elective Requirements

Students are required to take 15 credit hours of electives chosen in consultation with their advisor.

Professionalization Group Requirements

The Professionalization Group is a required experience for first-year students. The Professionalization Group meets once a week for an hour during the first two semesters the student is in the program. The Professionalization Group is designed to provide:

- An orientation to the PsyD in Clinical Psychology program at Argosy University/Twin Cities
- An orientation to the profession of psychology
- The opportunity to get to know other first-year students

Professionalization Groups are led by a core faculty, who will provide a syllabus for the class. The Professionalization Group leader is automatically assigned as the academic advisor for entering students. For a more complete description of the advising process, see *Advisor Assignment*, later in this section.

Practicum and Practicum Seminar Requirements

Completion of two practicum, the first focusing on assessment and the second focusing on interventions, must be completed for the doctoral program. Each of the two practicum must meet each of the following requirements:

- The practicum must include 600 hours of documented clinical experience.
- Students will spend approximately 20 hours per week on practicum duties.
- The practicum must extend over a minimum period of nine months.
- Students must attend a practicum seminar during the fall and spring semesters. Practicum seminars meet weekly while classes are in session.
- Students must enroll for the 3-credit hour courses Practicum I (PP6400) and II (PP6401) while in the Assessment Practicum, and the courses Practicum III (PP8203) and IV (PP8204) while in the Therapy Practicum.

MSPP maintains a wide variety of clinical field sites, meeting the interests and needs of the students and the availability of training sites. Most practicum begin in September and end in May, although some sites may require work during the summer as well as throughout the academic year. Each practicum takes place in a single agency, and the student changes agencies from the Assessment Practicum to the Therapy Practicum. A practicum may not be done in a student's place of employment. The Training Department places students with extensive clinical backgrounds in practicum sites where they have not had previous clinical experience. All students on practicum are covered by professional liability insurance purchased through the school. This coverage is mandatory, even if the student is otherwise insured.

All practicum sites must be approved by director of Practicum Training, and students must work through the Training Department throughout the practicum process. The Training Department will provide students with a list of potential practicum sites to which they may apply. However, students must be accepted by the site for training at that site. Argosy University does not guarantee practicum placement. Most practicum sites are located in the Twin Cities metropolitan area, however in some cases the student may need to travel outside of the Twin Cities metropolitan area to obtain practicum training.

Eligibility for Practicum

All students entering the practicum application process must be in good standing. Students should carefully plan to complete all required courses before the beginning of practicum. Exceptions to prerequisites for the practicum are rarely considered, and must be approved by the director of Practicum Training. Students must have been enrolled as a matriculated student at MSPP for a minimum of two semesters before beginning a practicum. Course prerequisites for practicum are indicated on the list of course requirements elsewhere in this addendum.

Students will not be allowed to apply for practicum if there is concern about their ability to function competently and professionally at the training site. Students who are on probation are not permitted to apply for practicum. Exceptions to this policy may be granted by the director of Practicum Training. Students who have received a grade below a "B-" in prerequisite core clinical courses may not begin practicum until the course(s) have been retaken and a satisfactory grade has been earned. The departmental Student Professional Development Committee may stipulate that a student delay application for practicum as part of an overall remediation plan for the student.

Practicum Training Sites

The MSPP list of approved practicum sites includes a wide variety of training locations: mental health centers, psychiatric hospitals, schools, college counseling centers, outpatient clinics, treatment centers for the developmentally disabled, chemical dependency treatment programs, plus a variety of specialized programs, such as eating disorders programs, pain programs, and rehabilitation centers. If a student is interested in a clinical area not on the list

of approved sites, the Training Department will attempt to develop such a site. The Training Department welcomes student and faculty input on the development of practicum sites.

Students are expected to receive at least two hours of supervision per week. These supervisory hours should be regularly scheduled and continue throughout the training year. MSPP has no financial obligation with its training sites. The student, MSPP, and the training site enter into a relationship in which the student delivers service in exchange for clinical supervision.

Once a student has accepted a practicum site, the site supervisor, student, and associate director of Training will complete the Practicum Assignment Agreement. By accepting a practicum site, a student makes a professional and ethical commitment to a site; students must conduct themselves accordingly.

Practicum Application Process

Detailed procedures for the practicum application process are provided in the *Practicum Policies and Procedures* handouts which are distributed to students as they begin the application process.

Students are matched to practicum sites through a process of mutual selection. Students give the Training Department up to six sites that they believe match their training interests. The Training Department reviews each student's selections and weighs these selections with the student's training needs and site availability. The Training Department then assigns each student three or four sites to which to apply. Students are expected to apply to all sites assigned; failure to do so may result in the student's not being placed for the practicum.

Students may only apply to practicum sites assigned by the Training Department. Practicum site supervisors expect that applicants have been referred to them by the Training Department and that all clinical training is coordinated through the school. Students who do not follow these guidelines can expect disciplinary action.

Practicum sites vary considerably in how and when they interview and select students. MSPP students, as well as students from other graduate programs, compete for practicum sites. Students should apply, conduct interviews, and accept/decline practicum positions with the utmost professionalism.

When students receive an offer, they may ask that site supervisor for a reasonable period of time to complete interviewing at other sites; reasonable means several days to two weeks. Once a student accepts an offer, that acceptance is binding. The student should then notify other sites of his or her withdrawal from candidacy and thank them for their consideration.

Students must inform the Training Department immediately after accepting a practicum site and complete the Practicum Assignment Agreement. This form identifies the student, the site, the supervisor, and the days and times the student will be on-site. The student is responsible for completing this form and returning it to the Training Department. Changes in training sites are not to be made without prior approval of the director of Practicum Training.

Practicum Seminar Requirements

All practicum students are required to attend a practicum seminar. This seminar is a tuition-free, “No Credit,” one and a quarter hour meeting, occurring weekly during the fall and spring Semesters (September through mid-April). Attendance at the practicum seminar is required.

Students regularly present tapes and diagnostic reports in order to reach the competency necessary to pass the diagnostic interviewing and case formulation section of the Clinical Competency Examination (CCE).

Assessment Practicum Requirements

The Assessment Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and assessment. The practicum supervisor evaluates the student’s progress on these criterion areas of competency.

Practicum sites vary in the kinds of interviews conducted, psychological tests administered, and populations served. However, all students in the assessment practicum are expected to gain experience in interviewing, psychological testing, and psychological report writing. Students should complete a minimum of 12 comprehensive written psychological reports over the course of the practicum.

Therapy Practicum Requirements

The Therapy Practicum teaches intervention skills. MSPP does not favor a particular theoretical orientation: The faculty and curriculum represent many major clinical orientations. Students are encouraged to keep an open mind about their theoretical orientation in order to get the full benefit of this exposure. With time and experience, students will settle into a theoretical orientation and develop the personal style that best suits them as individuals.

Students are cautioned that it is unrealistic to expect that they can participate in the entire spectrum of clinical experiences and therapy modalities in their Therapy Practicum; nor will this one practicum decide their clinical futures. The therapy practicum involves a “goodness of fit,” namely, the ability of the student to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student’s professional growth. The learning that takes place in such an environment will transfer to other clinical situations and become an integral part of the foundation for sound clinical practice.

Because of the different treatment philosophies at each practicum site, students are encouraged to consult the practicum resource materials and the Training Department in order to select the practicum site best matching their training interests. Students can also use the application interview with the site supervisors to learn as much as possible about the practicum site. Students should pay attention to their relationship with the site supervisor. The super-

visory relationship provides an excellent opportunity for students to discover a great deal about themselves and their impact on others. “Goodness of fit” in the practicum also applies to the match between supervisor and student.

Optional First-Year Practicum Requirements

There are opportunities to gain practicum hours before your required assessment practicum. This may be done during the student’s first year at MSPP. There are first year practicum sites that have been approved by the Training Department. Students who have not had much experience in psychology are highly encouraged to do a first year practicum.

- The practicum must be done in consultation with the Training Department.
- The first-year practicum student is required to have malpractice insurance, which is included when the student registers for the 1 credit hour each semester. Students will be charged tuition commensurate with the number of credits plus an administrative fee to cover costs, which include the MSPP malpractice insurance.
- A Practicum Assignment Agreement is required and must be on file at MSPP prior to starting the practicum. Progress will be evaluated each semester. The student will also evaluate the practicum site each semester.
- A seminar is not required for first-year practicum but the student must meet with a designated faculty member once a month. The supervision of the practicum will be done by the site supervisor.

Optional Advanced Practicum Requirements

A number of students opt to do a practicum beyond the required Diagnostic and Therapy Practicum. These students are in good standing, and seek additional assessment or therapy training to strengthen certain areas or to increase the breadth of their training. The faculty encourage students to seek advanced clinical training. Advanced practicum must involve a minimum of 60 hours of training, and require supervision by the sponsoring agency on a weekly basis.

In addition to the requirements listed above:

- The practicum must be obtained in consultation with the Training Department.
- The advanced student is required to have MSPP malpractice insurance and register for 1 credit hour each semester. Students will be charged tuition commensurate with the number of credits plus an administrative fee to cover costs, which include the MSPP malpractice insurance.
- The advanced student is required to have a completed Practicum Assignment Agreement on file at MSPP. Progress will be evaluated each semester. The student will also evaluate his/her practicum experience each semester.
- The advanced student will be assigned a faculty member at MSPP and meet with that person monthly.

Evaluation of Student Progress in Practicum

Student performance in the practicum is assessed in basic areas of clinical functioning, including:

- Theoretical knowledge base
- Clinical skills
- Professional/ethical attitudes and behavior.

Performance at the practicum site is evaluated each semester by the assigned practicum site supervisor. Performance in the practicum seminar is evaluated each semester by the seminar leader. These evaluations must be completed using the approved forms, and will review both strengths and weaknesses.

If students are having practicum problems, they should consult first with their site supervisor, then with the seminar leader, and finally with the director of Practicum Training. Practicum supervisors are also encouraged to immediately contact the Training Department with any concerns about their student.

All practicum are graded on a “Credit” (“CR”) or “No Credit” (“NC”) basis. Students are initially assigned a grade of “Progressing” (“PR”) for their practicum work each semester. The final grade of “CR” or “NC” is assigned by the director of Practicum Training when all documentation in support of the student’s practicum experience (assessment or therapy) has been received and reviewed. Required documentation includes:

- Practicum supervisor evaluations
- Faculty seminar leader evaluations
- CCE evaluations completed by the faculty seminar leader. Unsatisfactory ratings on any of these evaluations may be grounds for granting a grade of “NC” for the practicum. Students may not receive partial credit for a practicum. If a student receives a grade of “NC” for a practicum the entire practicum must be repeated.

Comprehensive Examination Requirements

All doctoral students are required to successfully complete a Comprehensive Examination. The successful completion of this examination marks the official acceptance of the matriculated student as a doctoral candidate. The Comprehensive Examination covers material in the courses and required during the first two or three years of study at MSPP. The examination requires students to integrate the material from those years into a form demonstrating both mastery of the factual and conceptual material and the ability to apply what they have learned in a coherent and practical manner. Response to the examination should also demonstrate the ability to think critically about issues in clinical psychology.

Comprehensive Examination Prerequisites

To be able to sit for the Comprehensive Examination, the student must have successfully completed or transferred all the prerequisite courses listed in this addendum. Students taking the Comprehensive Examination must be in good standing and have a grade point average (GPA) of 3.0.

Procedures for Comprehensive Examination

Students are required to take the Comprehensive Examination no later than the beginning of the fifth year after matriculation. This exam must be completed one year prior to the student’s internship year (i.e., not in the summer immediately prior to their internship starting in the fall). The Comprehensive Examination consists of a take-home examination. The examination is offered once a year. Students interested in taking the Comprehensive Examination should fill out the request form to do so during the semester prior to taking the exam. Students are allowed three opportunities to take and pass the Comprehensive Examination. After the third failure, a student is automatically dismissed from the program. Detailed guidelines for completing the Comprehensive Examination, as well as grading procedures, are contained in the *Comprehensive Examination Guidelines* booklet.

Clinical Competency Evaluation (CCE) Requirements

The CCE constitutes a series of competency based competency-based checkpoints designed to evaluate the student’s mastery of major clinical assessment and intervention skills. These evaluations take place at designated times prior to the student becoming eligible for internship. The CCE requirements monitor the growth of the student’s acquisition of clinical skills. Demonstration of competency at each CCE task is a prerequisite for advancing to the next level of training.

Specific CCE checkpoints are built into the curriculum as requirements for the two practicum seminars and in the Comprehensive Examination.

Assessment Practicum Checkpoint

Competencies Assessment integration and report writing, oral case presentation, diagnostic interviewing, application of ethical principles and issues in assessment, critical self self-evaluation.

Therapy Practicum Checkpoint

Competencies Basic relationship and counseling skills, oral and written therapy case presentation, application of ethical principles and issues in interventions, critical self evaluation.

Comprehensive Examination Checkpoint

Competency Ability to apply knowledge gained in the first two years of coursework to clinical situations

Grading of the Clinical Competency Examination

Practicum seminar leaders will distribute material about how to complete the assessment and psychotherapy CCE tasks and the criteria for passage. Students work with their seminar leaders and re-submit CCE material until mastery is achieved. Seminar leaders refer students who are unable to achieve mastery to the training director for remediation. Each CCE task must be completed before advancing to the next level of training.

Clinical Research Project Requirements

MSPP requires each doctoral student to develop a Clinical Research Project as a requirement for graduation. The primary purpose of the Clinical Research Project is to refine the skills necessary for the production of a scholarly piece of work in an area of clinical psychology. In the course of conducting the project, students are expected to deepen their knowledge about a particular area of clinical psychology, to enhance their critical thinking and writing skills, to develop and apply skills in research methodology, and to experience a working relationship with a faculty mentor.

The project should be clear in its conceptualization, sound in its methodology, and careful in its execution. Both the proposal and the final report must conform to high standards for the written communication of a scholarly work, and follow appropriate requirements for format and style. There are no minimum or maximum expectations with respect to the length of the dissertation or to the actual number of references cited. The clinical dissertation should be of a sufficient length to adequately cover the topic without inclusion of extraneous material.

There are two important implications for the development of the Clinical Research Project. First, the topic must be related to the clinical practice of psychology. Second, a wide range of methodologies is acceptable. For example, a Clinical Research Project might utilize traditional experimentation, a quasi-experimental approach, a case study, structured interviews, naturalistic observation, and/or survey research.

Creative combinations of these approaches are also appropriate. The data collected may be quantitative, qualitative, or a combination of both. Theoretical papers are also acceptable. Like most pieces of scholarly work, clinical dissertations should pose and then attempt to answer a question. The main requirement is that the methodology employed must be appropriate to the question asked.

The Clinical Research Project usually takes from nine months to one year to complete with a steady commitment of time. During this time, the student is expected to work closely with his or her committee chair in developing the proposal, conducting the research, and writing the final paper. The student is required to present the proposal at a clinical research seminar.

In the proposal, the student addresses a particular clinical question or set of questions within an established format. The format requires the student to review the theoretical, clinical and research literature relevant to the problem addressed, to present appropriate data, and to analyze the data in the light of the questions and concepts found in the literature. The Clinical Research Project requires that the written paper contain a new integration of theory based upon the data presented and the review of the literature.

Procedures

Doctoral students should plan to begin work on the Clinical Research Project during the second year of classwork. Complete information about procedures for completing this project is given in the *Clinical Dissertation Manual*. Students will follow procedures delineated in the *Clinical Dissertation Manual*. The final bound version of the Clinical Research Project is considered a published document, and is housed permanently in the library. As such it must conform to the editorial standards outlined in the *Clinical Dissertation Style Manual*.

Registration for the Clinical Research Project

Students should register for the 1-credit hour course Clinical Research Project Seminar (PP8500) during the semester they intend to complete their Clinical Research Project proposal. Credit for the Clinical Research Project Seminar is given based upon attendance in the seminar. Students must register for Clinical Research Project II (PP8502) and III (PP8503) at some point prior to graduation. A total of 3 credit hours of Clinical Research Project are required for graduation.

Students who have completed their internship but have not completed the Clinical Research Project must register for Clinical Research Project—Extended (PP8504) each semester, including summer, until the Clinical Research Project is completed or the seven-year limit is reached. Students registered for Clinical Research Project—Extended (PP8504) must file a Clinical Research Project Progress Report by the end of each semester in order to be eligible to register the next semester. Students who have passed the seven-year limit for completing all degree requirements do not register for Clinical Research Project—Extended (PP8504) and are not eligible for financial aid. These students may be required to register for 1 credit hour of independent study as a condition of remaining in the program to complete their degree.

Internship Requirements

The internship is typically completed during the fourth or fifth year of graduate studies, after all coursework is finished. The internship must be completed within the overall seven-year time limit for completing the doctoral program. Internships normally require a full-time commitment for 12 months, although half-time internships extending for twenty four months are possible.

A student may not apply for an internship without the approval of the director of Internship Training. All internships must be approved by the director of Internship Training.

The following requirements must be met before a student may submit internship applications:

- The student must be in good standing in the program, and have a grade point average (GPA) of at least 3.0 (on a scale of 4.0).
- All coursework must either be completed or scheduled to be completed prior to the anticipated start of the internship.
- The Comprehensive Examination must be successfully passed.

- An approved Clinical Research Project proposal must be on file with the Student Services Department (e.g., the proposal must be approved by the committee and by the Human Subjects Committee).
- Approval to apply for internship(s) must be granted by the director of Internship Training.

In addition to the above requirements, the following requirements must be met before the student begins the internship. If these requirements are not met, the student may be withdrawn from the internship:

- Satisfactory completion of all required courses, with no grades of “Incomplete” or “In Progress” on the students record. (Clinical Research Project II (PP8502) and III (PP8503) are an exception to this requirement)
- Successful completion of all parts of the Clinical Competency Examinations (CCE).

Internship Application Procedures

Before a student applies for internship, the director of Internship Training reviews the student’s academic and training file. This review focuses on an intern applicant’s strengths and training needs, as stated by practicum supervisors, practicum seminar leaders, and course instructors. The director of Training assesses whether the student has acquired solid theoretical knowledge, effective clinical skills, and appropriate professional attitudes.

All intern applicants review their training interests and needs with the director of Internship Training. Each student assesses his or her areas of professional competence and develops a one page personal statement. The director of Internship Training writes a letter of recommendation based on the review of the student’s files and the students’ assessment of his/her own strengths and weaknesses.

Students are required to first apply to sites participating in the National Match Service and listed with APPIC. Any other sites must be submitted to the Training Committee for prior approval. No student may apply for an internship without prior approval from the director of Internship Training.

The student initiates and follows through with all internship application procedures. The director of Internship Training assists in this process in a number of ways:

- Supplying internship information and resource materials
- Advising students on choice of sites
- Writing letters of recommendation
- Providing students with the Association of Psychology Postdoctoral and Internship Centers (APPIC) internship selection procedures

Uniform Standards for MSPP Internships

Successfully completing an MSPP approved pre-doctoral internship is required for graduating with the degree of doctor of psychology in clinical psychology.

MSPP encourages all of its students to obtain American Psychological Association approved internships. Non-APA approved internships affiliated with the APPIC are acceptable.

The MSPP director of Internship Training must review and approve all other internship programs.

Standards for MSPP-approved internships are listed in the *MSPP Internship Manual*.

Following Internship Acceptance

Interns vary in their needs and goals for their internship. The director of Internship Training meets with each student to focus on individual training strengths, weaknesses, and goals. Students develop a statement identifying their training strengths and weaknesses and establishing training goals. Together with the student, the director of Internship Training develops the underpinnings of a learning contract that meets the learning objectives of each intern. This is in keeping with the philosophy that the internship year is primarily a training period, as opposed to a year of work in which delivery of services is primary. This process ensures that students develop the knowledge, skills, and attitudes necessary to be a competent professional.

The final learning contract is developed at the site within the first 45 days of the internship. This is sent to the school for final review and approval.

The director of Internship Training maintains contact with internship sites and supervisors throughout the training period. During these contacts, the Training Department reviews the student’s progress, based on the learning contract developed by the student and the director of Training. Site visits may be made as needed.

At least twice a year, the director of Internship Training sends an Evaluation Form to the internship supervisor. The supervisor assesses the student’s progress, competence, and performance in terms of the learning objectives and other factors of importance to the internship site. The director of Internship Training reviews these forms, monitoring ratings, progress, and areas of difficulty. All evaluations are kept as part of the student’s permanent training record.

At the end of the internship, a Certificate of Completion and a Final Evaluation Form are forwarded to the director of Intern Training. Once received, the director of Intern Training notifies the director of Student Services. At that point, the student’s credit hours will be updated to reflect completion of the internship requirement. The internship is not considered finished until the Certificate of Completion is received by the director of Intern Training, even if a final evaluation of the student has been received.

The director of Internship Training periodically reports to the Training Department on internship remediation needs of students, and to the Training Committee on internship remediation needs of internship sites.

Students who fail the internship, or who need to leave early for any reason, such as health concerns, must repeat the entire 2000-hour internship. Additional information about the details of the internship process are provided in the *Internship Procedures Manual*. This document is distributed to students as they begin the internship application process.

CONCENTRATIONS IN THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM

Students in the PsyD in Clinical Psychology program may choose one of five optional concentrations. Students complete an area of concentration by taking two elective courses within their area of interest. Completion of an area of concentration demonstrates a student's interest in an area and desire to develop focused knowledge in that area. A concentration requires the completion of two courses (6 credit hours) within the elective portion of the PsyD in Clinical Psychology program. Courses in each area of concentration are offered on a scheduled basis during the academic year. Some courses may only be offered on alternate years.

In addition to the required elective coursework, students are encouraged to complete an area of concentration by doing a practicum, if possible, in the area of their area of concentration. In addition, students are encouraged to complete their Clinical Research Project on a topic relevant to their area of concentration.

Course requirements for the five optional concentrations are as follows:

Child & Family Psychology Concentration Requirements— Students Are Required to Take the Following

PP8610 Play Therapy (3)

PP8611 Developmental Psychopathology (3)

Child & Family Psychology Concentration Requirements—6 Credit Hours

Forensic Psychology Concentration Requirements— Students Are Required to Take the Following

PP8620 Introduction to Forensic Psychology (3)

PP8621 Treatment of Forensic Populations (3)

Forensic Psychology Concentration Requirements—6 Credit Hours

Health Psychology Concentration Requirements— Students Are Required to Take the Following

PP8601 Clinical Health Psychology I (3)

PP8602 Clinical Health Psychology II (3)

Health Psychology Concentration Requirements—6 Credit Hours

Marriage/Couples & Family Therapy Concentration Requirements— Students Are Required to Take the Following

PC6020 Theories of Family Process and Development (3)

PC6103 Advanced Individual, Couples, and Family Therapy (3)

Marriage/Couples & Family Therapy Concentration Requirements—
6 Credit Hours

Neuropsychology Concentration Requirements— Students Are Required to Take the Following

PP8645 Introduction to Neuropsychology (3)

PP8646 Introduction to Neuropsychological Assessment (3)

Neuropsychology Concentration Requirements—6 Credit Hours

Advisor Assignment

First-Year Students

The Professionalization Group leader serves as advisor for all first-year students in the program.

Second-Year Through Internship Students

Option One Anytime after the first year, the student may choose an advisor from among the faculty. This individual will remain the student's advisor until changed by the student, or until the student completes his/her internship. Both the student and the faculty member must agree to this advising relationship, and either can terminate the relationship at any time.

Option Two (Default Procedure) If the student has not designated an advisor when he or she starts the Assessment Practicum, the Assessment Practicum seminar leader will assume advising duties.

If the student has not designated an advisor when he or she starts the Therapy Practicum, the Therapy Practicum leader will assume advising duties.

Beyond Internship

If the student completes the internship, but has not completed the Clinical Research Project, the chair of the Clinical Research Project Committee will assume advising duties. If a Clinical Research Project chair has not been identified, the student's previous advisor will remain in that role until the Clinical Research Project proposal is approved.

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Program from Other Graduate Programs

General guidelines for transfer of credits are outlined in the *Argosy University Academic Catalog*.

Articulation Agreements are in effect with certain master's programs which specify the course transfer process from those institutions. Copies of articulation agreements may be obtained from the Admissions Department. Students who apply to the doctoral program with a master's degree from one of these institutions will be notified of the terms of the articulation agreement when they apply for admission.

Schedule of Tuition and Fees

The following schedule of tuition and fees will become effective September 1, 2006. Argosy University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

TUITION

Business Programs	Cost Per Semester Credit Hour
Bachelor of Science (BS) in Business Administration Program	\$ 425.00
Master of Business Administration (MBA) Program	525.00
Doctor of Business Administration (DBA) Program	750.00
Education Programs	
Master of Education (MAEd) in Educational Leadership Program	525.00
Master of Education (MAEd) in Instructional Leadership Program	525.00
Education Specialist (EdS) in Educational Leadership Program	750.00
Education Specialist (EdS) in Instructional Leadership Program	750.00
Doctor of Education (EdD) in Educational Leadership Program	750.00
Doctor of Education (EdD) in Instructional Leadership Program	750.00
Health Sciences Programs	
Associate of Applied Science (AAS) in Diagnostic Medical Sonography Program	425.00
Associate of Applied Science (AAS) in Histotechnology Program	425.00
Associate of Applied Science (AAS) in Medical Assisting Program	425.00
Associate of Applied Science (AAS) in Radiologic Technology Program	425.00
Associate of Applied Science (AAS) in Veterinary Technology Program	425.00
Associate of Science (AS) in Dental Hygiene Program	425.00
Associate of Science (AS) in Medical Laboratory Technology Program	425.00
Associate of Science (AS) in Radiation Therapy Program	425.00
Psychology Programs	
Bachelor of Arts (BA) in Psychology Program	425.00
Master of Arts (MA) in Clinical Psychology Program	850.00
Master of Arts (MA) in Marriage & Family Therapy Program	525.00
Doctor of Psychology (PsyD) in Clinical Psychology Program	850.00

TRAINING AND PROGRAM-RELATED FEES

Psychology Program Fees	Cost Per Semester
Internship Fee – Clinical Psychology (per semester)	\$ 850.00
Professional Liability Insurance (required for all clinical training/practicum/internships)	20.00
Clinical Psychology Program Fees	
Testing Resource Fee (added to first testing course)	100.00
Clinical Research Project Editing Fee–Clinical (charged with Clinical Research Project Seminar)	225.00
Business and Education Program Fees	
Business and Education Dissertation Editing Fee (charged with Block III)	300.00
Health Science Program Fees	
Laboratory Fee – Histotechnology Program, Medical Assisting Program, Medical Laboratory Technology Program, Radiation Therapy Program, and Veterinary Technology Program (per lab credit)	50.00
Clinic Fee – Dental Hygiene Program (per semester)	625.00
Diagnostic Sonography Laboratory Fee (per lab)	150.00
Radiologic Technology Laboratory Fee (per lab)	90.00

OTHER NON-REFUNDABLE STUDENT CHARGES

Item	Cost
Application for Admission Fee ¹	50.00
Course Add/Drop Fee ²	50.00
Graduation Fee ³	150.00
Installment Plan Fee (per semester)	35.00
Late Registration Fee	50.00
Late Payment Fee	25.00
Returned Check Fee	35.00
Student Activity Fee–Graduate Programs (per semester) ⁴	9.00
Student Activity Fee–Undergraduate Programs (per semester) ⁴	4.00
Technology Fee (per credit hour)	10.00
Transcript Fee	No Charge
Express Transcript Fee ⁵	20.00

¹ Non-refundable, except in California.

² Students who elect to change their schedule after registration may do so by completing a Course Add/Drop Request Form. The Course Add/Drop Fee is assessed for each request form submitted to the Student Services Department. Multiple changes may be submitted on one form.

³ A Graduation Fee is assessed to all degree-seeking students upon completion of their program of study and prior to the receipt of their diploma.

⁴ Students enrolled in no greater than 1 credit hour each semester are exempt from the Student Activity Fee.

⁵ An Express Transcript Fee is charged for transcripts requested to be sent via an overnight carrier.

Faculty Descriptions

COLLEGE OF BUSINESS AND INFORMATIONAL TECHNOLOGY

Paula King, PhD
University of Minnesota
Program Chair, Business and Information Technology

Marc McIntosh, MBA
Harvard Business School
Assistant Professor, Business and Information Technology

Robert Van Cleave, PhD
University of Minnesota
Program Chair, Undergraduate Business and Information Technology

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

David Lange, PhD
University of Minnesota
Program Chair, Education and Human Development

COLLEGE OF PSYCHOLOGY AND BEHAVIORAL SCIENCES

Madaline Barnes, PhD, LP
Washington State University
Associate Professor, Clinical Psychology

Marcia Bennett, PhD, LP
University of Nebraska–Lincoln
Assistant Professor, Clinical Psychology

Isabel Chell, PhD, LP
University of Minnesota
Assistant Professor, Clinical Psychology

Nicholas Griffith, PsyD
Minnesota School of Professional Psychology
Associate Professor, Clinical Psychology

Debra Huntley, PhD
University of Houston
Program Chair, Undergraduate Psychology

Karen Irvin, PhD, LP, LMFT
University of Minnesota
Program Chair, Marriage & Family Therapy

Danielle Jordan, PhD, LP
Washington State University
Associate Professor, Clinical Psychology

Greg Korgeski, PhD
University of Minnesota
Assistant Professor, Clinical Psychology

Bruce Minor, MS
University of Wisconsin at Stout
Assistant Professor, Marriage & Family Therapy

James Nelson, PhD
University of Minnesota
Associate Professor, Marriage & Family Therapy

Jody Nelson, EdD
University of St. Thomas
Assistant Professor, Marriage and Family Therapy

R. Paul Olson, M.Div., PhD, ABAP, LP
University of Illinois–Urbana–Champaign
Professor, Clinical Psychology

John T. O'Regan, PhD, MBA, LP
University of Missouri–Columbia
Professor, Clinical Psychology

Skye Payne, PhD, LP
University of New York–Rochester
Professor, Clinical Psychology

Martha Pottle, MA
University of St. Mary's
Assistant Professor, Undergraduate Psychology

Joe Reid, PhD
University of Minnesota
Associate Professor, Marriage & Family Therapy

Jack Schaffer, PhD, ABPP, LP
University of North Dakota–Grand Forks
Professor, Clinical Psychology

Shannon Schmidt, PsyD, LP
University of Saint Thomas
Assistant Professor, Clinical Psychology

Kenneth Solberg, PhD, LP
University of Wisconsin–Madison
Program Chair, Clinical Psychology

Phyllis Solon, PsyD, LP
Minnesota School of Professional Psychology
Assistant Professor, Clinical Psychology

Jim Theisen, PhD
Fuller Graduate School of Psychology
Assistant Professor, Clinical Psychology

COLLEGE OF HEALTH SCIENCES

Serene Abrahams, BA, CVT
Grinnell College
Instructor, Veterinary Technology

Julie Akason, BSN, RN, PHN
University of Wisconsin–Eau Claire
Program Chair, Medical Assisting

Debra Arver, BS, RDH
University of Minnesota
Instructor, Dental Hygiene

Patricia Ball, RT(R)
Hennepin County School of X-Ray Technology
Associate Program Chair, Radiologic Technology

Roger Beckering, BA, MLT (ASCP)
Iowa State University
Instructor, Medical Laboratory Technology

Dinah Bunn, EdD, RDH
Argosy University/Twin Cities
Program Chair, Dental Hygiene

Susan Burnett, DVM
Michigan State University
Program Chair, Veterinary Technology

Cheryl Coyle, DVM
University of Minnesota
Instructor, Veterinary Technology

Katie DeCosse, BSW, CVT
College of St. Catherine
Clinical Coordinator, Veterinary Technology

Jennie Durant, RDMS, RVT, RDCS
North Memorial School of Xray Technique
Instructor, Diagnostic Medical Sonography

Jennifer Ellis, BS, CVT
University of Minnesota
Instructor/Animal Clinic Manager, Veterinary Technology

Patricia Enocson, BSN
University of Kristianstad
Instructor, Medical Assisting

Paula Lind Fitzpatrick, BS, CVT
North Dakota State University
Curriculum Coordinator, Veterinary Technology

Patricia Fountinelle, MS, RT(R)(T), CMD
University of St. Francis
Program Chair, Radiation Therapy

Barbara Goodell, BS, RDMS
University of St. Francis
Instructor, Diagnostic Medical Sonography

Maria Gorham, AAS, CVT
Medical Institute of Minnesota
Instructor, Veterinary Technology

John Hamer, BS, BEd
Mesa State College
Instructor, Health Sciences Programs

Karen Helfinstine, RDCS, RCS
Mayo Clinic College of Medicine
Clinical Coordinator, Diagnostic Medical Sonography-Echocardiography

Tracey Heyder-Kitching, BA, RVT
Lakehead University
Instructor, Veterinary Technology

D. Michael Hulse, DVM
University of Minnesota
Instructor, Veterinary Technology

Susan Hummel, BS, RT(R), RDMS
University of St. Francis
Program Chair, Diagnostic Medical Sonography

Deb Jambor, BS, RT(R)
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Program Chair, Radiologic Technology

Jodi Jensen, BA, HTL (ASCP)
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Clinical Coordinator, Histotechnology

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Sally Marquardt, AAS, CVT

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Instructor, Veterinary Technology

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Argosy University/Twin Cities
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Jaime Olson, RT(R)(T)

Century Community and Technical College
Clinical Coordinator, Radiation Therapy

Georgeta Poliac, MS, HT

Medical Institute of Minnesota
Instructor, Histotechnology

Chris Reed, AAS, RT(R)

Argosy University/Twin Cities
Instructor, Radiologic Technology

Lorna Ruskin, BS, ASCP

Moorhead State University
Clinical Coordinator, Medical Laboratory Technology

Christine Salm-Little, ST, CMA

North Central Technical College
Instructor, Medical Assisting

Elizabeth Schillinger, BA, CVT

Winona State University
Instructor, Veterinary Technology

Joyce Sohrabian, BA, HT, MLT, ASCP

Metropolitan State University
Program Chair, Histotechnology

Denise Stearns, RDMS

Houston Community College
Clinical Coordinator, Gen. Concentration, Diagnostic Medical Sonography

Kevin Swanson, MT (ASCP), DC

Northwestern Health Science University
Program Chair, Medical Laboratory Technology

GENERAL EDUCATION FACULTY

Nasim Ahmad, MS

University of Karachi
Assistant Professor, General Education

Saundra Foderick, MA

St. Cloud State University
Instructor, General Education

Jill Johnson, MPA

Hamline University
Program Chair, General Education

Douglas Latuseck, MA

St. Mary's University of Minnesota
Instructor, General Education

Heather Wainwright, PhD(c)

University of Minnesota
Instructor, General Education



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