

2009 – 2010 Academic Catalog



College of Education



Effective September 1, 2009 – August 31, 2010

argosy.edu

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Introduction

ACCREDITATION

Institutional Accreditation

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

State Licensing

Argosy University is authorized to offer degree-granting programs in each of the states in which the institution operates a campus.

Argosy University, Atlanta is authorized by the Georgia Nonpublic Post-secondary Education Commission (2082 East Exchange Place, Suite 220, Tucker, GA 30084-5305, 1.770.414.3300).

Argosy University, Chicago and Argosy University, Schaumburg are authorized by the Illinois Board of Higher Education (431 East Adams, Second Floor, Springfield, IL 62701, 1.217.782.2551, www.ibhe.state.il.us/default.htm).

Argosy University, Dallas is authorized by the Texas Higher Education Coordinating Board (Box 12788, Austin, Texas 78711, 1.512.427.6101).

Argosy University, Denver campus is regulated by the Colorado Commission on Higher Education (CCHE), 1560 Broadway, Suite 1600, Denver, CO 80202. 1.303.866.2723.

Argosy University, Inland Empire; Argosy University Los Angeles; Argosy University, Orange County; Argosy University, San Diego; and Argosy University, San Francisco Bay Area were granted approval to operate by the California Bureau for Private Post-secondary and Vocational Education prior to the dissolution of the agency. For information about regulation in California at this time please contact the California Department of Consumer Affairs (1625 North Market Boulevard, Suite S-308, Sacramento, CA 95834, 1.916.574.8200, www.bppve.ca.gov).

Argosy University, Nashville is authorized by the Tennessee Higher Education Commission (Parkway Towers, Suite 1900, 404 James Robertson Parkway, Nashville, TN 37243, 1.615.741.5293). This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Argosy University, Phoenix is authorized by the Arizona State Board for Private Postsecondary Education (1400 West Washington Street, Room 2560, Phoenix, AZ 85007, 1.602.542.5709, <http://azppse.state.az.us>).

Argosy University, Salt Lake City is exempt from registration pursuant to the Utah Postsecondary Proprietary School Act. Any questions should be directed to the Utah Division of Consumer Protection (UDCP) (160 East 300 South, Second Floor, Salt Lake City, UT 84114, 801-530-6601).

Argosy University, Sarasota and Argosy University, Tampa are licensed by the Commission of Independent Education, Florida Department of Education. Additional information regarding the institutions may be obtained by contacting the Commission at 325 West Gaines Street, Suite 1414, Tallahassee, FL 32399, 1.888.224.6684

Argosy University, Seattle is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes Argosy University to offer the following degree programs: Bachelor of Arts in Liberal Arts; Bachelor of Arts in Psychology; Bachelor of Science in Business Administration; Bachelor of Science in Criminal Justice; Master of Arts in Clinical Psychology; Master of Arts in Counseling Psychology; Master of Arts in Education in Adult Education and Training; Master of Arts in Education in Instructional Leadership; Master of Arts in Education in Educational Leadership; Master of Business Administration; Master of Science in Management; Doctor of Business Administration; Doctor of Education in Community College Executive Leadership; Doctor of Education in Counseling Psychology; Doctor of Education in Educational Leadership; Doctor of Education in Instructional Leadership; and Doctor of Psychology in Clinical Psychology. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430.

Argosy University, Twin Cities is registered as a private institution with the Minnesota Office of Higher Education (1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, 1.651.642.0567, www.ohe.state.mn.us) pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Argosy University, Washington DC is certified to operate by the State Council of Higher Education for Virginia (James Monroe Building, 101 North 14th Street, Richmond, VA 23219, 1.804.225.2600).

Each course or degree, diploma, or certificate program offered in Virginia is approved by the governing board of the institution; Argosy University, Chicago, the main campus of Argosy University, is authorized by the Illinois Board of Higher Education (431 E. Adams, 2nd Floor, Springfield, IL 62701, 1.217.782.2551) to operate and grant all degrees offered at the Argosy University, Washington DC. Any credit earned for coursework offered by Argosy University, Washington DC can be transferred to Argosy University, Chicago as part of an existing degree, diploma, or certificate program offered by the institution.

Argosy University, Hawai'i: The state of Hawai'i does not regulate private, post-secondary institutions.

Any person wishing to review a copy of Argosy University's accreditation, licensure, or approval may do so by contacting the campus president.

STATEMENT OF MISSION

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

VALUES

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

We Believe in Quality

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

We Believe in Access

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

We Believe in Diversity

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

We Believe in Student Focus

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

We Believe in Practicality

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

We Believe in Respect

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

Approved by Board of Trustees during Strategic Planning in 2006.

STATEMENT OF PURPOSES

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

HISTORY AND PHILOSOPHY

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

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

Argosy University's programs in business and education also provide students with a solid practical and theoretical foundation.

These programs, which for more than 30 years were offered at the University of Sarasota (formerly Laurence University), had a specific focus of providing educational opportunities at the graduate level to working adults without requiring them to compromise their professional or personal lives. This was accomplished through a unique delivery format involving a mix of distance learning and brief, intensive on-campus study periods. In 1976, the state of Florida granted licensure to the University to offer the Doctor of Education (EdD). In 1990, the University was accredited by the Southern Association of

Colleges and Schools (SACS) to offer master's and doctoral degrees, which was eventually expanded to include bachelor's completion programs. The institution also found strong demand for its programs and delivery methods, adding new campuses and new programs, widening the opportunities for working professionals interested in pursuing post-secondary education.

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

OWNERSHIP

Argosy University is owned by Argosy Education Group, Inc. which through two limited liability companies is a subsidiary of Education Management Corporation. Argosy Education Group, Inc. is located at 205 North Michigan Avenue, 13th Floor, Chicago, IL 60601, 312.899.9900 and Education Management Corporation is located at 210 Sixth Avenue, Suite 3300, Pittsburgh, PA 15222.

GOVERNANCE

Board of Trustees

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

Argosy University Administration

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

Campus Administration

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

Advisory Boards

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

Institutional Policies

ACADEMIC AND PROFESSIONAL STANDARDS

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

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

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

OUTCOMES ASSESSMENT

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

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

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

PHILOSOPHY OF INSTRUCTION

The primary objective of Argosy University is to educate and prepare students for careers in professional fields. To achieve this, each campus provides an environment that integrates theory, training, research, and applications of the discipline. A faculty composed of individuals who are both practitioners and scholars guide students through coursework and field experiences so that they can learn the work involved in their profession and understand how formal knowledge and practice operate to inform and enrich each other. Sensitivity to diverse populations and to populations with specific needs requires exposure to new knowledge about such groups and issues. Students are educated through field training and practical experiences as appropriate to their discipline, as well as through the study of a comprehensive academic curriculum.

COMMITMENT TO DIVERSITY

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

NOTICE OF NONDISCRIMINATION

Argosy University does not discriminate or harass on the basis of race, color, national origin, sex, gender, sexual orientation, disability, age, religion, genetic marker, or any other characteristic protected by state, local or federal law, in our programs and activities. Each campus has designated a staff member to handle inquiries and coordinate individual campus compliance efforts regarding the nondiscrimination policy.

STUDENT GRIEVANCE PROCEDURE FOR INTERNAL COMPLAINTS OF DISCRIMINATION AND HARASSMENT

Students who believe they have been subjected to discrimination or harassment in violation of this policy should follow the procedure outlined below. Students with complaints not related to discrimination or harassment should refer to the “Student Complaint Procedure” in section 4 of this catalog or, if regarding grades, to the “Grade Appeal Procedures” in section 7 of this catalog. Student complaints about Disability Services will be handled in accordance with this policy. The Student Grievance Procedure is intended to provide a fair, prompt, and reliable determination about whether the Argosy University non-discrimination policy has been violated.

1. Complainants are encouraged to file a written complaint as soon as possible after an alleged incident of discrimination has occurred. Any student who chooses to file a discrimination complaint should present the complaint in writing to the director of Student Services (or designee), or vice president of Academic Affairs at your campus, or if the complaint is about those individuals themselves, then to the campus president. This individual will investigate the complaint or appoint an appropriate investigator.

The complaint should describe the alleged incident(s) and any corrective action sought. The complaint should be signed by the student. In most cases, the person accused of discrimination will be notified of the complaint.

2. The person accused of discrimination will have up to fourteen calendar days to respond to the complaint in writing, if he or she so requests in writing. The signed written response should be submitted to the investigator.
3. The director of Student Services (or designee) or vice president of Academic Affairs will investigate the allegations promptly without regard to whether or not the accused has submitted a written response. Both the complainant and the accused will have the opportunity to meet and discuss the allegations with the investigator and may offer any witnesses in support of their position to the investigator during the course of the investigation. A student may be accompanied during investigation meetings and discussions by one person (family member, friend, etc.) who can act as an observer, provide emotional support, and/or assist the student in understanding and cooperating in the investigation. The observer may not be an attorney, unless otherwise required by local law. It is the sole discretion of the investigator to remove or prohibit from attending anyone who disrupts the meeting.
4. The investigator will determine whether a violation of the Argosy University nondiscrimination policy has occurred, and will issue a written determination within 45 days of the receipt of the complaint. If the investigator determines that the policy has been violated, he or she will also recommend corrective action.
5. The student may appeal any final decision under this policy by using procedures of the “Student Right to Appeal” described in section 4 of this catalog under “Student Rights and Responsibilities.”
6. Matters involving general student complaints will be addressed according to the “Student Complaint Procedure” described in section 4 of this catalog under “Student Rights and Responsibilities.”

For more information about your rights under the federal laws prohibiting discrimination, please contact the Office for Civil Rights at the U.S. Department of Education or visit the Web site at <http://www.ed.gov/ocr>.

RIGHT TO CHANGE REQUIREMENTS

This catalog and its contents are subject to change without notice. Argosy University reserves the right to change the policies contained within this catalog from time to time. Notice is not required for a new policy to take effect, however Argosy University will make reasonable attempts to notify students promptly of any policy changes through Web site or email postings, mail distributions or other methods deemed appropriate by university administration.

Students will normally follow the degree requirements in effect at the time of their matriculation. However, a student who changes degree programs or fails to maintain

continuous enrollment may be required to follow the Academic Catalog in effect at the time of the change. Furthermore, requirements of government agencies, accreditation agencies, and other regulatory bodies may influence a student's degree requirements. Possible changes include, but are not limited to, graduation requirements, admission requirements, tuition, fees, curricula, and course content. Students are responsible for making themselves aware of any changes.

LICENSING/REGISTERING/CERTIFICATION

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

DISABILITY SERVICES

Argosy University provides accommodations to qualified students with disabilities. The Disability Services Office assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting their success at Argosy University.

Argosy University is committed to providing qualified students with a disability an equal opportunity to access the benefits, rights and privileges of college services, programs and activities in compliance with The Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

Students who believe they are in need of accommodations should contact the Disability Services coordinator. If you have a concern or complaint in this regard, please contact the Student Services Department. Complaints will be handled in accordance with the Argosy University's Student Grievance Procedure for Internal Complaints of Discrimination and Harassment.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

I. Procedure to Inspect Education Records

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

Certain limitations exist on a student's right to inspect and review their own education records. Those limitations include, for example, the following: (i) financial information submitted by parents; (ii) confidential letters and recommendations placed in their files prior

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

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

II. Disclosure of Educational Records

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

1. To Argosy University officials who have been determined by the university to have legitimate educational interests in the records. A university official is
 - a. a person employed by the school or its corporate parent in an administrative, supervisory, academic or research, or support staff position. This includes, but is not limited to human resources and accounting staff for purposes of the tuition reimbursement plan; or
 - b. a person employed by or under contract to the university to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another university official. Any university official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for Argosy University has a legitimate educational interest.
2. To certain officials of the United States Department of Education, the Comptroller General of the United States, the Attorney General of the United States, and state and local educational authorities in connection with state or federally supported educational programs.
3. In connection with the student's request for, or receipt of, financial aid necessary to determine the eligibility, amounts or conditions of financial aid, or to enforce the terms and conditions of the aid.
4. To organizations conducting certain studies for or on behalf of the university.
5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.

6. To parents of a dependent student, as defined in Section 152 of the Internal Revenue Code.
7. To comply with a judicial order or lawfully issued subpoena.
8. To appropriate parties in health or safety emergencies.
9. To officials of another school, upon request, in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a nonforcible sexual offense, the final results of the disciplinary proceedings conducted by the university against the alleged perpetrator of that crime or offense with respect to that crime or offense.
11. To persons in addition to the victim of a crime of violence or nonforcible sexual offense, the final results of the disciplinary proceedings described in paragraph 10 above but only if the university has determined that a student is the perpetrator of a crime of violence or non-forcible sexual offense, and with respect to the allegation made against him or her, the student has committed a violation of the institution's rules or policies. (The university, in such instances, may only disclose the name of the perpetrator — not the name of any other student, including a victim or witness — without the prior written consent of the other student(s)).
12. To a parent regarding the student's violation of any federal, state, or local law or of any rules or policy of the university governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (see section IV).
14. Student Recruiting Information as requested by the U.S. Military. Student recruiting information includes ONLY: name, address, telephone listing, age or date of birth, class level, academic major, place of birth, degrees received and most recent educational institution attended. It does not include and Argosy University will not provide: social security numbers, race, ethnicity, nationality, GPA, grades, low performing student lists, religious affiliation, students with loans in default, veteran's status, students no longer enrolled. Students who opt out of the directory also opt out of student recruiting information.

III. Record of Requests for Disclosure

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

IV. Directory Information

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

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

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

V. Correction of Educational Records

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

1. A student must ask the campus director of Student Services or Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.
2. Argosy University may either amend the record or decide not to amend the record. If it decides not to amend the record, it will notify the student of its decision and advise the student of the right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.

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

VI. Student Right to File Complaint

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

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

GRADUATION/COMPLETION RATES

According to regulations published by the U.S. Department of Education based on the Student Right-to-Know act, the graduation/completion rates for first time, full-time students who entered school in 2002 and who graduated/completed within 150 percent of the normal time to complete the program is 50%. It was not until the 2007-2008 academic year that enrollment of first-time, full-time freshmen was expanded to additional Argosy University campuses beyond the Argosy University, Twin Cities campus. Campuses other than Argosy University, Twin Cities do not have any first-time full-time students and, therefore, did not have any data to be included in the rate.

ARBITRATION AGREEMENT

The student and Argosy University agree that any dispute or claim between the student and Argosy University (or any company affiliated with Argosy University, or any of its officers, directors, trustees, employees or agents) arising out of or relating to this enrollment agreement or, absent such agreement, the student's enrollment or attendance at Argosy University, whether such dispute arises before, during, or after the student's attendance and whether the dispute is based on contract, tort, statute, or otherwise, shall be, at the student's or Argosy University's election, submitted to and resolved by individual binding arbitration pursuant to the terms described herein.

If the student decides to initiate arbitration, the student may select either, JAMS or the National Arbitration Forum ("NAF") to serve as the arbitration administrator pursuant to its rules of procedure. If Argosy University intends to initiate arbitration, it will notify the student in writing by regular mail at the student's latest address on file with Argosy University, and the student will have 20 days from the date of the letter to select one of these organizations as the administrator. If the student fails to select an administrator within that 20-day period, Argosy University will select one.

Argosy University agrees that it will not elect to arbitrate any individual claim of less than \$5,000 that the student brings in small claims court (or in a similar court of limited jurisdiction subject to expedited procedures). If that claim is transferred or appealed to a different court, however, or if the student's claim exceeds \$5,000, Argosy University reserves the right to elect arbitration and, if it does so, the student agrees that the matter will be resolved by binding arbitration pursuant to the terms of this section.

IF EITHER THE STUDENT OR ARGOSY UNIVERSITY CHOOSES ARBITRATION, NEITHER PARTY WILL HAVE THE RIGHT TO A JURY TRIAL, TO ENGAGE IN DISCOVERY, EXCEPT AS PROVIDED IN THE APPLICABLE ARBITRATION RULES, OR OTHERWISE TO LITIGATE THE DISPUTE OR CLAIM IN ANY COURT (OTHER THAN IN SMALL CLAIMS OR SIMILAR COURT, AS SET FORTH IN THE PRECEDING PARAGRAPH, OR IN AN ACTION TO ENFORCE THE ARBITRATOR'S AWARD). FURTHER, THE STUDENT WILL NOT HAVE THE RIGHT TO PARTICIPATE AS A REPRESENTATIVE OR MEMBER OF ANY CLASS OF CLAIMANT'S PERTAINING TO ANY CLAIM SUBJECT TO ARBITRATION. THE ARBITRATOR'S DECISION WILL BE FINAL AND BINDING. OTHER RIGHTS THAT THE STUDENT OR ARGOSY UNIVERSITY WOULD HAVE IN COURT ALSO MAY NOT BE AVAILABLE IN ARBITRATION.

The arbitrator shall have no authority to arbitrate claims on a class action basis, and claims brought by or against the student may not be joined or consolidated with claims brought by or against any other person. Any arbitration hearing shall take place in the federal judicial district in which the student resides. Upon the student's written request, Argosy University will pay the filing fees charged by the arbitration administrator, up to a maximum of \$3,500 per claim. Each party will bear the expense of its own attorneys, experts and witnesses, regardless of which party prevails, unless applicable law or this Agreement gives a right to recover any of those fees from the other party. If the arbitrator determines that any claim or defense is frivolous or wrongfully intended to oppress the other party, the arbitrator may award sanctions in the form of fees and expenses reasonably incurred by the other party (including arbitration administration fees, arbitrators' fees, and attorney, expert and witness fees), to the extent such fees and expenses could be imposed under Rule 11 of the Federal Rules of Civil Procedure.

The Federal Arbitration Act ("FAA"), 9 U.S.C. §§ 1, et seq., shall govern this arbitration provision. This arbitration provision shall survive the termination of the student's relationship with Argosy University. If the student has a question about the arbitration administrators mentioned above, the student can contact them as follows: JAMS, 45 Broadway, 28th Floor, New York, NY, 10006, www.jamsadr.com, 800.352.5267; National Arbitration Forum, P.O. Box 50191, Minneapolis, MN, 55405, www.arb-forum.com, 800.474.2371.

The above supersedes any inconsistent arbitration provision published in any other document.

Health/Safety Policies and Procedures

PROFESSIONAL CONDUCT

Argosy University is committed to providing workplaces and learning environments that are free from harassment on the basis of any protected classification including, but not limited to race, sex, gender, color, religion, sexual orientation, age, national origin, disability, medical condition, marital status, veteran status or on any other basis protected by law. Such conduct is unprofessional, unproductive, illegal, and generally considered bad for business.

Consequently, all conduct of this nature is expressly prohibited, regardless of whether it violates any law.

Definition of Sexual Harassment

Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature where:

- a. Submission to such conduct is an explicit or implicit term or condition of a person's status in a course, program or activity or in admission, or in an academic decision;
- b. Submission to or rejection of such conduct is used as a basis for an academic decision; or
- c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work or educational environment.

Examples of sexual harassment include, but are not limited to: unwanted sexual advances; demands for sexual favors in exchange for favorable treatment; verbal abuse of a sexual nature; graphic commentary about an individual's body, sexual prowess, or sexual deficiencies; leering; whistling; touching; pinching; assault; coerced sexual acts; suggestive, insulting or obscene comments or gestures; stalking; and displaying sexually suggestible objects or pictures. Argosy University prohibits all conduct of this nature whether or not such conduct violates any applicable laws.

Other Forms of Harassment

Verbal abuse, insulting comments and gestures, and other harassing conduct are also forbidden under this policy when directed at an individual because of his or her race, color, sex, sexual orientation, familial status, age, religion, ethnic origin, or disability. It is the responsibility of each employee and each student to conduct himself or herself in a professional manner at all times and to refrain from such harassment.

Complaint Procedure

Students who feel they have been harassed should follow the Student Grievance Procedure for Internal Complaints of Discrimination and Harassment described in Section 2, Institutional Policies. Promptly after learning of such alleged conduct, Argosy University

will conduct an investigation for the purpose of determining whether prohibited harassment has occurred. Efforts will be made to ensure confidentiality to the extent consistent with the goal of conducting an appropriate investigation. Students who initiate or participate in such investigations in good faith will be protected against school-related retaliation. If an investigation confirms the allegations, Argosy University will take prompt corrective action, which may include discipline, up to and including immediate dismissal.

Anti-Hazing Policy

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

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

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

REPORTING AN ASSAULT

In the event of an assault on campus, victims should first call 911 for immediate help. A complete report of an assault on campus should be made promptly to a campus official, preferably within 48 hours of the occurrence. Faculty, administration, and staff are required to provide immediate support and assistance to the victim. At the victim’s request, the campus president or any administrator will assist victims in filing criminal charges with the appropriate law enforcement officials. In the event of an assault against a student or employee occurring off-campus, victims should call 911 to request police assistance and to report the crime in the jurisdiction in which the crime occurred. Argosy University will assist law enforcement authorities for the purposes of obtaining, securing, and maintaining evidence in connection with any alleged crime of violence committed on campus.

REPORTING HEALTH OR SAFETY HAZARDS

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

NO SMOKING POLICY

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

CAMPUS SECURITY REPORT

A Campus Security Report is published annually for each campus of Argosy University. Information on the following is included:

- Campus policies on reporting criminal actions and other emergencies
- Security and access to campus facilities
- Campus law enforcement
- Crime prevention programs
- Policy on the possession, use, and sale of alcoholic beverages and illegal drugs
- Drug and alcohol abuse programs
- Crime statistics

Copies of the report may be obtained from the Student Services Department and are distributed annually to all Argosy University students and employees.

HEALTH AND IMMUNIZATION

Minnesota Requirements

In an effort to control the spread of disease, Argosy University conforms to Minnesota state requirements that all students have the following current vaccinations: measles, mumps, rubella (after achieving the age of 12 months, or recent evidence of immunity) and diphtheria/tetanus booster (within ten years of starting date). Students who were born before 1957 are exempt from this requirement. Students who graduated from a Minnesota high school in 1997 or later are exempt from this requirement, as the student will have met the requirements as a high school student.

Hawai'i Requirements

The state of Hawai'i requires that all students enrolled in Hawai'i institutions of higher education show proof of measles, mumps, and rubella immunization (MMR), a measles #2 booster, and a tuberculosis test (TB). Medical Clearance Cards will be issued to students in compliance with these requirements and are valid for four years from the date of the student's last TB test. Forms can be obtained from the Student Services Department. Students will not be permitted to register without a valid Medical Clearance Card.

MEDICAL RESPONSIBILITY AND RISKS

When enrolling at Argosy University, the student accepts full financial responsibility for all medical treatment and care and/or disability costs for any illness and/or injury incurred while on campus or at an Argosy University-affiliated clinical training site. While on clinical

training/practicum/internship, students will adhere to standard health policies at their respective facilities. The student understands that neither Argosy University nor the affiliated clinical training/practicum/ internship facilities carry medical insurance or Workers' Compensation coverage for students of Argosy University. Argosy University will not accept responsibility for medical or other costs incurred by sick or injured students while on an Argosy University campus or on clinical training/practicum/internship.

Health Insurance

Optional health insurance is available to students through an outside agency. Contact the Student Services Department for information.

Liability Insurance

All students involved in field training (i.e. student teaching, practicum, and internship) must have liability insurance. Enrollment in the Argosy University Student Liability Insurance Plan occurs with the registration process. Enrollment in the Argosy University Student Liability Insurance Plan occurs with the registration process.

DRUG-FREE WORKPLACE AND CAMPUS

The use of illegal drugs and the abuse of alcohol on the campuses of Argosy University or in facilities controlled by Argosy University are prohibited by college regulations and are incompatible with the Argosy University goal of providing a healthy educational environment for students, faculty, staff and guests. The following information is provided in compliance with the Drug-Free Schools and Communities Act Amendments of 1989.

Effects of Drugs and Alcohol

Although individuals often use drugs and alcohol to achieve a variety of effects on mind and body that are found to be temporarily useful or pleasurable, drugs can be highly addictive and injurious. A person can pay a price in terms of his or her physical, emotional, and social health. This price can be paid in a number of ways. The risk of contracting sexually transmitted diseases, including AIDS, is increased through unwanted or unprotected sex when one is under the influence of drugs or alcohol. Drugs can be the trigger for violent crime. Economic and legal problems usually follow directly when one tries to support a drug habit by resorting to crime. The dependence, illness, loss of job, and loss of family or friends that can result from drug or alcohol use and abuse can be tragic. In keeping with the mission of Argosy University and the requirements of state and federal law, Argosy University has adopted this policy to ensure a drug-free campus and workplace and to prevent the use of controlled substances and the abuse of alcohol.

Health Risks Associated with the Use of Alcohol

Short-Term Risks

- Increased risks of accidents and injuries
- Alcohol-related traffic accidents (the leading cause of death for teens)
- Alcohol slows reaction time, decreases muscle coordination, and impairs vision
- Fatal overdose

- Unconsciousness or blackout
- Death by aspiration of vomit
- Nausea
- Gastritis

Long-Term Risks

- Increased blood pressure
- Increased risk of heart attack
- Brain damage resulting in permanent psychosis
- Cancer of the mouth, esophagus or stomach
- Liver damage (cirrhosis, alcohol hepatitis, cancer)
- Ulcers and gastritis
- Pancreatitis
- Birth defects
- In males — testicular atrophy and breast enlargement
- In females — increased risk of breast cancer
- Prolonged, excessive drinking can shorten life span by 10 – 12 years.

Health Risks Associated with the Use of Drugs

Amphetamines (Speed, Uppers)

- Malnutrition
- Hallucinations
- Dependence, psychological and sometimes physical

Delirants (Aerosols, Lighter Fluid, Paint Thinner)

- Permanent damage to lungs, brain, liver, bone marrow
- Loss of coordination, confusion, hallucinations
- Overdose causing convulsions, death

Depressants (Barbiturates, Tranquilizers, Methaqualone)

- Confusion, depression, loss of coordination
- Dependence, physical and psychological
- Coma, death (caused by overdose)
- Can be lethal when combined with alcohol

Hallucinogens (LSD, PCP, DMT, STP, Mescaline)

- Hallucinations, panic, irrational behaviors (which can lead to increased risk of accidents, injuries)
- Tolerance overdose leading to convulsions, coma, death
- Possible birth defects in children of LSD users

Intravenous Drug Use

- Places one at risk for HIV infection (the virus causing AIDS) when needles are shared

Marijuana and Hashish

- Chronic bronchitis
- Decreased vital capacity
- Increased risk of lung cancer
- In men — lower levels of testosterone and increase in abnormal sperm count

Stimulants (Cocaine)

- Painful nosebleeds and nasal erosion
- Intense “downs” that result in physical and/or emotional discomfort
- Tolerance and physical dependence can develop

Narcotics (Heroin, Morphine, Codeine, Opium)

- Malnutrition
- Hepatitis
- Loss of judgment and self-control leading to increased risk of accidents, injuries
- Dependence
- Overdose leading to convulsions, coma, death

Sanctions

Argosy University Sanctions

Argosy University, in all of its actions, seeks to uphold local, state and federal laws. Insofar as permitted by these laws, Argosy University will apply sanctions that could lead to a student being fined, suspended or expelled or an employee being disciplined, suspended or dismissed for violation of the Argosy University standards of conduct. Students and employees may also be referred for prosecution. Disciplinary sanctions may include the completion of an appropriate rehabilitation program, at the student's or employee's expense, if necessary.

General State Laws

Individuals under 21 may not purchase, accept as a gift, or possess alcoholic beverages on any street or highway or other public place. Consumption by minors is expressly prohibited. Licensees to sell alcoholic beverages are prohibited from selling, giving, or delivering alcohol

beverages to anyone under 21 years of age. It is unlawful for anyone of legal age to purchase or obtain alcoholic beverages and then sell, give, or deliver them to a minor.

Federal Sanctions

Federal penalties and sanctions for illegal possession of a controlled substance include the following:

First Conviction Up to 1 year in prison, fine of \$1,000 to \$100,000, or both

Second Conviction At least 15 days and up to 2 years imprisonment, \$5,000 to \$250,000 fine, or both

After Two Drug Convictions At least 90 days and up to 3 years in prison, \$5,000 to \$250,000 fine, or both

Special federal sentencing provisions for possession of crack cocaine include a mandatory prison term of at least 5 years and up to 20 years, fine of up to \$250,000, or both, for a first conviction if the amount of crack exceeds 5 grams, for a second conviction if amount exceeds 3 grams, and for a third or subsequent conviction if the amount exceeds 1 gram.

Additional federal sanctions may also apply including forfeiture of vehicles used to transport controlled substances, denial of federal benefits including student loans, grants, and contracts and denial or revocation of certain federal licenses and benefits.

Convictions for Drug-Related Offenses

Any student convicted of any drug-related criminal statute must notify the director of Student Services, in writing, no later than five days after such conviction regardless of where the offense occurred. This is because under federal and state laws, any student convicted of a drug-related felony offense must be denied all federal and state assistance, including Pell Grants and state-specific grants. However, a criminal conviction shall not be necessary to find that a student has violated these standards of conduct, and Argosy University need not, and ordinarily will not, defer its own actions and sanctions pending the outcome of any criminal proceeding.

Danger Signals Indicating a Drug or Alcohol Problem

Following is a listing of classic danger signals that may indicate the presence of a drug or alcohol problem:

- Abrupt changes in mood or attitude
- Decreased efficiency at work or at school
- Frequent absences, tardiness, and/or early departures
- Relationship problems with family, friends, and co-workers
- Unusual outbursts of anger and hostility
- Social withdrawal

Counseling, Treatment, or Rehabilitation Program

Any student or employee who fails to abide by the terms of the above policy may be required to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Resources

Specific programs of counseling or rehabilitation are available in the metropolitan area of each campus. The Student Services Department can provide a list of referral sources to students.

Student Rights and Responsibilities

STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES

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

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

ARGOSY UNIVERSITY ETHICAL CODE OF CONDUCT

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

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

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

- Disrupting the study of others or of Argosy University activities, or interfering with the freedom of movement of any member or guest of the Argosy University community.
- Deliberate interference with academic freedom, freedom of speech, or movement of any member or guest of the Argosy University community.
- Participation in any activity that disrupts or interferes with the education of others or the orderly operation of Argosy University.
- Physical abuse, threatening acts, or harassment toward others.
- Students in all programs are also required to demonstrate behavior that conforms to standard codes of conduct of their respective disciplines.

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

ACADEMIC DISHONESTY/PLAGIARISM

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

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

INSTITUTIONAL REVIEW BOARD

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

To ensure the highest quality research and to protect subjects involved in that research, Argosy University requires that all students, faculty and investigators complete human subjects protection training. To facilitate this training, Argosy University has arranged for

a web-based training and assurance program in human research subjects protection through the Collaborative Institutional Training Initiative (CITI).

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

STUDENT PROFESSIONAL DEVELOPMENT COMMITTEE

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

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

STUDENT PROFESSIONAL DEVELOPMENT COMMITTEE POLICIES AND PROCEDURES

I. Purpose and Scope

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

a) Monitoring Academic Progress

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

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

b) Monitoring Professional Competence and Conduct

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

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

Sample behaviors that could result in referral to the committee are: Student
demonstrates an inability to control anger
uses insulting or profane words
uses intimidating tactics
demonstrates inability to tolerate cultural or lifestyle differences
demonstrates dishonest or unethical behavior

- Self-awareness, self-reflection, and self-evaluation; examples of which include the following:
 - Ability to formulate and express observations/impressions
 - Interpersonal interactions provide evidence that student understands how one's behavior affects relationships with others

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

Student demonstrates a lack of awareness or inability to manage own limitations and responsibilities; for example, does not allow enough time to study, turns assignments in late with some regularity avoids responsibility for situations by blaming others

- Openness to process of supervision; examples of which include the following:
 - Uses professional language to communicate even when agitated, uses the appropriate chain of command, etc.
 - Subsequent clinical work samples and/or interpersonal interactions reveal evidence that student has understood and applied supervisory feedback

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

demonstrates overt hostile reaction to supervision
refuses or is unable to adjust behavior in response to clearly communicated feedback

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

Sample behaviors that could result in referral to the committee are: Student consistently fails to give appropriate credit to others
demonstrates pattern of overreaction to a small slight
demonstrates inability or refusal to accept academic inquiry or disagreement or to work collaboratively in a professional or academic environment

II. Procedures

a) Referral Procedure

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

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

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

- a)** request additional information,
- b)** reject the referral.
- c)** refer the student back to the student's advisor or faculty member with instructions,
- d)** refer the complaint to the Student Conduct Committee or,
- e)** accept the referral. Once a referral is accepted, a meeting date is determined and the student in question is notified in writing of the meeting date and the concerns brought before the committee. The committee may request additional information from any source available to it.

b) Committee Procedures

The following procedures govern the actions of the SPDC:

- The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the complaint.
- In advance of the hearing date, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance of the hearing.
- The student may submit written information relevant to the situation to the Chair within 48 hours prior to the hearing. All written documentation to be considered by the committee should be made available for review by the student in advance of the hearing.

- If a student does not to attend a duly noticed meeting, the SPDC may continue its action and render a decision.
- The student is permitted to have a support person for example, another student, faculty, staff member, friend or family present during the hearing. The support person must not act as an attorney or an advocate. Students are expected to speak on their own behalf.
- The student is not permitted to bring legal counsel to committee meetings.
- Verbatim transcription or electronic recording of the meeting is not normally permitted, and never without the consent of all parties in the room.
- The committee should assure itself that the student has had a fair opportunity to understand the charges against him or her and that the student has had an opportunity to respond.
- After the meeting the committee members shall render a decision on what course of action, if any, is required. The outcomes may include, but are not limited to the following:
 - No action required
 - Letter of concern for student file
 - Individual consultation with faculty member recommended by the committee
 - Tutorial assistance
 - Referral to advisor, training director or Training Committee for remediation
 - Recommendation for referral to outside resources
 - Academic or behavioral remediation; note that any remediation should include specified desired outcomes and consequences and a process for monitoring
 - Structured monitoring of progress with specific and structured remediation actions required
 - Probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements
 - Referral to the Student Conduct Committee (SCC) with recommendations for program dismissal
 - The committee should also consider whether any follow up action is required with an internship or practicum site (to the Internship or Practicum Coordinator) or with an instructor (to the program chair or dean) or with another student (to the director of Student Services
 - The committee shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within 30 business days of the date of the meeting. In all cases, the faculty should describe the problems before it and the recommended solutions in specific detail.

c) Requesting Additional Evaluation by Professionals

When a student claims a disability, the SPDC should refer the student to the campus Disability Services Coordinator to determine if the student needs accommodations for committee proceedings. All students with or without a documented disability must perform to the standards of conduct and academic achievement required by Argosy University. Accommodations are not retroactive and the failure to request accommodations does not forgive past difficulties. Referral for mandatory evaluation is the purview of the Student Conduct Committee (SCC). The SCC may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected). In such cases, the evaluation is to determine the health and safety of the student and the campus. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, the director of Student Services will contact the proper authorities.

d) Appeal Process

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

III. Committee Membership

The SPDC consists of at least three (3) voting members to be comprised of faculty. Where three voting members from a single department are not available, membership may be interdepartmental. A staff member may be added at the discretion of the campus vice president of Academic Affairs or campus president. In addition, a student appearing before the SPDC may request that another student from the program, selected by faculty, be added as a student representative of the program and as a fourth committee member. The committee will determine whether or not student members are voting members. Faculty members are selected by the program chair or dean. If requesting a student member, the student before the committee should also sign a form giving the school permission to share educational and other records with the student committee member. The student committee member should sign acknowledging that the student will not further disclose educational and other student records beyond any disclosures required by the student's committee duties or otherwise necessary to investigate issues before the committee.

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

STUDENT CONDUCT COMMITTEE

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

recommendations of the SPDC and failure to meet the academic and professional standards of the program.

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

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

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

STUDENT CONDUCT COMMITTEE POLICIES AND PROCEDURES

I. Purpose and Scope

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

II. Procedures

a) Complaint Procedures

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

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

b) Committee Procedures

The following procedures govern the actions of the SCC:

- The student should be notified in writing of the charges and pending action of the SCC
- The director of Student Services (or designee) will schedule a committee hearing within 7 to 21 business days of notifying the student of the charges and pending action by the SCC
- The student should receive written notification of the time and date of the hearing as well as the specific allegations against them including any supporting documentation that will be reviewed by the SCC prior to the hearing
- In the event that the student does not attend the proceedings, the SCC should commence deliberation and render a decision
- The student is permitted to have a support person, for example, another student, faculty, staff member, friend or family present during the hearing. The support person must not act as an attorney or an advocate. Students are expected to speak on their own behalf
- The student is not permitted to bring legal counsel to committee meetings
- Witnesses with knowledge of circumstances related to the alleged infraction are permitted to present information during the hearing and pertinent records, exhibits and written statements may be accepted as evidence for consideration by the SCC
- Any procedural questions raised during the process should be addressed by the committee
- After the hearing, the SCC shall render a decision regarding the merits of the allegations. If the SCC determines that a violation has occurred, the SCC will determine what sanctions are appropriate, including, but not limited to: a) issue a warning to the student, b) place the student on general probation with a remediation plan c) place the student on administrative leave of absence and establish conditions for reentry, or d) dismiss the student from Argosy University
- Within 30 business days of the hearing the student should be informed in writing of the disciplinary action, as well as the conditions that must be met in order to remove the disciplinary action, if appropriate. Information regarding the student's right to appeal should be included
- Copies of the referral letter, evidence, letter of notification, minutes, and the letter sent to the student describing the disciplinary action are retained in the SCC records and a copy of the disciplinary letter is placed in the student file. A copy of the disciplinary letter is also provided to the student's program chair. The referral source, faculty, and administration will be informed of the outcome on a need to know only basis in accordance with the Family Educational and Privacy Rights Act (FERPA)

c) Mandatory Evaluations

The SCC may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected) in order to determine the health and safety of the student and the

campus. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, the director of Student Services will contact the proper authorities.

d) Administrative Leave of Absence

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

e) Violations of Law

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

f) Appeal Process

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

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

III. Committee Membership

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

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

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

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

STUDENT COMPLAINT PROCEDURE

Students may use this complaint procedure to address complaints that are not otherwise covered by a more specific policy. Students who have a complaint regarding grades should refer to the “Grade Appeal Procedures” in section 7 of this catalog. Students with complaints about possible bias and harassment or Disability Service should refer to the “Student Grievance Procedure for Internal Complaints of Discrimination and Harassment” in section 2 of this catalog. The institutional community benefits from prompt resolution of issues. Before pursuing the Student Complaint Procedure, the student should first discuss the problem or complaints with the individuals involved in the complaint. Students presenting complaints for resolution must present them in writing within 45 days of the incident prompting the complaint. Faculty, staff, and administrators should make a prompt response in order to answer any questions or resolve the complaints brought to their attention.

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

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

Students may appeal the outcome of a final student complaint resolution by following the Argosy University Student Right to Appeal process in section 4 of this catalog.

Arizona Student Right to Appeal

If a complaint cannot be resolved after exhausting the institution’s complaint procedures, the student may file a complaint with the Arizona State Board for Private Post-secondary Education (1400 West Washington Street, Room 260, Phoenix, AZ 85007, 602.542.5709, website: <http://azppse.state.az.us>). The student should contact the State Board for further details.

California Student Right to Appeal

If a complaint cannot be resolved after exhausting the institution's complaint procedure, the student may file a complaint with the California Department of Consumer Affairs, 1625 North Market Boulevard, Suite S-308, Sacramento, CA 95834, 1.916.574.8200.

Georgia Student Right to Appeal

If a complaint cannot be resolved after exhausting the institution's complaint procedure, the student may file a complaint with the Georgia Nonpublic Postsecondary Education Commission, 2082 East Exchange Place, Suite 220, Tucker, Georgia, 30084-5305, 770.414.3300, www.gnpec.org.

Tennessee Student Right to Appeal

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

STUDENT RIGHT TO APPEAL

Appeal of Academic Probation, Disciplinary Action, Dismissal

Students have the right to appeal academic probation, dismissal, and disciplinary actions taken against them, as well as final decisions regarding any other dispute resolution procedure. Students who believe they have extenuating circumstances regarding a particular matter or believe that they have been treated in an arbitrary or biased fashion and/or without adherence to the University policies and procedures may file an appeal. For the purposes of this policy, "bias" shall mean inequitable treatment based upon a student's membership in a class protected from discrimination under relevant University policy, and shall not encompass personality conflicts between student and instructor/administrator. Extenuating circumstances include, but are not limited to, extreme situations such as catastrophic or life-threatening illness or injury to the student; catastrophic or life-threatening illness, injury, or death of a member of the student's immediate family; or other external temporary hardship. Students should expect to provide documentation of extenuating circumstances. The appeal must clearly state, in writing, and in the student's own words, the reason(s) for the appeal, and provide any evidence the student may have in support of his or her position. The Chair of the Appeals Committee will initially rule as to whether the subject of the appeal constitutes an issue of bias/discrimination or a failure of the University to follow its process and procedures. The Chair determines if a basis for an appeal has been stated. If so determined, then the Appeals Committee gathers and reviews relevant information in order to make its decision.

APPEALS COMMITTEE PROCEDURES

- Students have 45 days from the date of the action to inform the vice president of Academic Affairs, or in the absence of a campus VPAA, the campus president of their intent to appeal in writing. The letter must clearly state the reason for the appeal, and provide any supporting documentation.
- Students should provide documentation to support the allegations in the appeal.

- The vice president of Academic Affairs or campus president will convene a hearing by the Appeals Committee within 30 days of the date of receipt of the appeal. The student will be notified in writing of the date and time of the meeting.
- The student is expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
- The Appeals Committee may hear from others who can provide relevant information in the matter.
- The student may request that others provide information to the committee regarding the grounds of the appeal.
- The Appeals Committee is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting, and the student is expected to present the appeal, in the student's own words.
- Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.
- Following appropriate review and deliberation, the Appeals Committee will communicate its decision in writing to the student within 15 days of the Appeals Committee hearing, with copies to the student's academic file and the campus president.
- Appeals Committee decisions are subject to review by the campus president.
- The campus president has final authority for campus appeals.

APPEALS COMMITTEE MEMBERSHIP

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

The campus president will typically appoint the vice president of Academic Affairs as chair of the Appeals Committee. If circumstances warrant, however, the campus president may appoint any other appropriate chair.

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

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

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

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

UNRESOLVED DISPUTES

If a dispute cannot be resolved satisfactorily after exhausting the institution's complaint or appeals procedures, the student may file a complaint with the campus state licensing agency or Argosy University's institutional accrediting agency, the Higher Learning Commission. Argosy University is accredited by the Higher Learning Commission (HLC) 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.

Contact information for the state agencies can be found at the beginning of section 1 of this catalog.

Students may also reference the Argosy University Arbitration Agreement found in section 2 of this catalog.

ADMINISTRATIVE LEAVE OF ABSENCE

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

Admission Policies

ADMISSION PROCEDURES AND CONDITIONS

The Admissions Department of each Argosy University campus is available to assist prospective students with the process of making an application. Individuals interested in information about Argosy University, its programs, and the application process are invited to contact the Admissions Department at the Argosy University campus of choice. Argosy University reserves the right to limit enrollment in any of its programs, and requirements may vary from program to program.

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

Admissions Committee Decisions

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

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Late Admission

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

Conditional Admission

Conditional admission may be granted to an applicant pending receipt of official transcripts or other equivalent official documentation. To be eligible for conditional admission to matriculate into the program, unofficial transcripts must show receipt of the degree required for admission to the program. Students who have been conditionally admitted are not eligible to receive financial aid until documentation has been provided and the conditional status removed. Students who fail to submit all official transcripts by the last day of their first session (for a 7.5 week class) or semester (for a 15 week class) will be withdrawn from the program, credits will not be transcribed, and tuition will be refunded.

Exceptions to Admission Requirements

Applicants with grade point averages lower than the stated minimum may be considered for admission in accordance with the policy stated within the admission requirements section of the Academic Catalog for each program. An admission by exception must be recommended by the program Admissions Committee, and approved by the campus dean or program chair. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file.

Students admitted on an exception basis will be assigned "Provisional Status" in accordance with Argosy University policies regarding Satisfactory Academic Progress. Students in term-based programs will have a maximum of two semesters to meet the standards for academic progress. A student assigned Provisional Status is eligible for financial aid.

Reapplication for Admission

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

Readmission Process after Withdrawal

Students who have been withdrawn from Argosy University for a period of greater than one year must reapply for admission. These applicants must submit the materials required by the campus and program to which they are reapplying. Students who have been dismissed from Argosy University must successfully appeal the dismissal before being readmitted. Students who have been dismissed from Argosy University and not readmitted to a program of study are prohibited from taking coursework at any Argosy University campus or online.

Reinstatement

Students who are administratively withdrawn from Argosy University for failing to remain continuously registered may petition for reinstatement. Students may be required to wait for a period of one year from the time of withdrawal before applying for reinstatement. Students who have been withdrawn for less than one year may be permitted to register with permission of the campus dean or program chair. Students may also be required to submit materials and fees required for readmission.

Readmission after Extended Absence

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

EARLY ACCEPTANCE

Early Acceptance may be granted to an applicant who is otherwise qualified for admission, but who has not yet earned the degree required for admission (e.g., a student currently enrolled in high school who is applying for an associate's program, a student currently enrolled in a bachelor's program who is applying for a master's program, or a student

currently enrolled in a master's program who is applying for a doctoral program). To qualify for early acceptance, the applicant must provide a transcript documenting that he/she is in the final year of the required degree program. Prior to starting classes, the applicant must demonstrate that all admission requirements have been satisfied and provide a transcript documenting receipt of the degree. If the transcript is unofficial, the applicant may be granted conditional admission status. Students who have been conditionally admitted are not eligible to receive financial aid until documentation has been provided and the conditional status is removed.

DEFERRAL POLICY

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

VETERANS ADMINISTRATION BENEFITS

Most campuses of Argosy University are approved for training of veterans and eligible veteran's dependents. At Argosy University, Twin Cities, approval is granted by the Minnesota State Approving Agency. Students should contact each campus directly for further information.

SERVICEMEMBERS OPPORTUNITY COLLEGES

Argosy University is a member of Servicemembers Opportunity Colleges (SOC), a consortium of national higher education associations that functions in cooperation with the Department of Defense, the military services (including the National Guard), and the Coast Guard to help meet the voluntary higher education needs of servicemembers. Working in cooperation with the U.S. Army Recruiting Command, this consortium includes more than 1500 participating SOC colleges and universities that have agreed to accept for admission new Army and Army Reserves recruits at the time of their enlistment in the service. Students should contact the Admissions Department at the campus for further information on participation and eligibility.

INTERNATIONAL ADMISSION POLICY

All international (nonimmigrant) applicants to Argosy University must meet the same admission standards as all other students (see section 5, "Admission Policies").

English Language Proficiency Policy

All applicants to Argosy University whose "first" language is not English must demonstrate competence in the English language. Demonstration that English is an applicant's "first" language can be satisfied if the applicant submits a diploma from secondary school (or above) in a system in which English is the official language of instruction. If English is not the applicant's "first" language, the applicant will need to meet the minimum English Language Proficiency standard through submission of an official minimum score on the written Test

of English as a Foreign Language (TOEFL®) or its TOEFL® Internet-based (iBT) equivalent. A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is required for all associate and bachelor's level degree programs.

Applicants should contact the Admissions Department to determine other examinations for which official scores, equivalent to TOEFL®, are acceptable as an alternative to TOEFL®.

The above stated English Language Proficiency Policy is effective July 1, 2009.

Admission Requirements for Nonimmigrant Students

Applicants seeking to enroll in valid nonimmigrant status must meet all admissions requirements stipulated for all students and must additionally submit each of the following items:

- A completed and signed Application for Admission of International Students Form
- Original or official copies of all educational transcripts (secondary school and, if applicable, university-level academic records) and diplomas. These educational transcripts and diplomas must be prepared in English or include a complete and official English translation.
- Official credential evaluation of non-American educational credentials, if applicable; please note that official credential evaluations must be prepared and submitted by a member organization of the National Association of Credential Evaluation Services (NACES); see www.naces.org.
- Fee for official credential evaluation of non-American educational credentials
- Proof of English language proficiency (see English Language Proficiency Policy)
- A completed and signed Sponsor's Statement of Financial Support (this statement is not required if the student is self-sponsored)
- *Official Financial Statements* Financial statements (typically provided by a bank) must verify sufficient funds to cover the cost of the educational program as well as all living expenses
- Appropriate application fee and tuition deposit (see section 5, "Admission Policies")
- A photocopy of the student's passport to provide proof of birth date and citizenship (Students outside the United States who have not yet acquired a passport will need to submit a copy of their birth certificate);
- For all nonimmigrant applicants residing in the United States at the time of application: a photocopy of the visa page contained within the student's passport as well as a photocopy of the student's I/94 arrival departure record (both sides);
- For all nonimmigrant applicants residing in the United States at the time of application in either F, M, or J nonimmigrant classification: written confirmation of nonimmigrant status at previous school attended before transferring to Argosy University;
- *Proof of Health Insurance* Students who do not possess health insurance upon applying to Argosy University must be prepared to purchase health insurance through an approved provider upon commencement of studies.

If an applicant seeking to enroll in valid student nonimmigrant status is transferring from a college or university in the United States, the International Student Transfer Clearance Form is also required.

If the applicant is accepted, he/she will be sent additional information regarding the student visa application process.

Argosy University is authorized under federal law to admit nonimmigrant students on a branch campus by branch campus basis. Perspective students should verify with the individual branch campus they seek to attend regarding the current status of that individual location's authorization.

Financial Policies and Assistance

TUITION AND FEES

A “Schedule of Tuition and Fees” is contained in appendix 4 of this catalog. Not all campuses share this tuition and fee schedule. Exceptions to this schedule are noted.

PAYMENT POLICIES AND FINANCING OPTIONS

Regardless of the method used to finance his/her education, all students must select a payment plan, and may be asked to sign a payment agreement at the time of registration. Argosy University offers several payment options, explained below.

Payment in Full

Tuition and fees are paid in full at the time of registration.

Monthly Payment Plan

Students make tuition payments in equal installments, due on the fifteenth of each month, over the course of the semester. According to this plan, the first payment is due the fifteenth of the month prior to the beginning of the semester. Students are expected to be current with their payments in order to register for the following semester. Students who are not current with their account are subject to administrative withdrawal.

Tuition Reimbursement

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

Financial Aid

Financial assistance (financial aid) awarded through Argosy University may consist of a combination of federal grants, scholarships, state aid programs, loans, and/or part-time work-study opportunities for those who qualify. Different forms of financial aid are explained later in this section.

Students complete the Free Application for Federal Student Aid (FAFSA) and the Argosy University Institutional Application for Financial Aid to apply for financial assistance. Both documents are discussed in detail later in this section. Students will receive an award letter from Argosy University, describing their Financial Aid Package. Financial aid funds are usually sent directly to Argosy University. Students who are awarded aid in excess of their educational expenses will be stipended the overage shortly after the credit is created. This overage can be used to meet indirect educational expenses.

If the financial aid awarded is not sufficient to cover a student's educational expenses, the student may pay the difference in full by the payment deadline, or sign up for a monthly payment plan at that campus. Students who have applied for financial aid and have been awarded aid are not required to make a payment by the payment deadline provided their aid

is sufficient to cover their tuition charges, and all required paperwork has been completed and received.

Students who do not have Free Application for Federal Student Aid (FAFSA) confirmation are required to make an initial payment of at least 25 percent by the payment deadline to secure their place in class. Upon receipt of a student's financial aid funds, any credit balance on the account will be stipended to the student within 14 days.

ESTIMATED COST OF ATTENDANCE BUDGET

The cost of attendance budget, also referred to as the cost of education, is an estimate of the total amount of money it will cost a student to attend school per academic year.

Argosy University calculates this amount using rules established by the U.S. Department of Education. The cost of attendance budget includes tuition and fees, books and supplies, loan fees, an allowance for food, housing and transportation, as well as miscellaneous or personal expenses. Extraneous costs not directly related to the completion of a student's course of study, such as car payments and cell phone bills, are not included. In addition to helping a student project his/her total education costs, the cost of attendance budget is also used to determine the maximum amount of financial aid a student is allowed to receive for a particular period of enrollment. The cost of attendance budget varies, depending on the program of study and the length of enrollment. The table below shows a listing of estimated cost of attendance budgets per academic year for full-time Argosy University students who attend summer, fall, and spring semesters.¹

Estimated Cost of Attendance Budget

Program	Per Academic Year
Doctoral	\$55,000
Master's	\$50,000

¹ Costs are effective Fall 2009 and are subject to change.

FINANCIAL ASSISTANCE

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

Types of Financial Assistance

Grants

Grants are financial awards that do not have to be repaid. They are usually based on need.

Federal Work-Study Program

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

Scholarships

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

The Argosy University campus you choose to attend will determine your eligibility for the scholarship. Since funds are limited, applicants are encouraged to apply early. Award amounts generally range from \$1,000 to \$5,000 for the academic year.

Scholarship awards are available in various categories and may be renewable. The campus student finance office can provide more information.

Loans

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

Federal (Title IV) Loans

Federal Perkins Loan This is a fixed-interest rate, subsidized loan. It is administered by Argosy University, and eligibility for the loan is based on financial need. Funds in this program are extremely limited.

Federal Subsidized Stafford Loan This is a fixed rate, subsidized loan, administered by lenders. Eligibility for this loan is based on financial need. Argosy University must certify the student's eligibility for the amount borrowed.

Federal Unsubsidized Stafford Loan This is a fixed rate loan, administered by lenders, and is not based on need. Argosy University must certify the student's eligibility for the amount borrowed. Payments may be deferred while the student is enrolled, however, interest accrues on the loan during that time.

Federal Grad PLUS (Graduate Students) This loan is for students in Graduate programs who need additional funds and who meet Federal eligibility requirements. The interest rate is fixed, and interest accrues while the student is in school. There are credit requirements for this loan. It is recommended that students borrow the Federal Grad PLUS Loan from the same lender as their Stafford Loans.

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

Other Financial Assistance Resources

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

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

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

Applying for Financial Assistance

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

Eligibility Requirements

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

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

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

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

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

When to Apply

Financial aid applications are available online at fafsa.ed.gov in early January. Students must reapply for financial aid each academic year.

Students should have a complete financial aid file by the following priority application dates to ensure timely receipt of financial aid funds. A complete financial aid file consists of Argosy University’s receipt of the student’s FAFSA data from the Department of Education, an Argosy University Institutional Financial Aid Application, a completed loan entrance interview (if required), and submission of verification of other requested documents (if required).

Semester	Priority Application Date
Fall 2009	July 1, 2009
Spring 2010	November 1, 2009
Summer 2010	March 1, 2010
Fall 2010	July 1, 2010

How to Apply

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

1. Obtain a PIN from the U.S. Department of Education. This is necessary for completing FAFSA online. A PIN can be requested at www.pin.ed.gov.
2. Complete the Free Application for Federal Student Aid (FAFSA) or the Renewal FAFSA online at www.fafsa.ed.gov. Students must include Argosy University’s federal school code (021799) on the application.
3. Complete the Argosy University Institutional Financial Aid Application. The Argosy University Institutional Financial Aid Application is available online at the Argosy.edu web site. Return the Institutional Financial Aid Form to the Office of Student Finance at your campus of record.

What Happens Next?

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

Argosy University will post the student’s financial aid award letter on the student portal.

If the Federal Subsidized and/or Unsubsidized Stafford Loans are part of the financial aid package, a loan entrance interview will be necessary. The student must also complete the

Stafford Loan Master Promissory Note and return it to the lender in order to receive Stafford Loan funds. The entrance interview and master promissory note are both available at <http://www.argosy.edu>.

Applications for the Grad PLUS loans and alternative loans are available upon request.

For general questions about the financial aid programs, students should contact the Office of Student Finance at the Argosy University campus to which they are applying or currently attending. Applicants who are applying to more than one Argosy University campus should submit an Institutional Financial Aid Application for their first choice only.

Applying for Scholarships

In order to apply for a scholarship at Argosy University, students must meet the following requirements¹:

- Students must have applied for admission at an Argosy University campus.
- Students must be degree seeking.
- Students must be enrolled at least half-time, although preference may be given to full-time students.
- Students must have completed a Free Application for Federal Student Aid (FAFSA) (international students are exempt from this requirement).

The Argosy University campus of record will determine a student's eligibility for scholarship.

Scholarship Limitations

- Scholarships are applied to tuition only.
- Scholarship applications can only be submitted to a single Argosy University campus—applications to multiple campuses will be rejected.
- Students who defer their admission to another semester will need to reapply for the scholarship.

¹ Scholarships are not available to EDMC employees, subsidiaries or affiliates.

ARGOSY UNIVERSITY REFUND POLICIES

Institutional Refund Policy

The Institutional Refund Policy applies to students, other than those attending campuses in California, Georgia, Tennessee and Virginia who officially drop all courses in a semester and provide notification to the Student Services Department. Students dropping all courses in a semester are considered withdrawn for refund purposes and are subject to the Return of Title IV Funds Policy found on page 29 of this catalog.

If Student Withdraws from the Institution	Refund Percentage
On or before the first day of classes	100%
After the first day of class but before the end of first 10% of the semester or instructional time	90%
Between the end of the first 10% and 25% of the semester or instructional time	50%
Between the end of the first 25% and 50% of the semester or instructional time	25%
After the first 50% of the semester or instructional time	0%

Fees will be refunded according to the refund percentage shown in the table above. Tuition deposits are non-refundable for students that fail to matriculate in that program of study. Refunds are made within 30 days of the withdrawal date.

Georgia State Refund Policy

The Georgia State Refund Policy applies to students who officially drop all courses in a semester from Argosy University, Atlanta and provide notification to the Student Services Department. Students dropping all courses in a semester are considered withdrawn for refund purposes and are subject to the Return of Title IV Funds Policy found on page 29 of this catalog.

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

Fees will be refunded according to the refund percentage shown in the table above. Refunds are made within 30 days of the withdrawal date.

California State Pro Rata Refund Policy

The California State Pro Rata Refund Policy applies to students at California campuses who have not completed more than 60 percent of the course of instruction and is calculated as follows:

1. An administration (registration) fee of \$100 is deducted from the total cost of tuition and fees for the semester.
2. This figure is divided by the number of hours in the program.
3. The quotient is the hourly charge for the program.
4. The amount owed by the student for the purpose of calculating a refund is derived by multiplying the total hours attended by the hourly charge for instructions, plus the amount of the registration fee specified in line one.

5. The refund is the amount in excess of the figure derived in line four that was paid by the student.

For example, if a student completes only four class sessions of a 10-session course, and paid \$1100 tuition, the student would receive a refund of \$600, using the calculations in the illustration below:

Calculations Used by the California State Pro Rata Refund Policy

\$1100 total paid (-) \$100 administration (registration) fee = \$1000 base for refund

\$1000 tuition (÷) 10 sessions = \$100 per class session

\$100 per session (x) 4 classes attended = \$400 tuition owed

\$1100 total paid (-) \$500 tuition used plus fee = \$600 Refund

Students who withdraw on or before the first day of class shall receive a full refund of the amount paid for institutional charges, less the application fee. Any notification of withdrawal or cancellation and any request for a refund must be made in writing.

The administrative fee is not retained if a student withdraws on or before the first day of the semester.

Florida Cancellation Policy

Florida students who cancel any obligation within three working days of the original commitment will be provided a full refund.

Virginia State Policy

The Virginia state policy applies to students who attend the Argosy University, Washington DC campus located in Arlington, VA. Argosy University will earn tuition and fees based on when the student last attended as follows:

- First 25% of the semester – 50% earned
- 25%-50% of the semester – 75% earned
- After 50% of the semester – 100% earned

Tennessee State Policy

The Tennessee state policy to students who attend Argosy University, Nashville which is located in Nashville, TN. Argosy University will earn tuition and fees based on when the student last attended as follows:

- First 10% of the semester, 25% earned
- 10% - 25 % of the semester, 75% earned

The University may use the Institutional policy where it is more beneficial to the student.

COURSE ADD/DROP REFUND POLICY

Students dropping a class must provide official notification to the Student Services Department by completing an Add/Drop Form. Students officially dropping all classes in a

semester are considered withdrawn for refund purposes and are subject to the institutional refund policy as published in this *Academic Catalog*.

Note: For weekend courses, the official start date may precede the on-campus component.

Tuition credits will be applied to the student's account according to the refund schedule below:

15-Week Courses

If Student Officially Drops a Course	Refund Percentage
By noon of the second Friday after the session start date	100%
After noon of the second Friday of the session start date	0%

7.5-Week Courses

If Student Officially Drops a Course	Refund Percentage
Within the first seven days of the session start date	100%
After the seventh day of the session start date	0%

Course Drop Refund Deadlines

In order to receive a refund of 100 percent, students must officially drop a course through Student Services by the following dates. Please note that the deadline for 15-week courses is noon of the date listed.

Fall 2009 Deadlines

Course Type	Deadline for Course Drop
Session I 7.5 -week courses	September 15, 2009
Session I 15 -week courses	September 18, 2009
Session II 7.5-week courses	November 5, 2009

Spring 2010 Deadlines

Course Type	Deadline for Course Drop
Session I 7.5 -week courses	January 19, 2010
Session I 15 -week courses	January 22, 2010
Session II 7.5-week courses	March 11, 2010

Summer 2010 Deadlines

Course Type	Deadline for Course Drop
Session I 7.5 -week courses	May 17, 2010
Session I 15 -week courses	May 21, 2010
Session II 7.5-week courses	July 8, 2010

Sarasota Intersession Course Drop Refund Policy

Intersession courses begin after the official start of the semester and the refund policies are outlined below.

If Student Officially Drops a Course	Refund Percentage
Within the first 10 calendar days of the course start date	100%
After the 10th calendar day of the course start date	0%

Grades

Students officially dropping a course before the end of the add/drop period will have the course removed from their transcript. A record of the course attempted remains on the student's ledger and in the student's academic record. Students who officially drop after the end of the add/drop period and before 67 percent of instructional time will receive a grade of "Withdrawn" ("W") on their transcripts. Students who complete more than 67 percent of instructional time may not withdraw from a course. Deadlines for dropping with a "W" grade are below:

Fall 2009 Deadlines

Course Type	Grade of "W" Deadline
Session I 7.5 -week courses	October 12, 2009
Session I 15 -week courses	November 15, 2009
Session II 7.5-week courses	December 1, 2009

Intersession Courses (Argosy University, Sarasota)

Date of First On-Campus Meeting	Grade of "W" Deadline
September 11, 2009	September 21, 2009
October 2, 2009	October 13, 2009
October 5, 2009	October 15, 2009
October 9, 2009	October 19, 2009
October 12, 2009	October 22, 2009

Spring 2010 Deadlines

Course Type	Grade of "W" Deadline
Session I 7.5 -week courses	February 13, 2010
Session I 15 -week courses	March 20, 2010
Session II 7.5-week courses	April 6, 2010

Intersession Courses (Argosy University, Sarasota)

Date of First On-Campus Meeting	Grade of "W" Deadline
January 20, 2010	February 22, 2010
January 27, 2010	February 28, 2010
February 14, 2010	March 28, 2010

February 17, 2010
February 20, 2010
February 24, 2010

March 31, 2010
April 3, 2010
April 7, 2010

Summer 2010 Deadlines

Course Type	Grade of “W” Deadline
Session I 7.5 -week courses	June 12, 2010
Session I 15 -week courses	July 19, 2010
Session II 7.5-week courses	August 3, 2010

Intersession Courses (Argosy University, Sarasota)

Date of First On-Campus Meeting	Grade of “W” Deadline
May 10, 2010	June 20, 2010
May 16, 2010	June 28, 2010
May 19, 2010	June 28, 2010
May 26, 2010	July 5, 2010
June 2, 2010	July 12, 2010
June 6, 2010	July 19, 2010
June 9, 2010	July 19, 2010
June 16, 2010	July 26, 2010
June 19, 2010	July 31, 2010
June 23, 2010	August 1, 2010

FINANCIAL AID REFUND REDISTRIBUTION POLICY

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

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

Argosy University will return unearned aid within 30 days of the date if:

- The student officially withdraws
- The student is dismissed, or
- The institution determines the student’s withdrawal date, in the case of an unofficial withdrawal.

Return of Title IV Funds Policy

Argosy University is required to use the Department of Education's Return of Title IV Funds formula for all students who received Federal Title IV Aid. A calculation will be completed for all students who withdraw from the institution up through 60 percent of the enrollment period to determine the percentage of aid earned by a Title IV recipient based on the percentage of the period that the student completed. The amount of earned aid will be determined by applying the earned percentage to the total Title IV aid that was, or could have been, disbursed to the student. The institution then follows procedures to determine if disbursed aid exceeds earned aid, or if earned aid exceeds disbursed aid. Upon completion of the calculation, the institution will (where applicable):

- Return its share of unearned Title IV funds
- Notify the student of any Title IV grant overpayment due from the student, or
- Offer any post withdrawal disbursement not credited to the student's account

Returns will be made to the federal funds in the following order:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS

Students may request a copy of the Return of Title IV Funds policy from the Office of Student Finance. Any changes to the policy will be distributed to students, posted on bulletin boards, and included in registration materials. Upon request, the Office of Student Finance will supply students with samples of Return of Title IV Funds calculations.

FINANCIAL AID REFUND POLICY

All student financial aid credits will be stipended to students not more than 14 days after:

- The date on which the funds causing the overage are applied to the account
- The first day of classes for the enrollment period for which the funds are intended, or
- The date the student requests the funds or rescinds permission for the campus to retain the funds¹

¹ If the student gives written permission, Argosy University may hold funds on their account. Students may rescind this permission at any time. Students receiving federal financial aid who withdraw or drop below half-time will have any credit balance on their accounts returned to their lenders or to the appropriate financial aid program.

NON-FEDERAL REFUND POLICY (MINNESOTA)

Refunds for state aid programs and non-state aid programs are calculated on a proportional basis using the state mandated or institutional refund policy. To calculate the minimum refund due to the Minnesota State Grant Program, the SELF Loan Program, and other Aid Programs (with the exception of the State Work Study Program), the MOHE Refund Calculation Worksheet, Appendix 14, of the Minnesota State Grant manual is used.

LOAN DEFERMENT

Loan deferments are accepted by the Student Services Department and processed by the National Student Loan Clearinghouse.

STUDENT TUITION RECOVERY FUND — CALIFORNIA

California law requires that upon enrollment, a fee as to be assessed by the institution in relation to the cost of tuition (New California Education Code 894945). This fee supports the Student Tuition Recovery Fund (STRF), a special fund established by the California legislature to reimburse students who might otherwise experience a financial loss as a result of the following:

- Closure of the institution
- The institution's breach of or anticipatory breach of the agreement for the program of instruction; or
- A decline in the quality or value of the program or instruction within the 30-day period before the institution's closure.

The STRF fund protects only California students and the institution's participation is mandatory.

It is important to note the following:

- The student is a recipient of third-party payer tuition and course cost, the student is not eligible for protection under the STRF.
- The student is responsible for paying the state assessment amount for the Student Tuition Recovery Fund.

A third-party payer is any employer, government program, or other entity which pays a student's total charges directly to the institution when no separate agreement for the repayment of the payment exists between the third-party payer and the student.

The school collects \$2.50 per \$1,000 of tuition paid from students enrolled after January 1, 2003. This fee schedule is set by the California Bureau for Private Post-secondary and Vocational Education (BPPVE).

As a particular in the Student Tuition Recovery Fund, Argosy University is also obligated by California law to collect the name of the source of each loan. Therefore, if you have one or more governmentally guaranteed or insured loans for tuition purposes outstanding, you will be asked to provide this information upon application.

Academic Policies and Procedures

ENROLLMENT POLICIES

Continuous Enrollment Requirements

Matriculated students must be continuously enrolled in the program from the time of matriculation through graduation. Enrollment in any part of an academic semester satisfies this requirement (e.g., enrollment in a single 7.5-week session). Students who must take time off due to medical or other significant reasons may apply for a temporary leave from Argosy University. Students seeking temporary withdrawal status must provide an expected date of return and receive approval from the registrar and program chair. Students approved for temporary withdrawal may re-enter their program at any time prior to the anticipated return date without approval. Failure to re-enter Argosy University by the expected date of return will result in withdrawal from Argosy University. Students are permitted to take up to three semesters of temporary withdrawal. The three semesters may be taken either consecutively or intermittently. Students who fail to remain continuously enrolled and fail to provide an expected date of return will be considered withdrawn from Argosy University, and will require approval of the registrar and the program chair in order to re-enter their program. Students using federal financial aid are encouraged to consult their financial aid advisor prior to seeking a temporary withdrawal from Argosy University.

In accordance with U.S. federal regulations, international students in valid nonimmigrant status must maintain full-time enrollment as stipulated in this catalog (see below). It is the student's responsibility to stay abreast of all requirements for maintaining appropriate student status. Nonimmigrant students are urged to periodically review all federal requirements for maintaining proper status, including those for full-time study, with the campus International Student Advisor.

Students who do not register for the current semester will be considered withdrawn from the program.

Level of Enrollment	Criteria
Full-Time	6 or more credit hours per semester, and/or registered for full-time Internship, or registered for Dissertation, School Psychology Research Project, 3 credit hours plus one of the following: Dissertation, Practicum, School Psychology Research Project
Half-Time	3–5 credit hours per semester, or registered for Dissertation, School Psychology Research Project, or Practicum.
Less Than Half-Time	Fewer than 3 credit hours per semester

REGISTRATION

Students intending to enroll for a given semester must do so during the registration period and complete plans for payment of tuition and fees according to the tuition payment policy.

Registration Priority

Because some courses are limited in size, registration priorities have been set up to determine the order of processing in registration. Care will be taken to ensure that the priority system is fair to all students and allows registration to proceed efficiently in order of priority.

Add/Drop Registration

Registered students may add a class during the registration period by submitting a signed and dated Add/Drop Request Form to the Student Services Department or by doing so online. Students will not be able to add a given class to their schedules if the course is closed.

Argosy University strongly urges all students to complete their entire course schedule during the official registration period. However, if students elect to add a course after the official registration period, they may do so by completing the Add/Drop Request Form. Adds after the official start date of a course must have campus dean or program chair approval. No adds will be allowed after the end of the add/drop period.

Students will not be permitted to add a course after the end of the add/drop period. For intersessions, students are not allowed to enter the course after its official start date. Unless otherwise authorized, students are not allowed to enter an online course after the second day of a 7.5-week course and after the fifth day of a 15-week course.

Students who want to drop a class may do so by submitting a signed and dated Add/Drop Request Form to the Student Services Department or by doing so online. A fee may be charged to students submitting a request to drop a course(s) after the official start date of the course(s) or during the add/drop period.

Late Registration

Late registration will be allowed, provided the courses have not been closed to additional enrollment. A late fee is assessed to any student who registers after the registration deadline.

COURSE AVAILABILITY/CANCELLATION

While Argosy University makes every effort to provide sufficient course sections for students, Argosy University reserves the right to cancel any course. Students enrolled in canceled courses will be granted a full refund and will be allowed to add a course. Enrollment in a particular course section or with a specific instructor is not guaranteed. Course instructors may change at the discretion of Argosy University.

COURSE TYPES AND DELIVERY METHODS

Face to Face Instruction

Face-to-Face instruction in Argosy University courses is offered in both traditional and non-traditional formats. Traditional face-to-face instruction occurs in a physical classroom facility. Non-traditional face-to-face instruction is delivered at a distance using technology to fuse the benefits of online and real-time learning.

In-Residence

In-residence courses are those courses in which 50% or more of the instruction is provided in a traditional face-to-face format.

Blended/In-Residence

Blended/in-residence courses are provided in part face-to-face and in part online. This mode of delivery is considered blended/in-residence learning because 50% or more of the instruction occurs in a traditional face-to-face format.

Blended/Online

Blended/online courses are provided in part residentially and in part online. This mode of delivery is considered blended/online learning because less than 50% of the instruction occurs in a traditional face-to-face format.

Directed Independent Study

These courses are completed on a one-to-one basis with a faculty mentor. A directed independent study course provides an opportunity for students to carry out a creative research project in an area of their choice where no course currently exists. The course may arise from an in-depth study of some aspect of a recently completed course; an analysis of new ideas, theories or concepts in education; or evaluation of new strategies used in education. Depending how instruction is provided, Directed Independent Studies may or may not fulfill residency requirements.

Tutorial

These courses are completed on a one-to-one basis with a faculty mentor. Tutorial courses follow an existing and approved course syllabus, which is provided to students prior to the course start date. Students are required to maintain weekly contact with the instructor. The course syllabus contains specific instructions regarding weekly contact formats and requirements. Depending how instruction is provided, Tutorial courses may or may not fulfill residency requirements.

Online Courses

Online courses are those in which 100% instruction is delivered via the internet. Students enrolled in bachelor's and master's level programs may take 100 percent of their coursework in a fully online format. Students who wish to take 100 percent of their coursework in a fully online format do so through Argosy University Online programs. Students enrolled in 60-hour doctoral level programs must take 6 hours of in-residence courses. Students in doctoral level programs through Argosy University Online fulfill this requirement through two doctoral residencies. Residency I is taken concurrently with W7000 and must be taken as the second or third course in the student's program of study. Residency II is taken during the student's last course.

Off Campus

Some programs provide courses at an off-campus location in a community setting. At most off-campus locations, courses taken cannot exceed 49% of a total program. Students taking courses off-campus should speak to their advisors regarding how many off-campus courses they are permitted to take.

Lecture

Instruction in lecture courses is traditional and fully face-to-face. Lecture courses meet the definition of an in-residence course, though course length and number of meetings per week may vary by campus and program.

Lab

Instruction in Argosy University laboratory courses is conducted in a traditional and fully face-to-face format, and therefore meets the criteria of an in-residence course.

Field Experience, Practicum, Internship, and Clinical Training

Field Experience, Practicum, Internship, and Clinical Training courses provide students with supervised out-of-class professional experiences and take place within a health care delivery system, or other professional work environments. These are generally held in a traditional face-to-face format at a facility with which Argosy University has a relationship, and therefore are considered in-residence courses.

WAIVER/COURSE SUBSTITUTION

In specified programs within Argosy University, course waivers are granted. The general waiver policies applying to all waived courses are as follows:

- Waivers are defined as a substitution of a required course with a comparable transcribed course, subject to the requirements of the program in which the student is enrolled.
- The term “waiver” is used to indicate the process of accepting courses from other institutions which satisfy specific course requirements but do not reduce total credit requirements of a program.
- Waiver requests may be submitted at any time during the admission process, until the end of the first year of matriculation.
- Waivers are not reviewed or officially granted until a student is officially accepted.
- Waived courses will appear on the transcript as “Waived Courses” under the Argosy University course name and number.

COURSE/CREDIT TRANSFER

Courses Taken at Other Argosy University Campuses

Every Argosy University student is assigned a campus of record. The campus of record is the Argosy University campus to which the student applied and was accepted. With prior approval of their campus dean or program chair, matriculated students may apply courses taken at another Argosy University campus to their degree program. The following guidelines apply:

- The course must be applicable to the student’s degree program.
- The program in which the student is enrolled determines the maximum number of credit hours that may be taken at a campus other than the student’s campus of record. Contact the campus dean or program chair for further information.

Note: VA benefit recipients may jeopardize their eligibility for benefits by taking courses at another institution. Please contact the Student Services Department for further information.

Courses Taken via Distance Delivery

There are restrictions on the amount of distance delivery course credit hours allowed. Residency requirements vary by campus and program. Please consult the campus dean or program chair for details pertaining to your program of study.

Courses Taken at Other Institutions

Once students have matriculated into a program, coursework taken at other institutions will not be applied to their degree program. Please contact the campus dean or program chair for further information.

Transfer of Argosy University Credits to Other Institutions

Since Argosy University is a regionally accredited institution, other institutions may elect to accept Argosy University credits. However, students should be aware that the transfer of credit is controlled by the receiving institution, and therefore cannot be guaranteed by Argosy University.

Students considering transferring to an unaffiliated school have the responsibility to determine whether that school will accept Argosy University credits. Argosy University encourages students to make this determination as early as possible. Argosy University does not imply, promise, or guarantee transferability of its credits to any other institution.

Graduate Transfer Credit Criteria

College credits completed are acceptable for transfer under the following conditions:

- Transfer of credits requests are not granted until students have been accepted into a program of study.
- The course must have been a graduate-level course, taken for equivalent graduate-level credit at a regionally accredited college or university or nationally accredited college that is part of a program approved and documented by the faculty and dean of the appropriate college of Argosy University. In the case of institutions outside the United States, the appropriate state or its equivalent or national accreditation is required. Unless otherwise approved by the College Dean, “Equivalent graduate-level credit” refers to both content and degree level of the course.
- Students must have earned a grade of “B” or better for any course submitted.

Transfer credit maximums are listed here by program:

College	Program	Transfer Credit Maximum*
Education	Master of Arts in Education	9
	Education Specialist	9
	Doctor of Education	12

* Masters programs offered at campuses in the state of California are restricted to a transfer credit maximum of 6 credit hours.

- In California, the Bureau for Private Post-secondary and Vocational Education (BPPVE) restricts the maximum number of transfer credits to 30 credit hours for doctoral programs and 6 credit hours for master's programs.
- Programs may determine that certain courses are not eligible for transfer of credit.
- Argosy University does not accept for graduate credit any credits earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools unless offered in an approved program or under an arrangement approved by the faculty and dean of the appropriate college of Argosy University or otherwise provided for in this catalog.
- Official transcripts are required for transfer credit to be considered.
- Students may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria.
- Argosy University will accept a maximum of 6 credit hours of graduate-level continuing education toward elective credit in a master's degree program if offered through The Connecting Link, an approved partner of Argosy University, and approved as transfer credit by the faculty of the degree program (see section 13, "Course Listings" in the College of Education catalog for available courses).
- Final decisions on accepting graduate-level continuing education coursework as transfer credit are made by the program and campus in which the student is enrolled; therefore, students are not guaranteed that coursework will be accepted for transfer until they have applied for and received approval from the campus dean or program chair of their program.

TRANSCRIPTS AND STUDENT RECORDS

The Student Services Department maintains academic records for each student. The department issues transcripts only upon receipt of a signed written request. The department will release official transcripts only when students have met all their financial obligations to Argosy University. Grade reports are mailed to students and/or made available via Student Link on the Internet. Students that meet the degree requirements of the program in which they are enrolled will receive an official diploma.

TRANSFER TO ANOTHER ARGOSY UNIVERSITY CAMPUS

A student who wants to attend a different Argosy University campus may apply for an internal transfer if he or she is currently enrolled and in good standing at the time the transfer is requested. Graduate-level students in programs other than PsyD must have at least one year of full-time study remaining, (not including internship, practicum, or dissertation) or an approved program of study plan to complete their degree requirements at the time the transfer becomes effective. Additional requirements for transfer students may be designated at the program or campus level. See the table entitled "Levels of Enrollment" at the beginning of this section for the definition of full-time study for the various programs.

The student must submit a completed transfer application to the campus the student is currently attending. Students who are transferring, and are applying for a new degree/program, may be required to submit additional materials required for admission to the new degree/program. The campus the student is attending will be responsible for forwarding the application and a photocopy of the student's academic file to the admission department of the transfer campus upon the student's request. The Admissions Department will notify the transferring student if additional documents are required.

Internal transfers may not be guaranteed. The Admissions Committee will review criteria including space availability, performance in the current program, and other relevant factors to determine if the transfer is approved or denied.

Students must fulfill all financial obligations at their current campus before a transfer is complete. Students internally transferring within Argosy University will receive credit for courses taken at the previous campus based on the following:

- Courses are accepted for transfer if the course is a requirement, including electives, of the degree program at the new campus.
- Courses with the same course name and number at both campuses, in which the student has received an acceptable grade according to the requirements of the new campus, will automatically transfer to the new campus.
- The new campus will evaluate other courses to determine their eligibility toward degree requirements.

The campus may require that transferring students fulfill specific degree requirements of their program, such as successfully passing a Comprehensive Examination. Courses taken at another Argosy University campus will be applied to the student's overall GPA.

Note: VA benefit recipients may jeopardize their eligibility for benefits by transferring.

STUDENT-AT-LARGE STATUS

Students who wish to take courses without completing the admission application requirements may enroll as students at-large (non-degree students). Applicants for student-at-large status must provide transcripts for the highest degree attained and any subsequent coursework. An immunization form may also be required. Students-at-large who wish to take classes at more than one campus, must apply to each campus. Students-at-large are ineligible for intercampus registration or transfer.

Students-at-large pay the standard tuition rate and are ineligible for financial aid.

Credit is granted, grades are recorded, and students are required to satisfy all academic requirements, including prerequisites, for courses taken. Students may be permitted to apply a specified number of credit hours to a degree program upon acceptance to the program. Students who wish to apply credit hours to an a master's-level degree may apply up to

9 credit hours. Students who wish to apply credit hours to a doctoral-level degree program may apply up to 12 credit hours, unless otherwise approved by the vice president of Academic Affairs or campus dean.

Students-at-large planning to formally apply for admission to a program should have their intended course selection approved by the appropriate campus dean or program chair to ensure their relevance and later applicability to the program.

Individuals who have previously matriculated at the campus but are not in attendance currently, or who previously have been denied regular admission, must petition the campus dean or program chair in order to register as a student-at-large.

Graduates of Argosy University may register for continued coursework as students-at-large. No application is necessary. The number of non-matriculated students in any class will be limited. Argosy University reserves the right to limit courses for which a non-matriculated student may register, as well as to assess the suitability of a non-matriculated student for any course.

Admission to Degree-Seeking Status

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

ATTENDANCE

Students are expected to be punctual to all classes and practicum. Absences should occur only for such urgent reasons as ill health or critical emergency. Whenever possible, students should notify the faculty of these absences in advance. Excessive late arrivals or absences, regardless of the reason, may jeopardize a student's academic standing.

Online and blended courses offered at Argosy University require, at a minimum, weekly participation (not just weekly log-in) by the student unless granted a documented exception by the instructor. Online courses start on the first day of the semester or session. A student who does not participate in the course within the first five days (including weekend days) of a 7.5-week session, or within the first 10 days (including weekend days) of a 15-week semester, and has not submitted an official Add/Drop Form, will be dropped from the course automatically and receive a refund based on the applicable Argosy University refund policy.

FACULTY ADVISEMENT

Upon admission to a program, each new student is assigned an advisor who will guide the student in the selection of course and general academic matters. Student advising is an important part of the Argosy University program. In the event that a student and his or her advisor are unable to develop a harmonious working relationship, a student may request a new advisor, upon written request in a letter directed to the campus dean or program chair or a designee. If the campus dean or program chair or a designee is the advisor for whom the student seeks a replacement, the written request should be directed to the campus vice president of Academic Affairs or designee. Advisor assignment varies by campus. See the program chair for your program of study at your campus of interest for details.

WITHDRAWAL POLICY

Argosy University considers a student as withdrawn when he or she fails to register for the current semester. A student wishing to withdraw from Argosy University should submit a letter to the Student Services Department requesting withdrawal. Any student in good standing who wishes to discontinue study will be withdrawn. The student must resolve any financial obligations to Argosy University before receiving an official transcript from the Student Services Department.

Withdrawal Date

For official withdrawals, a student's withdrawal date is:

- The date the student began the withdrawal process, or
- The date the student officially notified the institution, in writing or orally, of his or her intent to withdraw.
- Any earlier or later date which the institution documents as the last date of academically related activity by the student.

For unofficial withdrawals, a student's withdrawal date is:

- The midpoint of the payment period or period of enrollment
- or
- Any earlier or later date which the institution documents as the last date of academically related activity by the student

If a student begins the withdrawal process and otherwise officially notifies the institution of his or her intent to withdraw, the withdrawal date is the earlier of the two unless the institution documents a later last date of attendance. An academically-related activity includes, but is not limited to, an exam, a tutorial, computer-assisted instruction, academic counseling, academic advisement, turning in a class assignment, or attending a study group that is assigned by the institution.

CREDIT SYSTEM

Academic credit at Argosy University is granted using the semester credit hour system. To earn one semester credit hour, a student must complete 15 hours of lecture, 30 hours of lab, or the equivalent in directed study. The hours required for credit in clinical training/internship vary. Please consult your program chair for specific information.

GRADE POINT SYSTEM

Student performance is based on and recorded in a letter grading system with corresponding point equivalents:

Grade	Grade Point Equivalent	Grade	Grade Point Equivalent
A	4.0 grade points	C+	2.3 grade points
A-	3.7 grade points	C	2.0 grade points
B+	3.3 grade points	C-	1.7 grade points
B	3.0 grade points	F	0.0 grade points
B-	2.7 grade points		

Additional Grades

Audit ("AU")

An audit is not used in computing the grade point average. Admission into a course for audit is at the program chair's discretion. Students are not allowed to audit experiential courses.

Credit ("CR")

This represents a passing grade for certain designated courses or earned transfer credit. This grade is not included in computing a grade point average.

Incomplete ("I") and Incomplete in Progress ("IP")

A grade of "I" is given at the faculty member's discretion to a student who has not completed all course requirements, but has attended at least 67 percent of the course. Any course for which a student receives an "I" must be made up within ten days after the end of the session. A student who, because of medical or other serious factors, cannot reasonably make up an "I" within the ten day timeframe may receive an "IP" (Incomplete in Progress) with approval of the program chair and faculty member. Requirements for an "IP" grade must be fulfilled by the end of the next semester. A grade of "I" or "IP" that is not made up by the required date will automatically be changed to an "F." Students must meet with the faculty member to develop a contract that stipulates the requirements for completing the course. The contract will include the length of time for completion and the consequences for failure to complete the requirements. A grade of "I" or "IP" is changed to the permanent grade once it is submitted by the faculty member.

No Credit ("NC")

This represents a failing grade for certain designated courses. This grade is not included in computing a grade point average.

Not Received ("N")

This indicates that a grade has not been turned in by the faculty member to the Student Services Department.

Progressing ("PR")

Progress is being made toward completion of a clinical research project, dissertation, thesis or similar project. Grade becomes credit when all requirements are complete.

Withdrawn ("W")

Students withdrawing from a course by the end of the add/drop period will have the course removed from their transcript. A record of the course attempted remains on the student's ledger and in the student's academic record. Students who officially drop after the end of the add/drop period and before 67 percent of the academic session has elapsed will receive a "W" on their transcripts. Students who have completed more than 67 percent of the academic session may not withdraw from a course.

AUDIT POLICY

To audit a course, students must obtain the permission of the campus dean or program chair, submit a request at the time of registration, and pay the regular tuition.

REPEATING A COURSE

When a student retakes a course, the former grade remains on the student's transcript and is used in assessing the student's academic progress. This includes evaluation for Satisfactory Academic Progress, Academic Probation, and Academic Dismissal. However, after students retake a course, only the latter grade is used in the calculation of the GPA.

GRADE APPEAL PROCEDURES

Students who have a concern about a course grade are initially encouraged to consult with the faculty member who issued the grade to resolve the matter. Students wanting to pursue the matter further may appeal the grade in the following manner.

The student must file a written grade appeal to the program chair or associate dean. Students may appeal a grade or an evaluative comment only during the semester following issuance of the grade or evaluative comment. The written appeal must include the grounds upon which the student believes the grade is not correct. Those grounds include the following: the application of nonacademic criteria in the grading process, the assignment of a grade to the student for reasons other than the student's academic performance in the course, or miscalculation of the grade according to grading criteria contained in the course syllabus or other posted or distributed course information. The student should include any relevant written evidence, which may include the syllabus, exams, papers, and anything else that supports the student's claim. The program chair or associate dean shall review the appeal and issue a written response.

If, after receiving a written response to the grade appeal from the program chair, the student wishes to pursue the issue, he/she must, within 14 days, request in writing further investigation from the campus vice president of Academic Affairs. The campus vice president of Academic Affairs will review the findings and issue a written response. The final authority rests with the chief academic officer of the campus and is not subject to the grievance procedure policies in Section 2, Institutional Policies, "Student Grievance Procedure for Internal Complaints and Harassment." After following the policies and procedures above, students who believe further recourse is needed should consult the appeals policies and procedures outline in Section 4, Student Rights and Responsibilities.

If the faculty member involved is the program chair or associate dean, the written grade appeal is submitted to the campus chief academic officer. If the faculty member involved is the campus chief academic officer, the written grade appeal is submitted to the campus president.

The result of the review will be summarized in writing by the campus official responsible for the final decision and placed in the student's academic file. A copy of the report will be given to the student. If the student believes the evaluative comment to be inaccurate, misleading, or in violation of the privacy or the rights of the student, the student may insert a written statement in the record.

Grade Changes

If a grade appeal results in a recommended change of grade, the course instructor will forward a completed Grade Change Form to the Student Services Department. Grade changes may only occur during the semester following issuance of the grade or evaluative comment and with the appropriate approvals. Exceptions may be granted under extenuating circumstances by the campus chief academic officer.

STANDARDS FOR ACADEMIC PROGRESS

To maintain academic progress, each student must meet the required standards of the following three criteria:

- Maintain a minimum acceptable cumulative grade point average (CGPA);
- Achieve the minimum incremental completion rate (ICR); and
- Complete the program within a maximum allowable time frame

Cumulative Grade Point Average

To continue enrollment in an academic program, students must maintain a cumulative grade point average (CGPA) of 3.00 or above. CGPA is reviewed at the end of each semester. Students who fall below the aforementioned CGPA cutoffs are deemed to be on Academic Probation. Students who fail to raise their CGPA above the cutoffs within 2 semesters (See "Probation" policies in Section Seven, Academic Policies and Procedures in this catalog) are deemed as not making Satisfactory Academic Progress and are academically dismissed.

Incremental Completion Rate

To continue enrollment in an academic program, students must successfully complete at least 67 percent of the cumulative course credit hours attempted at Argosy University. The incremental completion rate (ICR) is reviewed at the end of each semester.

Maximum Allowable Time Frame

Students must successfully complete all program requirements within 150 percent of the program length based in credit hours. The maximum allowable time frame is calculated as a period of time during which a student attempts 1.5 times the number of credit hours required to complete the program.

Examples

- Students enrolled in a 36 credit hour program can attempt 54 credit hours.
- Students enrolled in a 60 credit hour program can attempt 90 credit hours.

All grades are included in the maximum allowable credit hours and incremental completion rate calculations. Transfer credits that reduce total program credit hour requirements will reduce the maximum allowable time frame. Students may also be required to meet calendar maximum time frame requirements in certain programs (e.g. five years in the master's programs or seven years in the doctoral programs) and should review the graduation requirements listed in the program description.

Factors Affecting Academic Progress

In addition to dropping coursework, students should be aware that the following can affect academic progress:

Repeating Courses

Students who receive a failing grade in a required course within their program must repeat and pass that course. Failing grades will be included on the transcript. However, only the grade in the repeated course will be included in the cumulative grade point average. The credit hours for both the failed course and the passed course will be counted in the credit hours attempted.

Incomplete Grades

An "Incomplete" ("I") grade may be issued to students who do not complete course requirements by the end of the session. Students must complete the requirements of the contract established with the respective faculty member or receive an "F" for the course. The incomplete course will count in credit hours attempted. Only the final grade will be included in the cumulative grade point average.

All other courses taken for credit at Argosy University will be counted in the credit hours attempted and in the calculation of the cumulative grade point average (CGPA).

PROBATION

Academic Probation

The conditions under which students are placed on academic probation are not limited to failure to meet the standards for academic progress requirements. Students should review the "Student Rights and Responsibilities" section of this catalog.

All students, regardless of the program in which they are enrolled, will be placed on academic probation if:

- The cumulative grade point average (CGPA) is below 2.00 at the undergraduate level, or 3.00 at the graduate level at the end of a semester.
- The student has failed to earn 67 percent of credit hours attempted on a cumulative basis at the end of a semester.

Unless granted an exception due to extenuating circumstances, a student on academic probation status is deemed to be making satisfactory academic progress and remains eligible for financial aid for up to two semesters.

Removal from Academic Probation

Criteria for Removal from Academic Probation

Students will be removed from academic probation when they have met the standards for academic progress.

Schedule for Removal from Academic Probation

After being placed on academic probation, students in term-based programs will have a maximum of two semesters to meet the standards for academic progress.

General Probation

The administration and faculty may request that the Student Professional Development Committee (SPDC) or Student Conduct Committee (SCC) review any student whose professional performance indicates deficiencies in performing the work required of students within their respective programs. The SPDC may refer students to the SCC with a recommendation of general probation and require remediation steps deemed appropriate. The student must agree to all reasonable conditions in order to remain enrolled.

Criteria for Removal from General Probation

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

Schedule for Removal from General Probation

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

DISMISSAL

Academic Dismissal

After the second and final semester of probation, students in term-based programs who have not met the standards for academic progress will be dismissed. If the student is readmitted after successfully appealing his/her dismissal, the student will re-enter on probation and be required to meet the standards for academic progress within two semesters or be dismissed. Students successfully appealing his/her dismissal will re-enter on probation and be required to meet the standards for academic progress within 12 attempted credit hours or be dismissed. Please note that students may be dismissed for academic reasons without previous academic action, including failure to complete all program requirements within the maximum allowable time frame.

Students who have been dismissed are prohibited from taking or continuing in coursework at any Argosy University campus or online, regardless of circumstance or pending appeal. Students must successfully appeal a dismissal in order to re-enter any Argosy University campus or program.

Other Reasons for Dismissal

Students may be dismissed from Argosy University for other reasons than those stated above if the institution determines that they cannot satisfactorily meet the academic, professional, or ethical expectations, the expectations detailed in the student responsibility policy, or other expectations of the program. Dismissal normally occurs when the Student Conduct Committee or campus president makes a decision for dismissal and communicates that decision to the student.

It is the responsibility of all students to be familiar with the Argosy University Ethical Code of Conduct, found in section 4, “Student Rights and Responsibilities.”

POLICY GOVERNING SATISFACTORY PROGRESS AND RECERTIFICATION OF BENEFITS FOR ELIGIBLE VETERANS

If a student receiving VA benefits does not meet the standards for academic progress requirements as defined earlier, and is placed on academic probation, a notation of this status is placed in the student’s file. If, following placement on academic probation, a VA student does not meet the requirements at the end of two consecutive evaluation periods, VA students cannot be recertified, benefits are terminated, and the VA will be notified. Students have the right to submit a statement of mitigating circumstances with the VA notification.

COMMENCEMENT AND PETITION TO GRADUATE

All students who wish to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the appropriate graduation application form (called the Petition to Graduate Form at some campuses) and appropriate fees to the Student Services Department by the deadline date of their campus. This and all forms are available from the Student Services Department. Students who complete graduation requirements at other times during the year will be recognized as a graduated student and receive a letter of completion.

Student Life

ENROLLMENT VERIFICATION

Students may obtain a letter from the Student Services Department verifying their enrollment as documentation for student discounts, insurance, loan deferments, or other purposes. The request must be made in writing and must indicate the student's name, address, phone number, and student identification number, as well as the information to be released, the reason for the release, and the location to which the letter should be sent.

TRANSCRIPT REQUESTS

Requests for transcripts are made to the Student Services Department. Argosy University provides a Transcript Request Form. The Family Educational Rights and Privacy Act of 1974 requires all transcript requests to be submitted in writing and to be signed by the former or current student. Telephone requests for transcripts cannot be processed.

HOUSING

Argosy University does not offer or operate student housing. At some campuses, the Student Services Department maintains a list of housing options as well as a list of Argosy University students who wish to share housing. Contact the Student Services Department at your campus for more information.

SUPPORT SERVICES

Each campus of Argosy University offers students a wide range of personal and professional opportunities designed to support students' educational programs and learning needs that are not available through courses or practicum. Services vary by campus according to the needs of each student population. These support services range from a Student Government Association to lecture/workshop series, special-interest groups, and common hours. Students are encouraged to contact the campus Student Services Department for a full description of co-curricular activities.

COUNSELING SERVICES

Counseling services are available at some campuses. Argosy University is committed to assisting students in integrating the many aspects of their lives while supporting personal growth and development. Services include short-term counseling, consultation, and referral to community agencies. Local referral lists may also be available at campuses that do not provide counseling services.

TUTORING SERVICES

Argosy University is committed to supporting students' academic needs. To this end, tutoring services are available for many courses at many campuses. Interested students should contact their Student Services Department for assistance in obtaining tutoring services.

STUDENT GOVERNMENT

The primary purpose of the campus student government associations or student senates is to represent student concerns, facilitate communication, and assist the faculty and administration in promoting the welfare of the campus. Through participation on various campus committees, student government often influences policy making on the campuses. The student government is also responsible for organizing social gatherings and events promoting honor societies, providing confidential advice relating to Argosy University matters to students requesting such assistance, assisting with orientation, and selecting student representation for committees.

LECTURE, SYMPOSIA, AND WORKSHOP SERIES

Periodically campuses invite distinguished professionals from a variety of academic fields to present lectures and conduct workshops or symposia. Open to the community, these presentations provide an opportunity for students, alumni, and faculty to discuss issues of interest.

SPECIAL INTEREST GROUPS

Campuses coordinate special interest groups that discuss ideas related to a specific topic. Composed of faculty and students, these groups cover a variety of issues. Participation in these groups is available without charge to any interested student.

CAREER SERVICES

At some Argosy University campuses, Offices of Career Services are available to assist currently enrolled students in developing their career plans and reaching their employment or graduate school goals. Career services provided include, but are not limited to, one-on-one career counseling, special career related workshops and programs, coaching for résumé, Curriculum Vitae, and cover letter development, résumé referral to employers, mock interviews, local industry information and research, on-site employer recruiting events and career/job fairs. Students should contact their campus directly to determine the services available at their location.

ALUMNI ASSOCIATION

At some Argosy University campuses, alumni associations have been formed. Alumni are encouraged to become members and to get involved in all aspects of the organization.

PROFESSIONAL ASSOCIATIONS

Argosy University encourages students to join professional organizations that reflect their career path. Examples of organizations of interest to students enrolled in programs offered by the College of Education include:

- *Education Programs:* Association for Supervision and Curriculum Development (ASCD), the American Association of Colleges for Teacher Education (AACTE), the American Educational Research Association (AERA), as well as national state associations of elementary school principals and national and state associations of secondary school principals
- *School Counseling Programs:* Council for Accreditation of Counseling and Related Educational Programs (CACREP)

The charges for the delivery are based on current UPS rates based on weight of the package and where the package is being shipped.

Textbook Buyback

Books may be sold back to MBS by calling the toll-free number to determine the current value of the book. For books with resale value, MBS will send a check directly to the seller.

Campus Bookstore

At some campuses, students may purchase their books at an on-site bookstore or nearby local bookstore.

DIVERSITY

The student bodies of the Argosy University campuses are noted for their diverse social, ethnic, economic, and educational characteristics. The academic programs and social life of the campuses foster the development of attitudes and skills essential to working with a wide range of individuals and populations. Some campuses feature a Minority Student Union or Diversity Committee that supports minority students, promotes diversity, increases cross-cultural sensitivity, organizes ethnic events, provides academic support and referral services, and facilitates communication.

NEWSLETTERS

Several campuses publish their own campus newsletter to promote campus events and student activities and enhance communication. These publications also enable students to practice their journalistic and leadership skills. Interested students should contact the Student Services Department to volunteer to serve on the publication staff at the campus.

LIBRARY RESOURCES

Argosy University's library collections contain a wealth of subject-specific research materials to support the University's programs of study. Accessible both on and off campus, Argosy University's online resources feature nearly 25,000 full-text journals and over 34,000 electronic books and other content, covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. Librarians are available to provide research and reference assistance in scholarly pursuits and in support of lifelong learning.

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Non-Certification Education Programs

MISSION STATEMENT

The mission of Argosy University's College of Education is to support and challenge educational scholar-practitioners to demonstrate professional competence, personal growth and interpersonal effectiveness within diverse environments. As such, learning community practices reflect awareness of social issues, commitment to social justice, and responsiveness to all facets of a pluralistic society to effect positive change in the lives of candidates and students.

The College of Education programs include high quality, learner-centered opportunities for all students in a wide range of practitioner fields; experienced and highly competent faculty; a focus on the individual student's needs and goals; standards-based programs of study; and convenient delivery formats.

Graduates of Argosy University's College of Education possess the advanced knowledge base, skills, and dispositions that characterize confident and principled leaders who are ethical practitioners, effective communicators, productive collaborators and well informed consumers, synthesizers, and evaluators of educational research.

Note: These programs (and concentrations) do not lead to state teacher or administrator certification, licensure, or endorsement. These programs (and concentrations) are designed to enhance the skills and knowledge of individuals already certified, licensed or endorsed and for individuals interested pursuing these degrees for reasons other than obtaining teacher or administrator certification, licensure, or endorsement.

Argosy University, Seattle Students

Prospective Washington state students are advised to contact the Office of the superintendent of Public Instruction at 360-725-6320 or profed@k12.wa.us to determine whether this education program is approved for teacher certification or endorsement in Washington State. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

MASTER OF ARTS IN EDUCATION — NON-CERTIFICATION PROGRAMS

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

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

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

available. Programs have been developed by faculty members to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of a MAEd program.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution.
- A 2.7 grade point average for the bachelor's degree used as the basis of admission, or 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 score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form.
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.)
- If the basis of admission is an earned bachelor's degree with a 2.7 grade point average, an official transcript from the degree granting institution.
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study.
- Prior to matriculation applicants will be required to submit a personal/ professional

goal statement (the statement is used for advisement purposes, and does not become part of the academic file).

Students who do not meet the minimum GPA requirement will also be required to submit the following:

- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or career summary).
- The names and contact information of three professional and/or academic references.

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission on an exception basis with significant evidence of academic and professional potential. This potential may be 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 approved by the campus dean or program chair. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals

and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

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

- Satisfactory completion of all requirements in the program of study), including core, Capstone Project, and elective requirements.
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of “B-” or better in all required courses.
- A completed Petition to Graduate submitted to campus administration.

Master of Arts in Education in Adult Education and Training — Argosy University, Chicago; Argosy University, Hawaii; Argosy University, Phoenix; Argosy University, Seattle

The Master of Arts in Education (MAEd) in Adult Education and Training program is designed for the working professional associated with adult learning, training, or staff development in business, government, and or other private or public organizations. The goal of the program is to enhance the knowledge and skills in the area of adult learning for employment and other organizational settings.

Program Requirements

The MAEd in Adult Education and Training program requires the satisfactory completion of 36 semester credit hours distributed as follows: core requirements, 24 credit hours; adult education and training requirements, 9 credit hours; and capstone project, 3 credit hours.

Core Requirements — Students Are Required to Take the Following

E6100	Research in Education (3)
E6235	Interpersonal Communication (3)
E6331	Survey of Curriculum Theory and Design (3)
E6710	Organizational Management and Development (3)
E6802	Instructional Development and Delivery (3)

E6805	Integrating Technology into the Classroom Curriculum (3)
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Students Choose One of the Following

E6900	Cultural Diversity (3)
E6420	Multicultural Education in Contemporary Society (3)

Students Choose One of the Following

E6901	Foundations of Education (3)
E6032	Historical and Philosophical Foundations of Education (3)

Core Requirements — 24 Credit Hours

Adult Education and Training Requirements — Students Are Required to Take the Following

E6211	Strategies for Teaching Adult Learners (3)
E6250	Introduction and Best Practices in Training and Development (3)
E6714	Adult and Organizational Learning (3)

Adult Education and Training Requirements — 9 Credit Hours

Capstone Requirement

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

Capstone Project Requirements — Students Are Required to Take the Following

E6925	Capstone Project (3)
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Capstone Project Requirements — 3 Credit Hours

Master of Arts in Education in Educational Leadership — Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Denver; Argosy University, Nashville; Argosy University, Sarasota; Argosy University, Seattle; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

The Master of Arts in Education (MAEd) in Educational Leadership non-certification program is designed to prepare graduates for roles as effective leaders in the field of education.

Program Requirements

The MAEd in Educational Leadership non-certification program requires the satisfactory

completion of 36 semester credit hours distributed as follows: core requirements, 24 credit hours; elective requirements, 9 credit hours; and capstone requirements, 3 credit hours.

Core Requirements — Students Are Required to Take the Following

E6100	Research in Education (3)
E6137	Educational Leadership (3)
E6232	Educational Law (3)
E6233	Educational Finance (3)
E6705	Human Resource Management and Development (3)
A course in educational technology (3)	
Students Choose One of the Following	
E6032	Historical and Philosophical Foundations of Education (3)
E6901	Foundations of Education (3)
Students Choose One of the Following	
E6420	Multicultural Education in Contemporary Society (3)
E6900	Cultural Diversity (3)

Core Requirements — 24 Credit Hours

Elective Requirements

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

Capstone Project Requirements

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

Capstone Project Requirements— Students Are Required to Take the Following

E6925	Capstone Project (3)
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Capstone Project Requirements — 3 Credit Hours

Master of Arts in Education in Educational Leadership —Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area

The Master of Arts in Education (MAEd) in Educational Leadership non-certification

program is designed to prepare graduates for roles as effective leaders in the field of education.

Program Requirements

The MAEd in Educational Leadership non-certification program requires the satisfactory completion of 30 semester credit hours distributed as follows: core requirements, 24 credit hours; elective requirements, 3 credit hours; and capstone requirements, 3 credit hours.

Core Requirements — Students Are Required to Take the Following

E6100	Research in Education (3)
E6137	Educational Leadership (3)
E6232	Educational Law (3)
E6233	Educational Finance (3)
E6705	Human Resource Management and Development (3)
A course in educational technology (3)	
Students Choose One of the Following	
E6032	Historical and Philosophical Foundations of Education (3)
E6901	Foundations of Education (3)
Students Choose One of the Following	
E6420	Multicultural Education in Contemporary Society (3)
E6900	Cultural Diversity (3)

Core Requirements — 24 Credit Hours

Elective Requirements

Students in the MAEd in Educational Leadership Non-Certification program choose one elective course (3 credit hours) with the approval of their advisor.

Capstone Project Requirements

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

Capstone Project Requirements — Students Are Required to Take the Following

E6925	Capstone Project (3)
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Capstone Project Requirements — 3 Credit Hours

Master of Arts in Education in Instructional Leadership — Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Denver; Argosy University, Nashville; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

The Master of Arts in Education (MAEd) in Instructional Leadership non-certification program is for those students who wish to develop or enhance classroom skills, become curriculum supervisors, or become educational leaders with instruction as their main focus.

Program Requirements

The MAEd in Instructional Leadership non-certification program requires the satisfactory completion of 36 semester credit hours distributed as follows: core requirements, 24 credit hours; elective requirements, 9 credit hours; and capstone requirements, 3 credit hours.

Core Requirements — Students Are Required to Take the Following

E6100	Research in Education (3)
E6331	Survey of Curriculum Theory and Design (3)
E6339	School Organization and Curriculum (3)
E6350	Advanced Supervision of Curriculum and Instruction (3)
E6501	Current Trends in School Curriculum (3) A course in educational technology (3)
Students Choose One of the Following	
E6032	Historical and Philosophical Foundations of Education (3)
E6901	Foundations of Education (3)
Students Choose One of the Following	
E6420	Multicultural Education in Contemporary Society (3)
E6900	Cultural Diversity (3)

Core Requirements — 24 Credit Hours

Elective Requirements

Students in the MAEd in Instructional Leadership non-certification program choose three elective courses (9 credit hours) with the approval of their advisor.

Capstone Project Requirements

A Capstone Project, focused on learning outcomes, (3 credit hours) is determined by

the advisor and campus. The project may include a Comprehensive Examination, internship, Comprehensive Portfolio, or other relevant project that incorporates reflection, analysis, and application of theoretical material and classroom experience.

Capstone Project Requirements — Students Are Required to Take the Following

E6925	Capstone Project (3)
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Capstone Project Requirements — 3 Credit Hours

Master of Arts in Instructional Leadership — Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, Phoenix ; Argosy University, San Diego; Argosy University, San Francisco Bay Area

The Master of Arts in Education (MAEd) in Instructional Leadership non-certification program is for those students who wish to develop or enhance classroom skills, become curriculum supervisors, or become educational leaders with instruction as their main focus.

Program Requirements

The MAEd in Instructional Leadership non-certification program requires the satisfactory completion of 30 semester credit hours distributed as follows: core requirements, 24 credit hours; elective requirements, 3 credit hours; and capstone requirements, 3 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E6100	Research in Education (3)
E6331	Survey of Curriculum Theory and Design (3)
E6339	School Organization and Curriculum (3)
E6350	Advanced Supervision of Curriculum and Instruction (3)
E6501	Current Trends in School Curriculum (3) A course in educational technology (3)
Students Choose One of the Following	
E6032	Historical and Philosophical Foundations of Education (3)
E6901	Foundations of Education (3)
Students Choose One of the Following	
E6420	Multicultural Education in Contemporary Society (3)
E6900	Cultural Diversity (3)

Cognate Core Requirements — 24 Credit Hours

Elective Requirements

Students choose one elective course (3 credit hours) with the approval of their advisor.

Capstone Project Requirements

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

Capstone Project Requirements — Students Are Required to Take the Following

E6925	Capstone Project (3)
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Capstone Project Requirements — 3 Credit Hours

Master of Arts in Instructional Leadership with a Concentration in Montessori Education — Argosy University, Sarasota

The Master of Arts in Education (MAEd) in Instructional Leadership with a concentration in Montessori Education is intended for current Montessori educators and those who wish to become Montessori educators through the development and enhancement of knowledge and skills in the Montessori way of fostering successful student learning.

The program, offered in partnership with Knowledge Delivery Systems, features instructor-led, streaming video-based course work by veteran Montessori educators who are experts in the field emphasizing the philosophy and pedagogy of the Montessori method. In addition, video recorded Montessori classroom activities provide practical pedagogical vignettes used for close study of instructional episodes. All these materials can be viewed repeatedly at a student’s convenience to strengthen understanding and reinforce learning. Complementing these instructor-led learning activities, the program includes a full year of active internship experiences with extensive observation and participation in a Montessori classroom under the supervision of an

experienced Montessori educator. Internships can be arranged worldwide in over 50,000 Montessori schools.

Although this program is designed for the preparation of Montessori educators and the increasing demand for Montessori trained regular classroom teachers, it will not provide a certificate for public school teaching.

Program Requirements

The MAEd in Instructional Leadership with a Concentration in Montessori Education program requires the satisfactory completion of 36 semester credit hours distributed as follows: foundation requirements, 24 credit hours; elective requirements, 9 credit hours; and capstone requirements, 3 credit hours.

Foundation Requirements — Students Are Required to Take the Following

E6009	Foundations in Montessori (3)
E6100	Research in Education (3)
E6339	School Organization and Curriculum (3)
E6350	Advanced Supervision of Curriculum and Instruction (3)
E6420	Multicultural Education in Contemporary Society (3)
E6501	Current Trends in School Curriculum (3)
E6620	Supervision of Curriculum (3)
E6805	Integrating Technology into the Curriculum (3)

Foundation Requirements — 24 Credit Hours

Concentration Requirements — Students Are Required to Take the Following

E6015	Classroom Management, Observation and Child Development (3)
Students Choose One of the Following	
E6013	Montessori Presentations in Elementary Education (3)
E6014	Montessori Presentations in Intermediate Mathematics (3)
Students Choose One of the Following	
E6015	Montessori Presentations in Elementary Language Arts (3)
E6016	Montessori Presentations in Intermediate Language Arts (3)

Concentration Requirements — 9 Credit Hours

Capstone Project Requirements — Students are Required to Take the Following

E6011	Montessori Educator Internship Experience and Practicum I (1.5)
E6012	Montessori Educator Internship Experience and Practicum II (1.5)

Capstone Project Requirements — 3 Credit Hours

EDUCATION SPECIALIST — NON-CERTIFICATION PROGRAMS

Argosy University recognizes the need to provide educators with the extensive knowledge and range of skills necessary to function effectively in their profession. Programs have been developed by faculty members to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of an Education Specialist (EdS) program.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution.
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Teaching experience in a K–12 public or private school.

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

- Completed Application for Admission Form.
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three

business days of the applicant signing the Enrollment Agreement.)

- Documentation of applicant employment with or access to a professional or educational organization.
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor.
- Satisfactory completion of 30 credit hours beyond the master's degree and not previously used to satisfy a degree.
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- Successful passing of all sections of the Comprehensive Examination.
- Completion of these requirements within

seven years of matriculation into the program.

- A completed Petition to Graduate submitted to campus administration

Education Specialist in Educational Leadership — Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Nashville; Argosy University, Phoenix; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

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

Program Requirements

The EdS in Educational Leadership Non-Certification program requires the satisfactory completion of 30 semester credit hours distributed as follows: cognate core requirements, 27 credit hours and research requirements, 3 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7033	Leading and Managing Change in a Diverse Society (3)
E7134	Comprehensive Planning and Implementation (3)
E7137	Educational Leadership in Theory and Practice (3)
E7231	Administrative Theory and Practice (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7239	Education Law: The District (3)
E7637	Managing Human and Fiscal Resources in Education (3)
E7801	Instructional Technology Planning and Management (3)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 27 Credit Hours

Research Requirement — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
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Research Requirement — 3 Credit Hours

Education Specialist in Instructional Leadership — Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Nashville; Argosy University, Phoenix; Argosy University, Sarasota; Argosy University, Schaumburg, Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

Program Requirements

The Education Specialist (EdS) in Instructional Leadership non-certification program requires the satisfactory completion of 30 semester credit hours distributed as follows: cognate core requirements, 27 credit hours and elective requirements, 3 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7034	Critical Analysis of Problems and Issues in Education (3)
E7134	Comprehensive Planning and Implementation (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7245	Teaching and Effective Learning Strategies (3)
E7340	Curriculum Design K–12 (3)
R7001	Introduction to Research Methods (3)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 27 Credit Hours

Elective Requirements — Students Are Required to Take One of the Following

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

Elective Requirements — 3 Credit Hours

DOCTOR OF EDUCATION — NON-CERTIFICATION PROGRAMS

The College of Education at Argosy University recognizes the need to provide professional educators with the extensive knowledge and range of skills necessary to function effectively in their professions. The Doctor of Education (EdD) non-certification programs have been

developed by the faculty members to provide working professionals with the opportunity to enhance their personal and professional competence through completion of a relevant and meaningful graduate program.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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 and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.)
- Documentation of applicant employment with or access to a professional or educational organization.
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.*

- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor.
- Satisfactory completion of 60 credit hours beyond the master's degree, including 48 credit hours of coursework and 12 credit hours of dissertation.
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- Satisfactory performance on the Comprehensive Examination.
- Successful completion and defense of the dissertation.
- Completion of these requirements within seven years of matriculation into the program.
- A completed Petition to Graduate submitted to campus administration.

Dissertation Requirements

Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit extension course (tuition based on a credit hour equivalent as defined in the Tuition and Fees Schedule in Appendix IV). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Doctor of Education in Educational Leadership —Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Denver; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

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

Program Requirements

The EdD in Educational Leadership non-certification program with a concentration in Higher Education Administration or in K–12 Education requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 21 credit hours; concentration requirements, 12 credit hours; research requirements, 12 credit hours; elective requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following	
E7033	Leading and Managing Change in a Diverse Society (3)
E7034	Critical Analysis of Problems and Issues in Education (3)
E7134	Comprehensive Planning and Implementation (3)
E7137	Educational Leadership in Theory and Practice (3)
E7637	Managing Human and Fiscal Resources in Education (3)
E7834	Writing for Research and Professional Publications* (3)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 21 Credit Hours

** Must be taken as the last course.*

Research Requirements — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)
R7038	Action Research (3)

Research Requirements — 12 Credit Hours

Elective Requirement — Students Are Required to Take the Following

Elective (3)*

Elective Requirement — 3 Credit Hours

** Elective course is selected upon advisor approval*

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks***Track One**

D9001	Dissertation (3)
D9002	Dissertation (3)
D9003	Dissertation (3)
D9004	Dissertation (3)

Track Two

D9501	Dissertation (1.5)
D9502	Dissertation (3)
D9503	Dissertation (3)
D9504	Dissertation (3)
D9505	Dissertation (1.5)

Dissertation Requirements—12 Credit Hours

** Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two*

Concentration Requirements

Students in the EdD in Educational Leadership Non-Certification program complete 12 credit hours of concentration courses.

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

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

Higher Education Concentration Requirements — 12 Credit Hours

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

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

K-12 Education Concentration Requirements — 12 Credit Hours

Doctor of Education in Instructional Leadership — Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Denver; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

The Doctor of Education (EdD) in Instructional Leadership non-certification program is designed for those students who wish to master teaching methodologies, become curriculum supervisors, or become educational leaders with curriculum and instruction as their main focus. Students must choose one of the following areas of concentration.

- Education Technology
- Higher Education
- K–12 Education

Not all concentrations are available at all campuses. Students should check with the campus dean or program chair at their campus of record to determine the available concentrations.

Program Requirements

The EdD in Instructional Leadership Non-Certification program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 21 credit hours; concentration requirements, 12 credit hours; research requirements, 12 credit hours; elective requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7034	Critical Analysis of Problems and Issues in Education (3)
E7134	Comprehensive Planning and Implementation (3)
E7245	Teaching and Effective Learning Strategies (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7834	Writing for Research and Professional Publications* (3)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 21 Credit Hours

** Must be taken as the last course.*

Research Requirements — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)
R7038	Action Research (3)

Research Requirements — 12 Credit Hours

Elective Requirement — Students are Required to take the Following

Elective (3)*

Elective Requirement — 3 Credit Hours

** Elective course is selected upon advisor approval.*

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks*

Track One

- D9001 Dissertation (3)
- D9002 Dissertation (3)
- D9003 Dissertation (3)
- D9004 Dissertation (3)

Track Two

- D9501 Dissertation (1.5)
- D9502 Dissertation (3)
- D9503 Dissertation (3)
- D9504 Dissertation (3)
- D9505 Dissertation (1.5)

Dissertation Requirements—12 Credit Hours

** Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two*

Concentration Requirements

Students in the EdD in Instructional Leadership non-certification program complete 12 credit hours of concentration courses.

Education Technology Concentration Requirements — Students are Required to take the Following

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

Education Technology Concentration Requirements — 12 Credit Hours

Higher Education Concentration Requirements — Students are Required to take the Following

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

Higher Education Concentration Requirements — 12 Credit Hours

K-12 Education Concentration Requirements — Students are Required to take the Following

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

Students Choose One of the Following

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

K-12 Education Concentration Requirements — 12 Credit Hours

**DOCTOR OF EDUCATION IN COMMUNITY COLLEGE
EXECUTIVE LEADERSHIP PROGRAM**
*Argosy University, Chicago; Argosy University,
Denver; Argosy University, Inland Empire;
Argosy University, Los Angeles; Argosy
University, Orange County; Argosy University,
Phoenix; Argosy University, San Diego; Argosy
University, San Francisco Bay Area; Argosy
University, Sarasota; Argosy University,
Schaumburg; Argosy University, Seattle;
Argosy University, Tampa; Argosy University,
Washington DC*

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

Admission Requirements

To be considered for admission to the EdD in Community College Executive Leadership program, the applicant is required to have:

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and any subsequent graduate study.
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Recommendation from a community college leader, or provide evidence that demonstrates leadership or potential leadership in a community college setting.

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

- Completed Application for Admission Form.
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.
- Documentation of applicant employment with or access to a professional or educational organization.
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor.
- Satisfactory completion of 60 credit hours beyond the master's degree, including 48 credit hours of coursework and 12 credit hours of dissertation.

- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of “B-” or better in all required courses.
- Satisfactory performance on the Comprehensive Examination.
- Successful completion and defense of the dissertation.
- Completion of these requirements within seven years of matriculation into the program.
- A completed Petition to Graduate submitted to campus administration.

Dissertation Requirements

Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit extension course (tuition based on a credit hour equivalent as defined in the Tuition and Fees Schedule in Appendix IV). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Program Requirements

The EdD in Community College Executive Leadership program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 33 credit hours; elective requirements, 3 credit hours; research core requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7034	Critical Analysis of Problems and Issues in Education (3)
E7134	Comprehensive Planning and Implementation (3)
E7136	Higher Education in the United States (3)
E7232	Educational Policy (3)
E7236	The Community College (3)
E7501	Community College Leadership (3)
E7502	Organization and Governance of Community Colleges (3)
E7503	Community College Finance (3)
E7504	Community College Executive Management Internship (3)
E7834	Writing for Research and Professional Publications* (3)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 33 Credit Hours

** Must be taken as the last course.*

Elective Requirements — Students Are Required to Take the Following

Elective (3)*

Elective Requirements — 3 Credit Hours

** Elective course is selected upon advisor approval.*

Research Requirements — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)
R7038	Action Research (3)

Research Requirements — 12 Credit Hours

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks *

Track One

D9001	Dissertation (3)
D9002	Dissertation (3)
D9003	Dissertation (3)
D9004	Dissertation (3)

Track Two

D9501	Dissertation (1.5)
D9502	Dissertation (3)
D9503	Dissertation (3)
D9504	Dissertation (3)
D9505	Dissertation (1.5)

Dissertation Requirements—12 Credit Hours

** Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two*

State Certification Education Programs

MASTER OF ARTS IN EDUCATION — STATE CERTIFICATION PROGRAMS

Master of Arts in Education in Educational Leadership Program —Argosy University, Dallas

The Master of Arts in Education (MAEd) in Educational Leadership program is designed for education professionals who want to advance to assistant principal, principal, or other P -12 supervisory positions. If students complete additional requirement as listed below, they may be eligible for Principal Certification. Such eligibility extends only to students enrolled at Argosy University, Dallas and who meet all prerequisite requirements for such certification.

ADMISSION REQUIREMENTS

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study.
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Residency in Texas or employment in a K-12 school in Texas.
- Two years of creditable full-time K–12 teaching experience in a Texas- approved school. If teaching experience is from another state, applicant must submit formal verification that the school is state-approved.
- Current Texas teaching certificate or criminal background check, including fingerprinting.

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 and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- The names and contact information of three professional and/or academic references.
- Official transcripts from all post-secondary schools attended.

There are limits to the number of online courses you may take and remain eligible for certification by the State of Texas. When considering taking courses online you must seek guidance from the program chair or academic advisor to avoid jeopardizing your eligibility to obtain a Principal Certificate.

This program is accredited by the Texas Education Agency, State Board for Educator Certification and only meets the certification requirements for the State of Texas. If you want to work in any other State it is your responsibility to find out the other State's criteria about the reciprocity of the Texas Education Agency Principal Certificate.

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums will be considered for admission on an exception basis with significant evidence of academic

and professional potential. This potential may be 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 approved by the campus dean or program chair. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of the Academic Catalog under "Admission Policies."

Graduation Requirements

A student is eligible for graduation in the MAEd in Educational Leadership program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (a minimum of 36 credit hours), including core, concentration, and capstone project requirements.
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- A completed Petition to Graduate submitted to campus administration.

Texas Principal Certification Requirements*

Graduation from this program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Texas Law requires an internship for principal certification candidates; thus, students who are pursuing all-level principal certification will be required to complete an internship as part of their preparation.
- Completion of a Texas-approved Principal Preparation Program.
- Passage of the Texas Administrator Exam.

*The MAEd in Educational Leadership, Principal Certification leads to Texas Education Agency Principal Certificate. All other programs offered through the Argosy University, Dallas College of Education

DO NOT lead to teacher or administrator certification, licensure, or endorsement in any State in the United States. The programs offered through Argosy University- Online Programs **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.

Program Requirements

The MAEd in Educational Leadership program requires the satisfactory completion of 36 semester credit hours distributed as follows: core requirements, 18 credit hours; concentration requirements, 18 credit hours including the capstone project requirement.

Core Requirements — Students Are Required to Take the Following	
E6100	Research in Education (3)
E6032	Historical and Philosophical Foundations of Education (3)
E6331	Survey of Curriculum Theory and Design (3)
E6501	Current Trends in School Curriculum (3)
	A course in Educational Technology (3)
Students Choose One of the Following	
E6420	Multicultural Education in Contemporary Society (3)
E6900	Cultural Diversity (3)

Core Requirements — 18 Credit Hours

Concentration Requirements — Students Are Required to Take the Following	
E6137	Educational Leadership (3)
E6703	School Organization Communication Skills (3)
E6232	Educational Law (3)
E6705	Organizational Management and Development (3)
E6361	Foundations of Exceptional Student Education (3)
E6925	Capstone Project (3)

Concentration Requirements — 18 Credit Hours

Master of Arts in Education in Educational Leadership Principal/General Administrative Type 75 Certification Program —Argosy University, Chicago; Argosy University, Schaumburg

The Argosy University, Chicago and Argosy University, Schaumburg Master of Arts in Education (MAEd) in Educational Leadership-Illinois Type 75 Principal Preparation/General Administrative Track is designed for education professionals who want to advance to assistant/associate

other P-12 supervisory positions. This program meets the requirements for the State of Illinois Type 75 General Administrative Certificate. From time to time, curricular changes may occur. The College of Education will make every effort to disseminate such changes; however, it is the responsibility of students to become aware of and adhere to those changes.

The program reflects Argosy University's commitment to practitioner-based, results-oriented education. It is undergirded by current research and best practices in effective educational leadership, along with opportunities for candidates to apply theory and best practices in educational settings. Articulated field experience components are built into every course. These characteristics of the program prepare candidates to make a meaningful difference in the lives of P-12 students in Illinois. Candidates are prepared for ever-changing educational settings that are influenced by variables such as increasingly diverse populations, technological innovations, and the broader political landscape.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0).
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- A minimum of two years of full time teaching experience in an Illinois-approved school. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school.

- Residency in Illinois or employed by an Illinois-approved school.
- Argosy University Professional Education Unit recommendation.
- Interview with 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 and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Personal goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- Three Letters of Recommendation.
- Official transcripts from all post-secondary schools attended.

There are limits to the number of online courses you may take and remain eligible for certification by the State of Illinois. When considering taking courses online you must seek guidance from the program chair or academic advisor to avoid jeopardizing your eligibility to obtain Type 75 General Administrative Certification.

This program is approved by the Illinois State Board of Education and only meet the certification requirements for the State of Illinois. If you want to work in any other State it is your responsibility to find out the other State's criteria about the reciprocity of the State of Illinois Type 75 General Administrative Certificate.

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums will be considered for admission on an exception

basis with significant evidence of academic and professional potential. This potential may be 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 approved by the campus dean or program chair. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of the Academic Catalog under "Admission Policies."

Graduation Requirements

A student is eligible for graduation in the MAEd in Educational Leadership Principal/General Administration Type 75 Certification program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (a minimum of 36 credit hours), including core, field experiences, appropriate certification examinations, Capstone Project, and Internship requirements.
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- A completed Petition to Graduate submitted to campus administration.

Illinois Principal Certification Requirements*

Graduation from this program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including Internship.
- Presentation of evidence of passage of the Illinois Test of Basic Skills.
- Passage of the Illinois Administrator Certification Exam.

*The MAEd in Educational Leadership-Illinois Type 75 Principal Preparation/ General Administrative Tracks lead to State of Illinois Type 75 General Administrative Certificate. The EdS in Educational

Leadership/Illinois Type 75 Certification-Superintendent Preparation Track, and the EdD in Educational Leadership-Superintendent Preparation Track can lead to State of Illinois Type 75 Superintendent's Endorsement. All other programs offered through the Argosy University, Chicago and Argosy University, Schaumburg College of Education **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States. The programs offered through Argosy University-Online Programs **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.

Program Requirements

The MAEd in Educational Leadership Principal/General Administration Type 75 Certification program requires the satisfactory completion of 36 semester credit hours distributed as follows: core requirements, 30 credit hours; capstone project, 3 credit hours, and Illinois Principal Internship, 3 credit hours.

Core Requirements — Students Are Required to Take the Following

E6100	Research in Education (3)
E6137	Educational Leadership (3)
E6232	Educational Law (3)
E6233	Educational Finance (3)
E6620	Supervision of Curriculum (3)
E6705	Human Resources Management and Development (3)
E6804	Managing and Evaluating Instructional Technology and Distance Education (3)
E6850	Meeting Special Learning Needs (3)
E6900	Cultural Diversity (3)
E6901	Foundations in Education (3)

Core Requirements — 30 Credit Hours

Capstone Requirement

A Capstone Project (3 credit hours) In conjunction with the internship, candidates will complete a capstone course, which will provide a forum for formative assessment and feedback as they complete their internships and program portfolios. The capstone will provide a forum in which they will have opportunities to integrate, review, and reflect on the knowledge, skills, and dispositions that they will acquire and refine in completing program and Illinois State Board of Education certification requirements.

Capstone Project Requirements — Students Are Required to Take the Following

E6925	Capstone Project (3)
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Capstone Project Requirements — 3 Credit Hours

Internship Requirements

The Illinois Principal Internship is a semester-long, standards-based, supervised internship, which is planned and guided cooperatively by Argosy University and school district personnel. Interns serve as administrators in P-12 public or private-school settings, with the experience personalized to each intern relative to the knowledge, performances, and dispositions of the Illinois Professional School Leader Standards and the Illinois Content-Area Standards for Principals. Prior to beginning the internship, candidates must take and pass the Illinois Board of Education content examination, completed concurrently with the capstone project.

Internship Requirements — Students Are Required to Take the Following	
E6950	Illinois Principal Internship (3)
Internship Requirements — 3 Credit Hours	

Master of Arts in Education in Educational Leadership —Principal Certification Program—Argosy University, Phoenix

The Argosy University, Phoenix Master of Arts in Education (MAEd) in Educational Leadership is designed for education professionals who want to advance to assistant principal, principal, or other P -12 evaluative supervisory positions. These programs meet the requirements for the Arizona Department of Education Principal Certificate.

From time to time, curricular changes may occur. The College of Education will make every effort to disseminate such changes; however, it is the responsibility of students to become aware of and adhere to those changes.

Admission Requirements

- A bachelor’s degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0).
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants

- whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- A minimum of three years of verified full-time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school.
 - Verification of state approved Structured English Immersion (SEI) training.*
 - Photocopy of valid Arizona Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety.
 - Interview with the program Admissions Committee.
- * Students may complete this requirement following admission to the program.

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

- Completed Application for Admission Form.
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Personal goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- Three Letters of Recommendation.
- Official transcripts from all post-secondary schools attended.

There are limits to the number of online courses you may take and remain eligible for certification by the State of Arizona. When considering taking courses online you must seek guidance from the program chair or your academic advisor to avoid jeopardizing your

eligibility to obtain an Arizona Department of Education Principal Certificate.

This program is approved by the State of Arizona Department of Education and only meets the certification requirements for the State of Arizona. If you want to work in any other State it is your responsibility to find out the other State's criteria about the reciprocity of the Arizona Department of Education Principal Certificate.

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums will be considered for admission on an exception basis with significant evidence of academic and professional potential. This potential may be 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 approved by the campus dean or program chair. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of the Academic Catalog under "Admission Policies."

Graduation Requirements

A student is eligible for graduation in the MAEd in Educational Leadership Principal Certification program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (a minimum of 36 credit hours), including required courses, certification courses, and internship requirements.
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- A completed Petition to Graduate submitted to campus administration.

Arizona Principal Certification Requirements*

Graduation from this program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including Principal Internship.
- Verification of three (3) semester hours or forty-five (45) clock hours of Arizona-approved Structured Immersion (SEI) training.
- Passage of United States Constitution and Arizona state constitution examinations.
- Passage of the Principal or Superintendent portion of the Arizona Educator Proficiency Assessment.

* The MAEd in Educational Leadership, Principal Certification leads to Arizona Department of Education Principal Certificate. All other programs offered through the Argosy University, Phoenix College of Education **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States. The programs offered through Argosy University-Online Programs **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.

Program Requirements

The MAEd in Educational Leadership Principal Certification program requires the satisfactory completion of 36 semester credit hours distributed as follows: core requirements, 24 credit hours, capstone requirements, 3 credit hours, certification requirements, 9 credit hours.

Core Requirements — Students Are Required to Take the Following

E6100	Research in Education (3)
E6137	Educational Leadership (3)
E6232	Educational Law (3)
E6233	Educational Finance (3)
E6705	Human Resource Management and Development (3)
A course in Educational Technology (3)	
Students Choose One of the Following	
E6032	Historical and Philosophical Foundations of Education (3)
E6901	Foundations of Education (3)

Students Choose One of the Following

E6420	Multicultural Education in Contemporary Society (3)
E6900	Cultural Diversity (3)

Core Requirements—24 Credit Hours

Capstone Requirement

A Capstone Project (3 credit hours) in conjunction with the internship, candidates will complete a capstone course, which will provide a forum for formative assessment and feedback as they complete their internships and program portfolios.

The capstone will provide a forum in which they will have opportunities to integrate, review, and reflect on the knowledge, skills, and dispositions that they will acquire and refine in completing program and Arizona Department of Education certification requirements.

Capstone Project Requirements—Students Are Required to Take the Following

E6925	Capstone Project (3)
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Capstone Project Requirements—3 Credit Hours

Certification Requirements—Students Are Required to Take the Following

E6734	Structured English Immersion (3) A Course in Curriculum and Instruction selected with the approval of the Program Chair (3)
E6950	Internship (3)

Certification Requirements—9 Credit Hours

Internship Requirements

The Arizona Principal Internship is a semester-long, standards-based, supervised internship, which is planned and guided cooperatively by Argosy University and school district personnel. Interns serve as administrators in P-12 public or private-school settings, with the experience personalized to each intern relative to the knowledge, performances, and dispositions of the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Administrators.

MASTER OF ARTS IN EDUCATION IN INSTRUCTIONAL LEADERSHIP/TEACHER PREPARATION PROGRAMS***Program Overview**

The Master of Arts in Education (MAEd) in Instructional Leadership/Teacher Preparation Programs are designed for students who wish to become classroom teachers in California schools. In the MAEd in Instructional Leadership/Teacher Preparation programs, students develop core practical and academic skills in analysis, oral and written communication, problem solving, critical thinking, team-building, and computer technology, through courses that examine the practical, historical, philosophical, psychological, social, technical, and theoretical aspects of education.

A California Single Subject or Multiple Subject teaching credential requires both proof of subject matter competence and completion of an approved credential program. Students seeking to obtain any teaching credential must make formal application and be admitted to the teacher credential program before beginning coursework. Students who are not residents of California should contact Argosy University's Certification Officer to discuss their possible eligibility for California Teacher Certification.

The MAEd in Instructional Leadership/Teacher Preparation programs are fully accredited by the California Commission on Teacher Credentialing (CCTC).

*The MAEd in Instructional Leadership (Multiple Subject Teacher Credential Prep) and the MAEd in Instructional Leadership (Single Subject Teacher Credential Prep) programs only meet the initial credentialing requirements for the State of California. If you want to work in any other State it is your responsibility to find out the other State's criteria about the reciprocity of the State of California teacher credentialing. The MAEd in Instructional Leadership (Multiple Subject Teacher Credential Prep) and the MAEd in Instructional Leadership (Single Subject Teacher Credential Prep) lead to Multiple Subject Teaching Credential or Single Subject Teaching Credential depending on the program concentration selected. All other programs offered through the Argosy University, Inland Empire, Los Angeles, Orange County, San Diego, or San Francisco Bay Area College of Education **DO NOT** lead to teacher or administrator certification, licensure, or endorsement

in any State in the United States. The programs offered through Argosy University-Online Programs **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.

Program Outcomes

In accordance with California state law, all teacher candidates are to demonstrate mastery of 13 Teacher Performance Expectations (TPEs).

These TPEs form the program outcomes, and they are as follows:

- TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
- TPE2 : Monitoring Student Learning During Instruction
- TPE 3: Interpretation and Use of Assessments
- TPE 4: Making Content Accessible
- TPE 5: Student Engagement
- TPE 6: Developmentally Appropriate Teaching Practices
- TPE 7: Teaching English Learners
- TPE 8: Learning About Students
- TPE 9: Instructional Planning
- TPE 10: Instructional Time
- TPE 11: Social Environment
- TPE 12: Professional, Legal, and Ethical Obligations
- TPE 13: Professional Growth

Admission Requirements

- A bachelor's degree or higher from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study.
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Possess proof of Certificate of Clearance, passage of the California Basic Education Skills Test (CBEST) and the California Subject Exams for Teachers (CSET), in addition to a negative TB test result before he/she can begin his/her field experience assignments. Proof of Certificate of Clearance can be obtained by providing Argosy University with a copy of an

emergency credential granted to the student. If a student has never been authorized for service in a California public school, he/she must file for Certificate of Clearance through Argosy University. Applications can be obtained from the CCTC office and the on-campus credentials analyst. Students must provide proof of clearance before beginning student teaching, without exception.

- Possess qualities deemed to be suitable for the field of teaching.

Note: Candidates who have been convicted or plead nolo contendere for any violation of the law, excluding minor traffic offenses, may not be eligible for a California Teaching Credential and must check with the credentials analyst for verification.

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 and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- The names and contact information of three professional and/or academic references.
- Official transcripts from all post-secondary schools attended.

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums will be considered for admission on an exception basis with significant evidence of academic and professional potential. This potential may be 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 approved by the campus dean or program chair. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status.

See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

There are limits to the number of online courses you may take and remain eligible for certification by the State of California. When considering taking courses online you must seek guidance from the program chair or your academic advisor to avoid jeopardizing your eligibility to obtain the State of California Single Subject or Multiple Subject Teaching Credential.

Graduation Requirements

A student is eligible for graduation in the MAEd in Instructional Leadership/Teacher Preparation programs when the following requirements are met:

- Satisfactory completion of 33 credit hours that includes
 - 6 credit hours, prerequisite requirements
 - 24 credit hours, professional preparation requirements
 - 3 credit hours, of research requirement
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all courses.
- A completed Petition to Graduate submitted to campus administration.

Academic Probation and Dismissal

A student receiving a grade of "B-" or below in a course required for a preliminary credential will be placed on academic probation. The terms of probation will require the student to retake the course when offered and receive grade of "B-" or higher. In addition, the probationary student

may enroll in a maximum of 3 additional credit hours until the specified course is retaken.

An advisor from the College of Education will monitor the progress of the student.

Students may be dismissed from the program for the following:

- Receipt of a second grade below "B-."
- Failure to earn a grade of "Pass" ("P") in the Field Experience portion of the program.
- Receipt of a grade of "F."

Candidate Dismissal

According to California Commission on Teacher Credentialing (CCTC) regulations, Argosy University has an obligation to public schools to dismiss candidates who are unsuited to be teachers. Argosy University reviews each candidate's competence throughout the program, informs candidates of their strengths and weaknesses, provides opportunities for learning, and emphasizes that candidates possess high standards of personal conduct.

U.S. Constitution Requirement

MAEd in Instructional Leadership/Teacher Preparation program candidates must have completed an approved course with a grade of "C" or better covering the U.S. Constitution or pass a college-level exam in this area.

Master of Arts in Education in Instructional Leadership/Single Subject Teacher Preparation Program—Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Francisco Bay Area

The MAEd in Instructional Leadership/Single Subject Teacher Preparation Program prepares students to teach in a specific subject content area in a departmentalized classroom usually found at the middle or secondary level, although in some cases they are also utilized in elementary schools.

Program Requirements

The MAEd in Instructional Leadership/Single Subject Teacher Preparation Program requires the successful completion of 33 credit hours distributed as follows: prerequisite requirements, 6 credit hours; professional preparation requirements, 24 credit hours; research requirement, 3 credit hours. Coursework must be completed in the order specified below.

Prerequisite Requirements—Students Are Required to Take the Following

E6900	Cultural Diversity (3)
E6901	Foundations of Education (3)

Prerequisite Requirements—6 Credit Hours

Prerequisite Requirements—Students Are Required to Take the Following

E6909	The Adolescent Learner (3)
E6910	Curriculum and Instruction for Diverse Secondary School Settings (3)
E6911	Language and Literacy in Secondary School Schools (3)
E6912	Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools (3)
E6907	Field Experience I: Beginning Student Teaching (3)*
E6926	Teacher Performance Assessments I (3)*
E6908	Field Experience II: Advanced Student Teaching (3)†
E6927	Teacher Performance Assessments II (3)†

Professional Preparation Requirements—24 Credit Hours

* Students are required to enroll concurrently in E6907 Field Experience I: Beginning Student Teaching and E6926 Teacher Performance Assessments I.

† Students are required to enroll concurrently in E6908 Field Experience II: Advanced Student Teaching and E6927 Teacher Performance Assessments II.

Research Requirement—Students Are Required to Take the Following

E6100	Research in Education (3)**
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Research Requirement—3 Credit Hours

** Students may take E6100 Research in Education at any time.

Examination Requirements

- Passing score on the CBEST Examination.
- Subject matter competence can be met by passage of the California Subject Exam for Teachers (CSET) or completion of an approved program of subject matter coursework, verified by signed waiver from an accredited California four-year college or university that has been approved by the California Commission on Teacher Credentialing to issue such a waiver.

Master of Arts in Education in Instructional Leadership/Multiple Subject Teacher Preparation Program—Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Francisco Bay Area

The MAEd in Instructional Leadership/Multiple Subject Teacher Preparation Program prepares students to teach all subject content areas in a self-contained classroom usually found at the elementary level (K-6) although in it may also be utilized in grades 7-8.

Program Requirements

The MAEd in Instructional Leadership/Multiple Subject Teacher Preparation Program requires the successful completion of 33 credit hours distributed as follows: prerequisite requirements, 6 credit hours; professional preparation requirements, 24 credit hours; research requirement, 3 credit hours. Coursework must be completed in the order specified below.

Prerequisite Requirements—Students Are Required to Take the Following

E6900	Cultural Diversity (3)
E6901	Foundations of Education (3)

Prerequisite Requirements—6 Credit Hours

Professional Preparation Requirements—Students Are Required to Take the Following

E6903	Language and Literacy Education in Elementary Schools (3)
E6904	Mathematics Education in Elementary Schools (3)
E6905	Social Studies Education in Elementary Schools (3)
E6906	Science Education in Elementary Schools (3)
E6907	Field Experience I: Beginning Student Teaching (3)*
E6926	Teacher Performance Assessments I (3)*
E6908	Field Experience II: Advanced Student Teaching (3) †
E6927	Teacher Performance Assessments II (3) †

Professional Preparation Requirements—24 Credit Hours

** Students are required to enroll concurrently in E6907 Field Experience I: Beginning Student Teaching and E6926 Teacher Performance Assessments I.*

† Students are required to enroll concurrently in E6908 Field Experience II: Advanced Student Teaching and E6927 Teacher Performance Assessments II.

Research Requirement—Students Are Required to Take the Following

E6100 Research in Education (3) **

Research Requirement—3 Credit Hours

*** Students may take E6100 Research in Education at any time.*

Examination Requirements

- Passing score on CBEST Examination
- Subject matter competence must be met by passage of the California Subject Exam for Teachers (CSET).
- Passing score on the Reading Instruction Competence Assessment (RICA).

EDUCATION SPECIALIST — STATE CERTIFICATION PROGRAMS

Education Specialist in Educational Leadership with Illinois Superintendent Endorsement —Argosy University, Chicago; Argosy University, Schaumburg

The purpose of Argosy University's Education Specialist (EdS) in Educational Leadership with Illinois Superintendent Endorsement program is to prepare individuals to serve as school district superintendents. From time to time, curricular changes may occur. The Argosy University College of Education will make every effort to disseminate such changes; however, it is the responsibility of students to become aware of and adhere to those changes.

The EdS in Educational Leadership with Illinois Superintendent Endorsement program reflects Argosy University's commitment to practitioner-based, results-oriented education. It is under girded by current research and best practices in effective educational leadership, along with opportunities for candidates to apply theory and best practices in educational settings. Articulated field experience components are built into every course. These characteristics of the program prepare candidates to make a meaningful difference in the lives of P-12 students in Illinois. Candidates are prepared for ever-changing educational settings that are influenced by variables such as increasingly diverse populations, technology innovations, and the broader political landscape.

Admission Requirements

- A master's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.

- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Residency in Illinois or employed by an Illinois-approved school.
- A minimum of two years of full time teaching experience in an Illinois-approved school . If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school.
- Presentation of evidence of passage of the Illinois Test of Basic Skills.
- Valid Type 75 certificate.
- Two years of documented full-time administrative experience in a P-12 school setting.
- Interview with program Admissions Committee.
- Argosy University Professional Education Unit Recommendation.

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 Forms.
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Personal goal statement with self-appraisal for qualifications for the profession.
- Current resume.
- Three Letters of Recommendation.

- Official transcripts from all post-secondary schools attended.

There are limits to the number of online courses you may take and remain eligible for certification by the State of Illinois. When considering taking courses online you must seek guidance from the program chair or academic advisor to avoid jeopardizing your eligibility to obtain Type 75 Superintendent's Endorsement.

This program is approved by the Illinois State Board of Education and only meets the superintendent certification requirements for the State of Illinois. If you want to work in any other State it is your responsibility to find out the other State's criteria about the reciprocity of the State of Illinois Type 75 superintendent's Endorsement.

Graduation Requirements

- Satisfactory completion of 39 credit hours beyond the master's degree and not previously used to satisfy a degree, field experiences, appropriate certification examinations, and Internship requirements.
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- Satisfactory performance on the Comprehensive Examination.
- Completion of these requirements within seven years of matriculation into the program.
- A completed Petition to Graduate submitted to campus Administration.
- Passage of the Illinois Superintendent's Endorsement exam.

Certification Prerequisites/Requirements*

Graduation from this program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Two years of full-time administrative experience in a P-12 school.
- Residency in Illinois or employment in an Illinois-approved school.
- A Type 75 General Administrative Certificate.
- Successful completion of all program requirements, including Internship.

* The MAEd in Educational Leadership-Illinois Type 75 Principal Preparation/General Administrative Track leads to State of Illinois Type 75 General Administrative Certificate. The EdS in Educational Leadership/Illinois Type 75 Certification-Superintendent Preparation Track, and the EdD in Educational Leadership-Superintendent Preparation Track lead to State of Illinois Type 75 Superintendent's Endorsement. All other programs offered through the Argosy University, Chicago and Argosy University, Schaumburg College of Education DO NOT lead to teacher or administrator certification, licensure, or endorsement in any State in the United States. The programs offered through Argosy University - Online Programs DO NOT lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.

Program Requirements

The EdS in Educational Leadership with Illinois Superintendent Endorsement program requires the satisfactory completion of 39 semester credit hours distributed as follows: cognate core requirements, 27 credit hours; research requirements, 3 credit hours, and concentration requirements, 9 credit hours

Cognate Core Requirements — Students Are Required to Take the Following

E7033	Leading and Managing Change in a Diverse Society (3)
E7134	Comprehensive Planning and Implementation (3)
E7137	Educational Leadership in Theory and Practice (3)
E7231	Administrative Theory and Practice (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7239	Education Law: The District (3)
E7637	Managing Human and Fiscal Resources (3)

E7801	Instructional Technology Planning and Management (3)
W7000	Advanced Academic Study and Writing (3)
Cognate Core Requirements — 27 Credit Hours	

Research Requirements — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
Research Requirements — 3 Credit Hours	

Concentration Requirements

Students in the EdS in Educational Leadership with Illinois Superintendent Endorsement program complete 9 credit hours of concentration courses.

Concentration Requirements — Students are Required to Take the Following

E7120	Child, Family, and Community Relations and Collaboration (3)
E7338	Multicultural Education in the 21st Century (3)
E7960	Illinois Superintendent Internship and Seminar (3)

Concentration Requirements — 9 Credit Hours

Internship Requirements

The Illinois Superintendent Internship is a semester-long, standards-based, supervised internship, which is planned and guided cooperatively by Argosy University and school district personnel. Interns serve as administrators in P-12 public or private-school settings, with the experience personalized to each intern relative to the knowledge, performances, and dispositions of the Illinois Professional School Leader Standards and the Illinois School Superintendent Content-Area Standards. Prior to beginning the internship, candidates must take and pass the Illinois State Board of Education examination. This course is taken at the end of the course sequence.

DOCTOR OF EDUCATION — STATE CERTIFICATION PROGRAM

Doctor of Education in Educational Leadership, District Leadership Track with Illinois Superintendent Endorsement — Argosy University, Chicago; Argosy University, Schaumburg

The purpose of Argosy University's Doctor of Education (EdD) in Educational Leadership, District Leadership Track with Illinois Superintendent Endorsement is to prepare individuals to serve as school district superintendents. From time to time, curricular changes may occur. The Argosy University College of Education will make every effort to disseminate such changes; however, it is the responsibility of students to become aware of and adhere to those changes. The EdD in Educational Leadership, District Leadership Track with Illinois Superintendent Endorsement program reflects Argosy University's commitment to practitioner-based, results-oriented education. It is undergirded by current research and best practices in effective educational leadership, along with opportunities for candidates to apply theory and best practices in educational settings. Articulated field experience components are built into every course. These characteristics of the program prepare candidates to make a meaningful difference in the lives of P-12 students in Illinois. Candidates are prepared for ever-changing educational settings that are influenced by variables such as increasingly diverse populations, technology innovations, and the broader political landscape.

Admission Requirements

- A master's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants

whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

- Residency in Illinois or employed by an Illinois-approved school.
- Valid Type 75 certificate.
- Two years of documented full-time administrative experience in P-12 schools.
- A minimum of two years of full time teaching experience in an Illinois-approved school. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school.
- Presentation of evidence of passage of the Illinois Test of Basic Skills.
- Two years of documented full-time administrative experience in a P-12 school setting.
- Interview with program Admissions Committee.
- Argosy University Professional Education Unit Recommendation.

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 Forms.
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Personal goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- Three Letters of Recommendation.
- Official transcripts from all post-secondary schools attended.

There are limits to the number of online courses you may take and remain eligible for certification by the State of Illinois. When considering taking courses online you must seek guidance from the program chair or academic advisor to avoid jeopardizing your eligibility to obtain Type 75 Superintendent's Endorsement.

This program is approved by the Illinois State Board of Education and only meets the superintendent certification requirements for the State of Illinois. If you want to work in any other State it is your responsibility to find out the other State's criteria about the reciprocity of the State of Illinois Type 75 Superintendent's Endorsement.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor.
- Satisfactory completion of 60 credit hours beyond the master's degree, including 48 credit hours of coursework, 12 credit hours of dissertation, field experiences, appropriate certification examinations, and Internship requirements.
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- Passage of the Illinois Superintendent's Endorsement exam.
- Satisfactory performance on the Comprehensive Examination.
- Completion of these requirements within seven years of matriculation into the program.
- A completed Petition to Graduate submitted to campus administration.

Certification Prerequisites/Requirements*

Graduation from this program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Two years of full-time administrative experience in a P-12 school.
- Residency in Illinois or employment in an Illinois-approved school.
- Valid Type 75 General Administrative Certificate.
- Successful completion of all program requirements, including Internship.

*The EdD in Educational Leadership-Superintendent Preparation Track can lead to State of Illinois Type 75 Superintendent's Endorsement. All other programs offered through the College of Education **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States. The programs offered through Argosy University Online Programs **DO NOT** lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.

Dissertation Requirements

Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit extension course (tuition based on a credit hour equivalent as defined in the Tuition and Fees Schedule in Appendix IV). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for

each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Program Requirements

The EdD in Educational Leadership, District Leadership Track with Illinois Superintendent Endorsement requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 21 credit hours; concentration requirements, 12 credit hours; research requirements, 12 credit hours; elective requirements, 3 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7033	Leading and Managing Change in a Diverse Society (3)
E7034	Critical Analysis of Problems and Issues in Education (3)
E7134	Comprehensive Planning and Implementation (3)
E7137	Educational Leadership in Theory and Practice (3)
E7637	Managing Human and Fiscal Resources in Education (3)
E7834	Writing for Research and Professional Publications (3)
E7801	Instructional Technology Planning and Management (3)
W7000	Advanced Academic Study and Writing (3)

Cognate Core Requirements — 21 Credit Hours

Research Requirements — Students Are Required to Take the Following

R7001	Introduction to Research Methods (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)
R7038	Action Research (3)

Research Requirements — 12 Credit Hours

Elective Requirement — Students Are Required to take the Following

Elective (3)*

Elective Requirement — 3 Credit Hours

**Elective course is selected upon advisor approval*

Dissertation Requirements—Student Are Required to Choose One of the Following Tracks*

Track One

D9001	Dissertation (3)
D9002	Dissertation (3)
D9003	Dissertation (3)
D9004	Dissertation (3)

Track Two

D9501	Dissertation (1.5)
D9502	Dissertation (3)
D9503	Dissertation (3)
D9504	Dissertation (3)
D9505	Dissertation (1.5)

Dissertation Requirements—12 Credit Hours

** Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.*

Concentration Requirements

Students in the EdD in Educational Leadership, District Leadership Track with Illinois Superintendent Endorsement program complete 12 credit hours of concentration courses.

Concentration Requirements — Students Are Required to Take the Following

E7120	Child, Family, and Community Relations and Collaboration (3)
E7239	Education Law: The District (3)
E7338	Multicultural Education in the 21st Century (3)
E7960	Illinois Superintendent Internship and Seminar (3)

Concentration Requirements — 12 Credit Hours

Internship Requirements

The Illinois Superintendent Internship is a semester-long, standards-based, supervised internship, which is planned and guided cooperatively by Argosy University and school district personnel. Interns serve as administrators in P-12 public or private-school settings, with the experience personalized to each intern relative to the knowledge, performances, and dispositions of the Illinois Professional School Leader Standards and the Illinois School Superintendent Content-Area Standards. Prior to beginning the internship, candidates must take and pass the Illinois State Board of Education content examination. The internship is taken at the end of the course sequence.

Certification Prerequisites/Requirements

- Two years of full-time administrative experience in a P-12 school.
- Residency in Illinois or employment in an Illinois-approved school.
- Valid Type 75 General Administrative Certificate.
- Passage of the Illinois Superintendent's Endorsement exam.
- Presentation of evidence of passage of the Illinois Test of Basic Skills.
- Successful completion of all program requirements, including the Internship.

School Counseling Programs

MASTER OF ARTS IN SCHOOL COUNSELING PROGRAM

Argosy University, Sarasota; Argosy University, Tampa

Argosy University recognizes the need to provide human services providers with the extensive knowledge and range of skills necessary to function effectively in their profession. Programs have been developed by Argosy University faculty members to enable working professional to pursue their personal and professional goals through completion of a master's graduate program.

The Master of Arts (MA) in School Counseling program introduces students to basic counseling skills that integrate individual and group theoretical foundations into appropriate client interaction and intervention skills. The program emphasizes development of attitudes, knowledge, and skills essential in the formation of school counselors who are committed to the ethical provision of quality services.

The MA in School Counseling program is committed to educating and training students to enter a professional career as Master's level practitioners with a demonstrated knowledge of social and cultural diversity, theoretical foundations of professional counseling, and field experience into appropriate client interaction and intervention skills for utilization in a school setting with diverse clients.

Eligibility for Certification/Licensure

While the MA in School Counseling program is not approved as a certification program, students upon completion of the program can request a transcript review by the Florida Department of Education for certification in Guidance and Counseling (grades K-12) in the state of Florida.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, 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 score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- 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 and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or career summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all post-secondary schools attended.

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 professional 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. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Committee Decisions

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Professional Conduct

Throughout the course of study in the School Counseling program, students should uphold established standards of professional conduct. Students are expected to adhere to professional standards outlined by the Codes of Ethics of the American Counseling Association (ACA) and the American School Counseling Association (ASCA).

Additionally, students are expected to demonstrate professional behavior in their:

- Interpersonal interactions with others,
- Appropriate self-awareness and self-evaluation,
- Openness to professional feedback and supervision, and
- Ability to resolve problems effectively and professionally.

Students will receive feedback regarding their personal, academic and professional strengths, weaknesses and performance as they progress through the program.

If a faculty member deems a student's behavior substandard, unethical, illegal, and/or professionally unbecoming, a referral to the Student Professional Development Committee may be warranted. This committee will review the performance and behavior of the student and recommend an appropriate course of action.

Graduation Requirements

Students must complete the program requirements in effect at the time of admission. The school retains the right to modify requirements in accordance with demands of the school counseling profession.

- Successful completion of 48 credit hours beyond the bachelor's degree
- Successful completion of an exit exam. Refer to the campus-specific program description for further information
- GPA of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

Residency Requirements

Students may not complete more than 49 percent of the required program credit hours in an online or distance learning format. Students completing degree course requirements without meeting the in-residence course format requirement will be required to complete additional in-residence courses to achieve this in-residence format percentage standard.

Program Objectives

The MA in School Counseling program is designed to provide graduates with the knowledge and skills required for successful careers in the field. Graduates of the program are expected to:

- Explain and interpret all ethical and legal codes for school counselors provided by professional counseling associations, and will adhere to these standards at all times
- Demonstrate sensitivity to the impact of multicultural issues on the counseling relationship, and on treatment, by developing and applying therapeutic approaches and techniques that respect multicultural differences and meet multicultural needs
- Identify and apply core theories and research of the nature and needs of individuals at all developmental levels
- Apply core career developmental theories and decision making models to increase client understanding of career and educational planning and placement
- Use appropriate counseling techniques to engage clients in the interviewing process, to build and maintain rapport, and to begin to establish a therapeutic alliance
- Ethically and effectively conduct group counseling and understand the principles, issues, and dynamics of group work as well as the role of a group counselor
- Identify and employ assessment instruments that would be most helpful in evaluating specific client problems or concerns
- Use, interpret, and apply various research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research, statistical analysis, needs assessment, and program evaluation.

Endorsement Policy

Argosy University faculty will endorse students who have completed all formal coursework, including all practicum/fieldwork requirements for certification and/or licensure.

Master of Arts in School Counseling Program — Argosy University, Sarasota **Program Overview**

Argosy University recognizes the need to provide human services providers with the extensive knowledge and range of skills necessary to function effectively in their profession. Programs have been developed by Argosy University faculty members to enable working professional to pursue their personal and professional goals through completion of a graduate program.

The Master of Arts (MA) in School Counseling program serves adult students throughout the world. It provides a quality program in school counseling to meet the needs of students and the community. The focus on the program is student preparation and professional development. The program remains faithful to its mission of preparing students to function at a high professional level in a rapidly changing world. The focus of the mission will continue to promote teaching, learning, and service.

The MA in School Counseling program faculty have developed practitioner-oriented program and course objectives. The program objectives were reviewed by the faculty and administration of the College of Education at Argosy University, Sarasota and an advisory committee made up of students, alumni, professional, and business people through the local professional community. Students and faculty of the department are expected to behave in accord with the highest ethical and professional standards while engaged in accomplishing this mission.

Additional Enrollment Requirements
Satisfactory Academic Progress and Degree Completion Rates

Students must complete this program within six years after matriculation. Students who have temporarily withdrawn from the University will have six years plus the length of time that they were not enrolled, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates	
End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours
End of Year Six	48 credit hours

Students are responsible for monitoring and maintaining an enrollment status that ensures progress toward completion of the program within the maximum time frame.

Program Requirements

The MA in School Counseling program requires the satisfactory completion of 48 semester credit hours distributed as follows: core course requirements, 42 credit hours; and field experience requirements, 6 credit hours.

Core Course Requirements — Students Are Required to Take the Following	
C6035	Human Growth and Development (3)
C6036	Essentials of Interviewing (3)
C6362	Student Appraisal (3)
C6433	Theories of Personality (3)
C6436	Individual Counseling Theories and Practice (3)
C6445	Social and Cultural Competencies for Counselors (3)
C6446	Substance Abuse Counseling (3)
C6447	Counseling At-Risk Students (3)
C6448	Group Counseling in Schools (3)
C6452	Career and Lifestyle Assessment (3)
C6459	Consultation in Education (3)
C6509	Principles of School Counseling (3)
C6524	Ethics for School Counselors (3)
R6033	Research in Education (3)
Core Course Requirements — 42 Credit Hours	

Field Experience Requirements — Students Are Required to Take the Following	
C6492	Field Experience I (3)
C6493	Field Experience II (3)
Field Experience Requirements — 6 Credit Hours	

Field Experience Requirements
Field experience courses require the student to complete their field experience in a school setting. The student is required to participate in the field experience for a minimum of twenty hours per week for 15 weeks. While engaged in the school counseling field experience, the student must be directly supervised by a school counselor who is either employed by the public school system or is certified as a school counselor. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development, and satisfactory field evaluations. In order to participate in a field experience the student must be enrolled in Field Experience I (C6492) or Field Experience II (C6493).

**Master of Arts in School Counseling Program
— Argosy University, Tampa**

Course Delivery Formats

Weekend Format

The Master of Arts (MA) in School Counseling program is designed to allow students flexibility while pursuing a graduate degree. In addition to weeknight courses, many courses are offered in a weekend format with weekly online instructional contact with instructors and peers. These courses span 7.5 weeks and consist of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy University campuses. Students may register for these classes by permission from the university. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, students may not complete more than 49 percent of their required program credit hours in an online or distance learning format.

Additional Requirements for Academic Progress

Students must complete the program within five years after matriculation. Students who have temporarily withdrawn from the University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students must successfully complete the first four courses with a grade of “B-” and a grade point average (GPA) of 3.0 or better (on a scale of 4.0) before the student is allowed to take additional courses in the program.

Upon successful completion of the first four courses, each student’s academic performance and professional conduct is reviewed. Students

who earn a GPA of 3.0 or above (on a scale of 4.0) and receive satisfactory faculty evaluations will be eligible to continue in the program.

Students who achieve a cumulative GPA of 2.5 or below (on a scale of 4.0) will not be permitted to continue in the program. Students with a cumulative GPA above 2.5, but below 3.0 (on a scale of 4.0) will be advised of their status and may be allowed to continue in the program, providing they request to do so in writing to the program chair. The request will be reviewed by the Student Professional Development Committee (SPDC). If approved to continue, students may take two additional courses. Those who do not achieve a cumulative GPA of 3.0 (on a scale of 4.0) after completing the two additional courses will not be permitted to continue in the program. The SPDC may require that a student retake any course in which a grade below “B-” was earned. Students who receive two grades below “B-” in the first four courses, or three grades below “B-” over the course of the program will be dismissed from the program.

*Suggested Incremental Time Frame
Completion Rates*

The minimum amount of work that a student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Credit Hour Requirements for Satisfactory Academic Progress	
End of Year One	10 credit hours
End of Year Two	20 credit hours
End of Year Three	30 credit hours
End of Year Four	40 credit hours
End of Year Five	48 credit hours

Additional Graduation Requirements

In addition to fulfilling the requirements as stipulated, students must successfully complete the Comprehensive Examination.

Program Requirements

The MA in School Counseling program requires the satisfactory completion of 48 semester credit hours, distributed as follows: core course requirements, 24 credit hours; additional course requirements, 18 credit hours; and field experience requirements, 6 credit hours. At least 51 percent of classes are to be completed in-residence. Note that field experience courses are usually taken in the last year of the program. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination.

Core Course Requirements — Students Are Required to Take the Following	
C6035	Human Growth and Development* (3)
C6036	Essentials in Interviewing* (3)
C6433	Theories of Personality* (3)
C6436	Individual Counseling Theories and Practice* (3)
C6440	Ethics in Counseling* (3)
C6443	Group Guidance Counseling* (3)
C6445	Social and Cultural Competencies for Counselors* (3)
C6510	Principles of Guidance* (3)
Course Course Requirements — 24 Credit Hours	

**These core courses are prerequisites to field experience.*

Course Requirements — Students Are Required to Take the Following	
C6362	Student Appraisal (3)
C6444	Counseling Exceptional Students and Families (3)
C6446	Substance Abuse Counseling (3)
C6452	Career and Lifestyle Assessment (3)
C6459	Consultation and Education (3)
R6033	Research in Education (3)
Additional Course Requirements — 18 Credit Hours	

Field Experience Requirements — Students Are Required to Take the Following	
C6492	Field Experience: Guidance Counseling I (3)
C6493	Field Experience: Guidance Counseling II (3)
Field Experience Requirements — 6 Credit Hours	

Additional Field Experience Requirements
The field experience is the primary mechanism of applied training and evaluation in the MA in School Counseling program. Field experience training is the supervised

out-of-class contact of students with a counseling population that takes place within school. The purpose of field experience training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop counseling techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional guidance counselor.

Evaluation of student progress in field experience training focuses on three areas:

- Theoretical knowledge
- Counseling skills
- Professional attitudes

The foundation of Argosy University, Tampa’s student field experience training in counseling is the accurate assessment and understanding of human problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client.

Ethical standards of the American Counseling Association and the American School Counseling Association are incorporated into student training. The administration closely monitors academic and professional development during all stages of progress throughout a student’s graduate career. This monitoring includes assessment of professional suitability as well as academic achievement. Thus, aspects of student’s personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress in their program. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

A primary goal of field experience training is the development, by means of supervised direct client contact, of competent counselors who are able to deliver basic and effective assessment and therapeutic intervention skills.

The refinement of criteria for professional competency and assessment of competency are ongoing institutional concerns.

The field experience emphasizes counseling and therapeutic intervention skills. Theoretical orientations, specific intervention options and opportunities and client populations will vary across training settings. Argosy University, Tampa does not favor a particular theoretical orientation, but instead encourages students to explore a variety of counseling perspectives. The faculty and curriculum are representative of the major theoretical orientations. Students are encouraged to keep an open mind in order to get the full benefit of this general theoretical exposure, and to explore and experiment with a variety of treatment approaches. However, sites are encouraged to provide knowledge and modeling within an organized theoretical framework, so that students may learn to use this framework to guide their conceptualizations and interventions. It is hoped that students will, with time and experience, recognize strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style. The field experience presents an excellent opportunity for this kind of learning.

General Information

The field experience is a required training experience. Students may begin field experience after the successful completion of the required prerequisites and it usually takes place during the last year of the program. Students are required to attend informational meetings and apply for a field study one-two semesters as they plan to enroll for this experience.

Students earn 3 semester credit hours each time they register for field experience. All students enrolled in field experience are concurrently enrolled in a field experience seminar led by a faculty member. The seminar

meets on-campus weekly each semester. Special arrangements will be made for students taking field experience at distant locations.

MA in School Counseling program students must complete 300 hours of field experience including a minimum of 100 direct client contact hours spread over the course of two semesters. Students spend 8 – 10 hours per week in a site that has been approved by Argosy University. The remainder of the students' time is spent in "indirect service," supervision, and "training activities." Students must receive at least one hour of on-site, individual supervision per week. The training site and seminar leaders evaluate students in writing twice a semester. Grades are assigned on a "Credit/No Credit" basis each semester.

Restrictions

Students may not train in settings in which they are employed unless the field study supervisor is clearly different from the employment supervisor.

Professional Liability Insurance

All students enrolled in field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University, Tampa, in addition to their own personal liability insurance.

Prerequisites for Field Experience

In order for students to apply for field experience they must be in good academic standing (GPA = 3.0 on a scale of 4.0) and have completed the academic planning which will allow for all the field experience prerequisite courses to be completed prior to the beginning of the field experience.

Recommended Course Sequence for the Master of Arts in School Counseling Program

C6510	Principles of Guidance (3)
C6035	Human Growth and Development (3)
C6433	Theories of Personality (3)
C6436	Individual Counseling Theories and Practice (3)
C6036	Essentials in Interviewing (3)
C6445	Social and Cultural Competencies for Counselors (3)
C6440	Ethics in Counseling (3)
C6443	Group Guidance Counseling (3)
C6452	Career and Lifestyle Assessment (3)
C6362	Student Appraisal (3)
C6444	Counseling Exceptional Students and Families (3)
C6446	Substance Abuse Counseling (3)
C6459	Consultation in Education (3)
R6033	Research in Education (3)

Required Field Experience (Usually Taken in the Last Year of the Program)

C6492	Field Experience: Guidance Counseling I (3)
C6493	Field Experience: Guidance Counseling II (3)

EDUCATION SPECIALIST IN SCHOOL COUNSELING PROGRAM
Argosy University, Sarasota

Argosy University recognizes the need to provide human services providers with the extensive knowledge and range of skills necessary to function effectively in their profession. Programs have been developed by Argosy University faculty members to enable working professional to pursue their personal and professional goals through completion of a graduate program.

The Education Specialist (EdS) in School Counseling program is designed for experienced professionals who have master's degrees in other fields and wish to become school counselors. The program is committed to educating and training students to enter a professional career as school counseling practitioners with a demonstrated knowledge of social and cultural diversity, and theoretical foundations of professional counseling, and field experience into appropriate client interaction and intervention skills for utilization in a school setting with diverse clients.

The EdS in School Counseling is a 30 semester credit hour program of study. Students may transfer up to 9 credit hours into the program, but the courses must meet criteria for direct substitution for the existing curriculum offerings.

Eligibility for Certification/Licensure

While the EdS in School Counseling program is not approved as a certification program, students upon completion of the program can request a transcript review by the Florida Department of Education for certification in Guidance and Counseling (grades K-12) in the state of Florida.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (IBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- 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 and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).

- Official transcripts from the institution that conferred the master’s degree and any institutions where graduate coursework was subsequently taken. Bachelor’s level transcripts are not required.

Admissions Notification

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Graduation Requirements

A student is eligible for graduation in the EdS in School Counseling program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members
- Satisfactory completion of 30 semester credit hours beyond the master’s degree, including at least three of the five required in-residence courses being taken on-campus.
- Successful completion of an exit exam
- A grade point average of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

Residency Requirements

Students may not complete more than 49 percent of the required program credit hours in an online or distance learning format. Students completing degree course requirements without meeting the in-residence course format requirement will be required to complete additional in-residence courses to achieve this in-residence format percentage standard.

Program Requirements

The EdS in School Counseling program requires the satisfactory completion of 30 semester credit hours distributed as follows: core course requirements, 27 credit hours and field experience requirement, 3 credit hours.

Core Course Requirements — Students Are Required to Take the Following

C6362	Student Appraisal (3)
C6436	Individual Counseling Theories and Practice (3)
C6448	Group Counseling in Schools (3)
C6452	Career and Lifestyle Assessment (3)
C6459	Consultation in Education (3)
C6509	Principles of School Counseling (3)*
C6524	Ethics for School Counselors (3)
Students Choose One of the Following	
C6035	Human Growth and Development (3)
C6433	Theories of Personality (3)
Students Choose One of the Following	
C6447	Counseling At-Risk Students (3)
C6445	Social & Cultural Competencies for Counselors (3)

Core Course Requirements — 27 Credit Hours

** Indicates first course*

Field Experience Requirements — Students Are Required to Take the Following

C6492	Field Experience in Guidance Counseling (3)
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Field Experience Requirements — 3 Credit Hours

Non-Transferrable Courses

C6524	Ethics for School Counselors
C6492	Field Experience in Guidance Counseling

School Psychology Programs

MASTER OF ARTS IN SCHOOL PSYCHOLOGY PROGRAM — Argosy University, Dallas; Argosy University, Hawai'i; Argosy University, Phoenix; Argosy University, Sarasota

The Master of Arts (MA) in School Psychology program is dedicated to producing ethical, responsible, and competent school psychologists who are able to serve effectively in a number of professional roles. During graduate training, students develop core competencies in psychological assessment, intervention, and consultation/education, as well as cultural and individual diversity. The Master of Arts in School Psychology program focuses on student preparation and professional development. The completion of the program will permit students to request a transcript review by the Florida Department of Education for certification as school psychologists in the state of Florida. Students are also eligible to apply to become Nationally Certified School Psychologists in a process designed for graduates of non-NASP approved programs.

Curriculum provides for the meaningful integration of theory, training, and practice. The MA in School Psychology program at Argosy University emphasizes the development of attitudes, knowledge, and skills essential to the training of school psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include providing students with:

- Knowledge of varied models and methods of assessment and the ability to use appropriate data-gathering procedures to diagnose and determine appropriate intervention techniques.

- Knowledge of behavioral, mental health, collaborative and/or other consultation models and of their application to particular solutions.
- The ability to identify human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.
- Knowledge of human developmental processes, techniques to assess these processes, and the ability to implement appropriate and effective therapeutic interventions (both direct and indirect) to facilitate the development of behavioral, affective, adaptive, and social skills.
- An appreciation of basic diversity and multicultural issues and of the potential influence of biological, social, cultural, ethnic, experiential socioeconomic, gender-related, and linguistic factors in development and learning.
- An understanding of educational and other systems and the ability to successfully perform in the school environment.
- The ability to select and implement appropriate and effective therapeutic interventions as they relate to prevention, wellness promotion, and crisis needs.
- An understanding of family influences on development, learning, and behavior, and the ability to utilize techniques to involve the family in the educational partnership.
- The ability to perform in accordance with recognized practices in school psychology, and knowledge of relevant ethical and legal issues in school psychology.
- The ability to utilize information sources and technology to gain new knowledge relevant to the study of school psychology.
- Knowledge of research, statistics, and evaluation methods.

The MA in School Psychology program faculty ensure, through direct instruction, assessment, and supervision, that students acquire competencies in each of the following areas:

- Interpersonal communication, collaboration, and consultation
- Diversity in development and learning
- Legal, ethical practice and professional development
- Data-based decision making, interventions, and accountability

School Psychology Clinical Training Overview

School psychology clinical training involves both in-class and out-of-class contact with a school and/or clinical population. Through this contact, students apply theoretical knowledge, implement psychological techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a school psychologist. By the end of the clinical training in school psychology, Argosy University students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During training, students advance through progressively challenging levels of work. At each level, student progress is assessed in multiple ways by multiple faculty members and field supervisors. Students in the MA in School Psychology program must complete one 500-hour practicum and a 1,200-hour internship, of which 600 hours must be in a school setting.

Admission Requirements

The application process for admission into the MA in School Psychology program requires the submission of all materials that will enable the School Psychology Admissions Committee to verify the applicant's academic qualifications to enroll at a graduate professional school. Because the admission procedure also takes into consideration the qualities essential to becoming an effective mental health

professional, material is also required which will help to determine the individual's personal integrity, maturity, interpersonal skills, and ability to communicate. To be considered for application to the MA in School Psychology program, applicants must possess the following:

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, 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 score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (IBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- 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 and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Personal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or current summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all post-secondary 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 professional 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. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Application Deadlines

All admission materials for the MA in School Psychology program should be submitted by the following dates. However, exceptions for special circumstances may be made.

Fall Semester Admission

January 15	Priority deadline (final notification before April 1)
May 15	Final deadline (applications may be accepted after this date dependent on space availability)

Spring Semester Admission

November 15	Final deadline
Summer Semester Session I Admission	
April 15	Final deadline (applications may be accepted after this date dependent on space availability)
Summer Semester Session II Admission	
June 15	Final deadline (applications may be accepted after this date dependent on space availability)

After reviewing each applicant's qualifications, the school will notify applicants if they have been invited for a personal interview with faculty members and admissions staff. Subsequent to the interview, the chair of the MA in School Psychology program will make a determination regarding admission to the program. The director of Admissions will notify all applicants of the admission 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. The deposit will be applied toward the tuition of the student's first semester as a matriculated student.

Applicants should have completed the following five undergraduate foundation courses or their equivalent with a grade of "C" or better prior to the anticipated date of enrollment in the MA in School Psychology program:

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

These courses provide a basis for the required curriculum and offer perspectives and information that complement those of the MA in School Psychology program. Students who have not completed these courses prior to admission must do so no later than the end of the first year of enrollment, and receive a grade of "C" or better. Students may not be eligible to register for certain courses in the program for

which one or more of these courses serve as prerequisites.

Argosy University offers courses in the above subject areas through the in-residence Bachelor of Arts in Psychology program and online. Students may also take these courses at another accredited institution of higher education.

Students who have completed one or more prerequisite courses after being admitted to the program must submit an official transcript documenting their completion to the Student Services Department. In addition, students may fulfill the requirements for these courses [except the Statistics (PSY210)] by independent reading and passing an equivalency exam. The exams are offered at the beginning of each semester and consist of 200 multiple-choice questions. A passing score is 140. Students will be allowed to take an exam twice. If they have not successfully passed the exam on the second attempt, they will be required to take a course to fulfill the prerequisite course requirement. Students who have not completed the prerequisite course requirements by the end of their first year after matriculation in the program may not be permitted to register for program courses until the requirement is completed.

Graduation Requirements

Students admitted into the MA in School Psychology program are responsible for completing the requirements that are in effect at the time of admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession.

To be eligible for awarding of the master's degree, students must meet the following requirements:

- Satisfactory completion of 62 semester credit hours* which include:
 - 56 credit hours of required coursework
 - 6 credit hours of practicum

- Successful completion of the required practicum
- Successful completion of the School Psychology Evaluation Competency (SPEC)
- A minimum grade point average of 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Successful completion of a full-year 1200-hour internship
- A completed Petition to Graduate submitted to campus administration

** For the purposes of fulfilling Florida state requirements, students at Argosy University, Sarasota must satisfactorily complete 68 semester credit hours.*

Non-Academic Competence Policy

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers.
- Ensure — insofar as possible — that the trainees who complete the programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories).
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning).
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at <http://www.psychtrainingcouncils.org/pubs/NCSP-%20CCTC%20model%20Student%20Competency.pdf>

Writing Program

The Writing program helps students master the skills of writing psychological and research reports in an accurate, informative, and professional manner. All new students are required to complete a writing assessment at the time of orientation to evaluate their writing skills and needs in the areas of organization, clarity, and professional writing style. Based on the results, students may be required to enroll in a tutorial in the Writing program, where they work one-on-one with an advanced student in developing their skills.

In addition, a student will be required to take the writing tutorial if any instructor indicates that it is required, if two instructors recommend it during the same semester, or upon three recommendations for it by instructors accumulating over more than one semester. The writing tutorial may be required more than once. The student instructors work closely with the faculty in order to link the writing program to the actual work requirements of the classes in which the student is enrolled. All students have the option of voluntarily enrolling in the Professional Writing Tutorial at any time. The tutorial does not count toward credit hours required for graduation, though students are encouraged to take it.

Program Requirements

The MA in School Psychology program requires the satisfactory completion of 62 semester credit hours distributed as follows: consultation and collaboration requirement, 3 credit hours; data-based decision-making and accountability (assessment) requirements, 12 credit hours; diversity in development and learning requirement, 3 credit hours; effective instruction and development of cognitive and academic skills requirement, 3 credit hours; home/school/community collaboration requirement, 3 credit hours; research and program evaluation requirement, 3 credit hours; school psychology practice and development/professional issues, ethics and professional conduct requirements, 11 credit hours; school systems organization, policy, development and climate requirement, 3 credit hours; socialization and development of life skills/treatment modalities requirements, 6 credit hours; and psychological foundations requirements, 15 credit hours.

Consultation and Collaboration Requirement — Students Are Required to Take the Following

PS8100 School Consultation and Supervision: Theory and Procedure (3)

Consultation and Collaboration Requirement—3 Credit Hours

Data-Based Decision-Making and Accountability (Assessment) Requirements — Students Are Required to Take the Following

PS7331 Psychological Assessment Children and Adolescents (3)

PS7370 Cognitive Assessment (3)

PS7373 Integrative Assessment (3)

PS7385 Personality Assessment (3)

Data-Based Decision-Making and Accountability (Assessment) Requirements—12 Credit Hours

Diversity in Development and Learning Requirement — Students Are Required to Take the Following

PS7340 Issues in the Assessment and Treatment of Diverse Populations (3)

Diversity in Development and Learning Requirement—3 Credit Hours

Effective Instruction and Development of Cognitive and Academic Skills Requirement — Students Are Required to Take the Following

PS8000 Learning and Advanced Interventions (3)

Effective Instruction and Development of Cognitive and Academic Skills Requirement—3 Credit Hours

Home/School/Community Collaborations Requirement — Students Are Required to Take the Following

PS8050 Family and Couples Therapy (3)

Home/School/Community Collaborations Requirement—3 Credit Hours

Research and Program Evaluation Requirement — Students Are Required to Take the Following

PS7200 Statistics and Research Methods I (3)

Research and Program Evaluation Requirement—3 Credit Hours

School Psychology Practice and Development/Professional Issues, Ethics and Professional Conduct Requirements — Students Are Required to Take the Following

PS7009 Introduction to School Psychology: Ethics, History and Practice (3)

PS7110 Professionalization Group I (1)

PS7111 Professionalization Group II (1)

PS8201 Practicum and Seminar I (3)

PS8202 Practicum and Seminar II (3)

School Psychology Practice and Development/Professional Issues, Ethics and Professional Conduct Requirements—11 Credit Hours

School Systems Organization, Policy, Development and Climate Requirement — Students Are Required to Take the Following

PS7080 School Organization and Curriculum (3)

School Systems Organization, Policy, Development and Climate Requirement—3 Credit Hours

Socialization and Development of Life Skills/Treatment Modalities Requirement s— Students Are Required to Take the Following

PS8010 Cognitive Behavioral Therapy (3)

PS8710 Child Psychotherapy (3)

Socialization and Development of Life Skills/Treatment Modalities Requirements—6 Credit Hours

Psychological Foundations Requirements

Biological Bases Requirement — Students Are Required to Take the Following

PS7050	Physiological Psychology (3)
Biological Bases Requirement —3 Credit Hours	

Human Developments Requirement — Students Are Required to Take the Following

PS7010	Lifespan Development (3)
Human Development Requirement —3 Credit Hours	

Individual Differences Requirement — Students Are Required to Take the Following

PS7070	Foundations of Exceptional Student Education (3)
PS7330	Child and Adolescent Psychopathology (3)
Individual Differences Development Requirement —6 Credit Hours	

Social Bases Requirement — Students Are Required to Take the Following

PS7100	Professional Issues: Ethics, Conduct and Law (3)
Social Bases Requirement —3 Credit Hours	

Internship Requirement* — Students Are Required to Take the Following

PS8800	Internship Masters (0)
Internship Requirement —0 Credit Hours	

** Per Florida state requirements, students at Argosy University, Sarasota receive 6 semester credit hours for completion of PS8800.*

Note: No electives are required in the MA in School Psychology program.

Professionalization Group Requirements

During the first year, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through readings and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in school psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and future careers. The faculty member who leads the student’s Professionalization Groups also serves as his/her academic advisor.

Practicum and Practicum Seminar Requirements

The practicum provides opportunities for students to gain field training by working

under supervision in a school or other related mental health delivery system. The practicum is an essential part of training in school psychology, and all students are required to participate in the practicum experience.

Students in the MA in School Psychology program are placed in a practicum and seminar for 6 credit hours. A minimum of 83.33 practicum hours equals 1 credit hour. One-half of the required practicum hours should be in direct client contact. The practicum/seminar carries 3 credit hours per semester, or 6 credit hours per academic year. Some practicum sites require placement for 12 months. Argosy University students enrolled in practicum meet in a weekly, one-hour, year-long practicum seminar led by a faculty member. A practicum may not be done in a student’s place of employment. All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration.

Students are expected to demonstrate mastery of the necessary psychological knowledge base, learn basic assessment and intervention skills, and demonstrate appropriate professional attitudes throughout practicum. Evaluation of student progress will be based on these criteria. The learning objectives used are the same as the requirements for the National School Psychology Certification System of the National Association of School Psychologists.

Eligibility Requirements for Practicum

Students must be in good academic standing to begin the practicum application process. They must have a minimum GPA of 3.0 (on a scale of 4.0), and have completed the academic planning which will allow for all of the practicum prerequisite courses to be completed prior to the beginning of the practicum.

Students cannot be placed in an educational site until they have successfully completed a criminal background check. Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the individual in charge of field experience, and the campus dean or program chair of the MA in School Psychology program regarding eligibility to continue practicum.

Practicum Prerequisites

To be eligible for Practicum and Seminar I (PS8201), students must have successfully completed (or transferred, if applicable) the following courses or equivalent (unless special arrangements have been made with the campus dean or program chair of the School Psychology program):

Practicum Prerequisites

- PS7009 Introduction to School Psychology: Ethics, History and Practice (3)
- PS7010 Lifespan Development (3)
- PS7110 Professionalization Group (1)
- PS7111 Professionalization Group (1)
- PS7331 Psychological Assessment of Children and Adolescents (3)
- PS7370 Cognitive Assessment (3)
- PS7385 Personality Assessment (3)

Practicum Seminar

All students enrolled in a practicum must also attend a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the practicum seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Practicum Experience

Students are required to complete 6 credit hours of practicum, with a minimum of 500 hours in which they focus on the acquisition of diagnostic/assessment and intervention skills. Accurate diagnostic assessment procedures are fundamental to the practice of professional psychology. Psychological assessment will include diagnostic interviewing of the identified client, diagnostic interviewing of collateral informants, psychological testing, scoring, and interpretation of test data, integration of test data, and recommendations for treatment and case management.

At the completion of practicum, the student should be able to use information from a variety of sources to:

- Provide diagnosis and recommendations supported by specific and relevant data
- Formulate a case summary that is theoretically consistent and well-organized
- Write a psychological report in a style that can be understood by non-psychologists

It is expected that students will complete a minimum of four psychological evaluations during the practicum. An evaluation is a culturally sensitive, clinically relevant assessment utilizing individualized, standardized, psychological tests appropriate to the circumstances of the client. It may include the traditional test such as intellectual, cognitive, and personality measures. Comprehensive batteries, such as psychoeducational or neuropsychological assessments, are strongly encouraged.

Practicum also emphasize therapy and therapeutic intervention skills. Theoretical orientations, specific treatment options and opportunities, and client populations vary across training settings. Argosy University does not favor a specific treatment orientation but encourages students to explore a variety of

treatment perspectives with individuals, couples, families and groups, children, adolescents and adults, and the larger school community.

Students are expected to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. Students are to conduct no less than 250 hours of direct face-to-face client contact during the practicum.

Practicum Evaluation

Student progress in practicum training is evaluated through the use of Site Supervisor Evaluation Forms that assess student progress in basic areas of psychological functioning. Supervisors will review this assessment with the students and provide direct feedback regarding strengths and weaknesses. Seminar leaders will discuss each student's progress in visits with the site supervisor.

Students having difficulty of any kind during practicum are encouraged and expected to consult with the seminar leader, the individual in charge of field experience, and the program chair of the MA in School Psychology program. Supervisors are advised to contact the individual in charge of field experience and the program chair with concerns as they arise. Based upon the site and faculty evaluations, the individual in charge of field experience assigns a grade of "Credit/No Credit" for the practicum and practicum seminar.

School Psychology Evaluation Competency Examination (SPEC) Requirements

The School Psychology Evaluation Competency Examination (SPEC) requires each student to present a diagnostic interview and conceptual analysis in writing. The purpose of the SPEC is to monitor the growth and development of the student's competency in school psychology problem-solving in diagnosis and proposed delivery of services, direct and indirect.

The SPEC ensures that students are prepared to demonstrate conceptual abilities, theoretical knowledge, and applied skills in class and in supervised clinical field training. Faculty evaluators assess students' fund of knowledge regarding the foundation of school psychology, ability to manage a clinical interview, and ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on the ability to make appropriate and individualized treatment recommendations based on their case formulation. Students must pass the SPEC prior to beginning the second year of practicum. The SPEC is taken during the third semester of the student's first practicum year.

The SPEC requirement is met by submitting a tape and transcript or other approved sample of a psychodiagnostic interview that the student has conducted with a client, and a diagnostic case formulation report, including a self-critique. This tape cannot have been previously submitted either in the school or outside of it for review, supervision, or critique.

Students should refer to the School Psychology Evaluation Competency Examination document for complete information concerning the requirements and process for completing the SPEC.

Internship Requirements

This requirement for the MA in School Psychology program must be obtained in no more than two placements. All students in the MA in School Psychology program are required to complete a 1,200-hour internship as a condition for graduation. Students should determine the requirements for the state in which they plan to obtain certification and make certain that they meet the specific requirements of that state. The internship must be completed within 10 – 24 months. A minimum of 600 hours must be in direct service in a school setting. At least one-half of the hours in the schools are to be spent

assisting regular education students. The other half are to be spent with students with academic and behavioral/mental health needs. The other hours may be spent in clinical settings that work with children, youth and their families. Internships are an invaluable culminating experience for school psychology students, providing the opportunity to work with a variety of handicapping conditions in both regular and special education. The internship experience allows students to integrate all previously learned skills and knowledge in a comprehensive service delivery system. The MA in School Psychology program is very concerned with locating and maintaining internship sites that meet national and state professional and ethical guidelines. Sites that do not meet these guidelines will not be considered appropriate.

Typically, full-time students begin the internship during the third year of enrollment. Meetings held each spring provide a comprehensive overview of the policies, procedures, and requirements of the internship.

To be eligible for internship, students must be in good academic standing, and must have completed all program requirements, including the following:

- Successful completion of the School Psychology Evaluation Competency Examination
- Successful completion of all coursework, with no grades of “Incomplete”

Internship Application Procedures

The MA in School Psychology program actively provides guidance and support for students throughout each step of the internship search process — in both group and individual formats.

1. The student requests Argosy University faculty members and practicum supervisors to write letters of recommendation on his/her behalf.
2. The student meets with the individual in charge of field experience, their assistant,

and/or the program chair to review the student's eligibility and to discuss procedures related to the internship application process.

3. The student researches a range of internship sites both in the local area and nationally.
4. The student submits a list of internship sites that he or she is requesting approval for application. The individual in charge of field experience and program chair of the MA in School Psychology program carefully review all applicants' requests and decide which sites to approve based on compatibility and site application limits.
5. The student sends application materials directly to the approved sites. The individual in charge of field experience and/or program chair will coordinate the processing and sending of letters of recommendation as well as all other necessary documents.
6. The student arranges to meet with internship personnel at sites where they are offered interviews.
7. In the event a student does not receive an internship, the individual in charge of field experience and program chair of the MA in School Psychology program provide guidance and assistance to the student in continuing the search process.

Students will be permitted to begin an internship if they are in good academic standing, have completed all master's academic requirements (including any course incompletes), and have successfully completed the SPEC.

Evaluation and Remediation of the Internship

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the individual in charge of field experience and/or program chair to make

certain that the student is meeting the minimum standards for academic progress.

The individual in charge of field experience and program chair of the MA in School Psychology program actively work to address areas of significant difficulty, and, as necessary, coordinate a remediation plan with the internship site supervisor. If the student is in need of remediation at any point in the internship, the Argosy University individual in charge of field experience and/or program chair will work with the internship site to develop and/or implement a remediation plan. At the completion of the internship year, the individual in charge of field experience and/or program chair make the final determination as to whether or not the internship requirements have been met. If post-internship remedial

work is required, the student, the individual in charge of field experience, the program chair, and the internship site director will develop a written contract specifying the areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. The process of consultation and approval by the individual in charge of field experience and the program chair and/or the hearing of student appeals by the Appeals Board apply to internship remediation.

National School Psychology Certification System Requirements

All students must take the National School Psychology Certification test if they wish to become nationally certified.

Transfer of Courses/Credit to the Master of Arts in School Psychology Program from the Master's Level Counselor Education Courses

If accepted for admission to the master's in School Psychology program, successful completion of the following master's level counselor education courses may be considered on a case-by-case basis for credit in place of the listed courses in the MA in School Psychology program (maximum 15 credit hours).

Counselor Education Programs		Master of Arts in School Psychology Program	
PC6022	Family Therapy Counseling Skills (3)	PS8050	Family and Couples Therapy (3)
PC6025	Human Growth and Development (3)	PS7010	Lifespan Development (3)
— or —		— or —	
PC6501	Human Development: Lifespan (3)	PS7100	Professional Issues: Ethics, Conduct and Law (3)
PC6300	Professional and Ethical Issues (3)	PS8710	Child Psychotherapy (3)
PC6440	Child and Adolescent Counseling (3)	PS8060	Group Psychotherapy (3)
PC6505	Group Counseling (3)	PS7200	Statistics and Research Methods I (3)
PC6521	Research and Program Evaluation (3)		

Course/Credit Transfer

Transfer of Courses/Credit to the Master of Arts in School Psychology Program from the Master of Arts in Clinical Psychology Program

All courses successfully completed in the MA in Clinical Psychology program that are also required in the MA in School Psychology curriculum may be applied toward MA in School Psychology program if completed within the last five years. Other coursework completed in the MA in Clinical Psychology program will be considered for transfer to the MA in School Psychology program on a case-by-case basis. For information about course/credit transfers, please refer to section seven, “Academic Policies and Procedures.”

Transfer of Credit Earned in the Master of Arts in Clinical Psychology Program Practicum into the Master of Arts in School Psychology Program

In some cases, practicum site hours and the practicum seminar taken while the student was in residence at an Argosy University Clinical Psychology program (including Sport Psychology) may be transferred into the MA School Psychology program if the functions performed at the site were primarily those of a school psychologist, and/or the populations served were primarily children and/or adolescents and their families. The student must have been supervised by a certified school psychologist or licensed psychologist and must have completed 500 hours of service at each practicum. Half of the practicum hours must have been in direct service.

The accompanying competency examination(s) completed in the master's or PsyD in Clinical Psychology programs (if passed), may be substituted for the School Psychology competency examination(s), if the program chair of the School Psychology program ascertains that the examination is acceptable and that the student has attained the required competencies for school psychology.

DOCTOR OF PSYCHOLOGY IN SCHOOL PSYCHOLOGY PROGRAM

Argosy University, Phoenix

The Doctor of Psychology (PsyD) in School Psychology program is designed to prepare students to meet the criteria for state certification as school psychologists, and to prepare them to become nationally certified school psychologists in accordance with criteria developed by the National Association of School Psychologists (NASP). The program emphasizes the development of attitudes, knowledge, and skills essential to the training of school psychologists who are committed to the ethical provision of quality services. Using objectives built on the training standards by NASP, students will gain knowledge and skills in the areas of:

- Data-based decision-making and accountability
- Consultation and collaboration
- Effective instruction and development of cognitive/academic skills
- Socialization and development of life skills
- Student diversity in development and learning
- School and systems organization, policy development and climate
- Prevention, crisis intervention, and mental health
- Home/school/community collaboration
- Research and program evaluation
- School psychology practice and development
- Information technology

The Doctorate of Psychology in School Psychology program focuses on student preparation and professional development. The completion of the program will permit students to request a transcript review by the Florida Department of Education for certification as school psychologists in the state of Florida. Students are also eligible to apply to become Nationally Certified School Psychologists in a process designed for graduates of non-NASP approved programs.

The program faculty ensure through direct instruction, assessment, and supervision that students acquire competencies in each of the following areas: psychological and educational foundations, cognitive, academic and personality assessment, psychoeducational interventions, statistics and research methodology, research initiatives, practicum experiences and professional school psychology coursework.

Eligibility for Certification

Arizona

The PsyD in School Psychology program has received full approval from the Arizona Department of Education for the issuance of Institutional Recommendation for certification. Upon successful completion of all program requirements, students may be issued an Institutional Recommendation that will facilitate the certification process for Arizona School Psychologists.

School Psychology Clinical Training Overview

School psychology clinical training involves the coursework and supervised out-of-class contact of graduate students with children, youth, and families. Through this contact, Argosy University students will apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a school psychologist. By the end of their clinical training in school psychology, students will possess effective assessment and intervention skills, so that they can practice in a highly skilled manner.

During the school psychology clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in various ways by faculty members and site supervisors on the skills delineated above. Students generally complete 12 credit hours of practicum and a 1500-hour internship.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, 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 score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- 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 and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.).
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or career summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all post-secondary schools attended.

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. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Foundation Courses

Applicants should have completed the following five foundation courses or their equivalent with a grade of "B-" or better prior to the anticipated date of enrollment in the PsyD in School Psychology program:

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

Applicants are expected to meet the foundation course requirements by the end of the first year of coursework.

Application Deadlines

Fall Semester Admission

January 15	Priority deadline
May 15	Final deadline (applications may be accepted after this date dependent on space availability)

Spring Semester Admission

November 15	Final deadline
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Summer Semester Session I Admission

April 15	Final Deadline (applications may be accepted after this date dependent on space availability)
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Summer Semester Session II Admission

June 15	Final Deadline (applications may be accepted after this date dependent on space availability)
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Graduation Requirements

Students admitted into the Doctor of Psychology in School Psychology program will be responsible for completing the requirements that are in effect at the time of their admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession of school psychology.

To be eligible for awarding of the PsyD in School Psychology degree, students must meet the following requirements:

- Satisfactory completion of 98 semester credit hours which include:
 - 77 credit hours of required coursework
 - 6 credit hours of elective coursework
 - 12 credit hours of practicum and practicum seminar
 - 3 credit hours of School Psychology Research Project
- Successful completion of the required practicum
- Successful completion of the School Psychology Evaluation Competency (SPEC)
- Successful completion of the School Psychology Intervention Competency Examination (SPICE)
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Successful completion of the School Psychology Research Project
- Successful completion of a full year 1500-hour internship
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Non-Academic Competence Policy

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils.

This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure — insofar as possible — that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of

supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning.

- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at <http://www.psychtrainingcouncils.org/pubs/NCSP-20CCTC%20model%20Student%20Competency.pdf>

Writing Program

The Writing program helps students master the skills of writing psychological and research reports in an accurate, informative, and professional manner. All new students are required to complete a writing assessment at the time of orientation to evaluate their writing skills and needs in the areas of organization, clarity, and professional writing style. Based on the results of the writing assessment, students may be required to enroll in a tutorial in the Writing program, where they work one-on-one with an advanced student in developing their skills.

In addition, the student will be required to take the writing tutorial if any instructor indicates that it is required, if two instructors recommend it during the same semester, or upon three recommendations for it by instructors accumulating over more than one semester.

The writing tutorial may be required more than once. The student instructors work closely with the faculty in order to link the writing program to the actual work requirements of the classes in which the student is enrolled. All students have the option of voluntarily enrolling in the Professional Writing Tutorial at any time.

The tutorial does not count toward credits required for graduation, though students are encouraged to take it.

Program Requirements

The PsyD in School Psychology program requires the successful completion of 98 semester credit hours, distributed as follows: assessment and intervention requirements, 27 credit hours; consultation and clinical knowledge requirements, 18 credit hours; elective requirements, 6 credit hours; professional roles and issues requirements, 11 credit hours; psychological foundations requirements, 15 credit hours; science and scholarship requirements, 9 credit hours; and practicum and practicum seminar requirements, 12 credit hours.

Assessment Intervention Requirements — Students Are Required to Take the Following

PS7331	Psychological Assessment Children and Adolescents (3)
PS7370	Cognitive Assessment (3)
PS7373	Integrative Assessment (3)
PS7385	Personality Assessment (3)
PS8000	Learning and Advanced Interventions (3)
PS8010	Cognitive Behavioral Therapy (3)
PS8050	Family and Couples Therapy (3)
PS8060	Group Psychotherapy (3)
PS8646	Introduction to Neuropsychological Assessment (3)

Assessment Intervention Requirements — 27 Credit Hours

Consultation and Clinical Knowledge Requirements — Students Are Required to Take the Following

PS7070	Foundation of Exceptional Student Education (3)
PS7330	Child and Adolescent Psychopathology (3)
PS7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PS7360	Clinical Psychopharmacology (3)
PS8100	School Consultation and Supervision: Theory and Procedure (3)
PS8710	Child Psychotherapy (3)

Consultation and Clinical Knowledge Requirements — 18 Credit Hours

Professional Roles and Issues Requirement — Students Are Required to Take the Following

PS7000	History and Systems (3)
PS7009	Introduction to School Psychology: Ethics, History and Practice (3)
PS7100	Professional Issues: Ethics, Conduct and Law (3)
PS7110	Professionalization Group I (1)
PS7111	Professionalization Group II (1)

Professional Roles and Issues Requirements — 11 Credit Hours

Psychological Foundations Requirements — Students Are Required to Take the Following

PS7010	Lifespan Development (3)
PS7040	Cognition and Affective Processes (3)
PS7050	Physiological Psychology (3)
PS7060	Social Psychology (3)
PS7080	School Organization and Curriculum (3)

Psychological Foundations Requirements — 15 Credit Hours

Science and Scholarship Requirements — Students Are Required to Take the Following

PS7200	Statistics and Research I (3)
PS7201	Statistics and Research II (3)
PS8501	School Psychology Research Project I (1)
PS8502	School Psychology Research Project II (1)
PS8503	School Psychology Research Project III (1)

Science and Scholarship Requirements — 9 Credit Hours

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

PS8201	Practicum and Seminar I (3)
PS8202	Practicum and Seminar II (3)
PS8203	Practicum and Seminar III (3)
PS8204	Practicum and Seminar IV (3)

Practicum and Practicum Seminar Requirements — 12 Credit Hours

Internship Requirement — Students Are Required to Take the Following

PS8900	Internship – Doctoral (0)
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Internship Requirement — 0 Credit Hours

Elective Requirements

Students in the PsyD in School Psychology program are required to complete 6 credit hours of electives, to be approved by the campus dean or program chair prior to enrollment in the class.

Professionalization Group Requirements

During their first year, students participate in weekly Professionalization Groups that focus on topics related to professional school psychology. Through readings and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in school psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and their future careers. The faculty member

who leads the student’s Professionalization Groups also serves as his/her academic advisor.

Practicum and Practicum Seminar Requirements
The goal of the practicum, or field work, experience is to assist students in relating their knowledge in a practical setting by learning professional skills that make them a school psychology professional. The objective of the practicum is to learn the knowledge and skills. The learning objectives that are used are the same as the requirements for the National School Psychology Certification System of the National Association of School Psychologists.

Eligibility Requirements for Practicum
All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0).

Students must demonstrate readiness to assume a professional role and interact appropriately with children, youth and parents. Personal adjustment issues, interpersonal difficulties, poor communications skills, or other behavioral problems may reflect on a student’s ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the director of Clinical Training regarding their eligibility to continue practicum.

Practicum Prerequisites
To be eligible for Practicum and Seminar I (PS8201), students must have successfully completed (or transferred, if applicable) the following courses or equivalent (unless special arrangements have been made with the campus dean or program chair of the School Psychology program):

Practicum Prerequisites	
PS7009	Introduction to School Psychology: Ethics, History and Practice (3)
PS7010	Lifespan Development (3)
PS7110	Professionalization Group (1)
PS7111	Professionalization Group (1)
PS7331	Psychological Assessment of Children and Adolescents (3)
PS7370	Cognitive Assessment (3)
PS7385	Personality Assessment (3)
PS8010	Cognitive Behavioral Therapy (3)

To be eligible for Practicum III (PS8203), [the second year of practicum], students must have fulfilled the following requirements:

- Successful completion of the SPEC
- Successful completion of Practicum and Practicum Seminar I (PS8201)/Practicum and Practicum Seminar II (PS8202)
- Good academic standing

Practicum Seminar
All students enrolled in the practicum must also attend the practicum seminar. The content of the practicum seminar varies according to the learning outcomes and practicum site of the enrolled students and the learning outcomes for the year. Concurrent enrollment in practicum seminars is mandatory.

Practicum Experiences
The PsyD in School Psychology student takes 12 credit hours with a minimum of 1000 hours of practicum. The majority of the direct experiences will be in the schools, however, students are encouraged to attend professional development opportunities, including membership in professional organizations and attending professional presentations that are related to school psychology. Of this, 6 credit hours can be transferred from the master’s-level practicum experiences. If the student took a school psychology master’s-level internship at Argosy University, Phoenix or Argosy University, Hawai’i, the program chair can waive an additional 6 of practicum if the experience is deemed equivalent.

A practicum may not be done in a student’s place of employment. All students placed on

practicum must be covered by professional liability insurance, purchased through Argosy University. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of registration.

Advanced Practicum

Students may opt to complete practicum hours beyond the required 12 credit hours of practicum. To be eligible for Advanced Practicum, students must be in good academic standing, have completed 12 credit hours of required practicum, and successfully completed the School Psychology Intervention Competency Examination (SPICE) or the equivalent (e.g., be certified as a psychologist).

The requirements for Advanced Practicum are the same as those for the first two years of school psychology practicum. Students are expected to provide services consistent with those provided by professional psychologists in school and clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services.

6 credit hours of Advanced Practicum are equivalent to one 3-credit hour general elective in the doctoral program.

Practicum Evaluation

Students are expected to demonstrate mastery of their educational and psychological knowledge base, demonstrate mastery of assessment and intervention skills, and demonstrate appropriate professional attitudes throughout the practicum. The summary evaluations of student progress will be based on these criteria as the student progressively becomes more competent. The student will keep a portfolio to demonstrate this growth.

The formative evaluations are done by site supervisors and fieldwork leaders (seminar leaders) after each practicum. The summative evaluations are done through the evaluation of

the students portfolio and two major outcome measures: the School Psychology Evaluation Competency (SPEC) and the School Psychology Intervention Competency Examination (SPICE).

National School Psychology Certification System Requirements

All students must take the National School Psychology Certification test to become nationally certified.

School Psychology Evaluation Competency Examination (SPEC) Requirements

The School Psychology Evaluation Competency Examination (SPEC) requires each student to present a diagnostic interview and conceptual analysis in writing resulting in a case formulation, diagnostic formulation, and recommendations for treatment relevant to the case conceptualization. The purpose of the SPEC is to monitor the growth and development of the student's competency in school psychology problem-solving in diagnosis and proposed delivery of services, direct and indirect. The SPEC ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied skills in class and in supervised clinical field training. Faculty evaluators assess the student's fund of knowledge regarding the foundation of school psychology, the student's ability to manage a clinical interview, and the student's ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment recommendations based on their case formulation. Students must pass the SPEC prior to beginning the second year of practicum. The SPEC is taken during the spring semester of the student's first practicum year.

The SPEC requirement is met by submitting a tape and transcript or other approved sample of a psychodiagnostic interview that the student has conducted with a client, and a

diagnostics case formulation report, including self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision, or critique.

Students should refer to the School Psychology Evaluation Competency Examination document for complete information concerning the requirements and process for completing the SPEC.

School Psychology Intervention Competency Examination (SPICE) Requirements

The School Psychology Intervention Competency Examination (SPICE) requires each student to make a presentation of either a direct or indirect intervention. A direct intervention should include a summary detailing the assessment of the client's needs, plans for remediation, implementation of treatment and evaluation of progress or improvement. An indirect intervention should include consultation, the assessment of needs/risks, planning of an intervention program, the implementation and evaluation of the program's successor or benefits. Following successful passage of the written analysis and work sample, the student schedules an oral defense with her/his seminar faculty and an additional faculty member. During the oral defense, the students answers questions based, in part, upon SPICE materials. Additionally, the student's fund of knowledge regarding foundations in clinical psychology will be assessed.

The SPICE requirement is met by submitting a tape and transcript, or other approved sample, including self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision, or critique.

A student is ineligible for internship until he/she has passed the SPICE. In the event of a failure, the examination may be re-taken once. If the written component of the SPICE is passed, an oral examination is scheduled. Failure of either the written or the oral component of the SPICE constitutes a failure of the SPICE.

Students should refer to the School Psychology Intervention Competency Examination document for complete information concerning the requirements and process for completing the SPEC.

School Psychology Research Project Requirements

Each doctoral student is required to develop a School Psychology Research Project (SPRP) as a requirement for graduation. The SPRP is intended to provide students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to analyze methodological issues, and to produce an original piece of scholarly work in the field of school psychology.

The philosophy of the doctoral program faculty with respect to research, research skills and the SPRP is consistent throughout the program. The program model is the scholar-practitioner model in which students are expected to learn to understand research and use research findings as a primary resource for their professional work. Students are expected to read current research articles and understand the methods and statistics, draw appropriate conclusions from research, and critique research interns of internal and external validity. All of these skills are important and necessary when integrating information in the field and, more generally, in being a qualified school psychologist. Types of projects that are acceptable for the SPRP include a broad range of qualitative and quantitative methods, such as empirical research including archival studies, case studies, literature reviews, program development, and program evaluation. Students should refer to the School Psychology Project Manual for complete information concerning the requirements and process for completing the SPRP.

Students must register for a minimum of 3 credit hours of SPRP during one, two, or three semesters. If the SPRP has not been

successfully completed after the completion of 3 credit hours, students must continuously register for 1 credit hour per semester until it is completed. Students must be registered for SPRP when they defend their proposal, while they are using faculty committee time, and Argosy University resources, and when they defend the final project. Students must complete the SPRP prior to beginning the internship.

Internship Requirements

The internship serves as a Capstone Course, where theory and practice are demonstrated. Students in the school psychology program demonstrate knowledge and skills that reflect the professional and ethical standards of the field. The internship allows students to provide the full range of school psychological services to pupils in regular and special education in school and clinical settings.

The internship involves direct and indirect services to students and their families in conjunction with school personnel and related mental health professionals. Some internship sites may be paid.

1500 hours of internship are required in the PsyD in School Psychology program. Students may complete a 2,000-hour internship, if they desire. At least 600 hours of the internship must be spent in the schools. The remaining hours of the internship may be spent in clinical settings with children, youth, and their families.

This requirement for the School Psychology program cannot be obtained in more than two placements. Internships are an invaluable culminating experience for school psychology students, providing the opportunity to work with a variety of children and adolescents with and without disabilities in both regular and special education, and in clinical settings.

The internship experience allows students to integrate all of their previously learned skills and knowledge in a comprehensive service

delivery system. The internship sites must meet state and national professional and ethical guidelines. Typically, full-time students will begin the internship during their fifth year of enrollment.

Eligibility Requirements for Internship

To be eligible to begin internship, students must be in good academic standing, and must have completed all program requirements, including the following:

- Successful completion of the School Psychology Evaluation Competency Examination (SPEC)
- Successful completion of the School Psychology Intervention Competency Examination (SPICE)
- Successful completion of all coursework, with no grades of “Incomplete”
- Successful completion and defense of the School Psychology Research Project (SPRP)

Students should consult their campus dean or program chair about the Internship Applications and the specific application procedures.

Evaluation and Remediation of the Internship

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Training Department and/or program chair to make certain that the student is meeting the minimum standards for academic progress.

The Training Department and/or the program chair of the School Psychology program actively work to address areas of significant difficulty. If the student is in need of remediation at any point of the internship, the Argosy University Training Committee and/or program chair will work with the internship site to develop and/or implement a

remediation plan. At the completion of the internship year, the Training Department and/or program chair make the final determination as to whether or not the internship requirements have been met. If post-internship remedial work is required, the student, the Training Department, the program chair, and the internship site supervisor will develop a written contract specifying the areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. The process of consultation and approval by the Training Department and the program chair and/or the hearing of student appeals by the Appeals Board apply to internship remediation.

Course/Credit Transfer

Courses Taken at Other Institutions

Students who have completed graduate coursework at another institution may petition for a transfer of courses in the PsyD in School Psychology program up to a maximum of 10 courses (30 credit hours). Complete information on course/credit transfer criteria can be found in section 7, “Academic Policies and Procedures.”

Practicum, practicum seminars, and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request.

If approved, the transferred course and credit will appear on the student’s transcript as a “transfer course” under the corresponding course number and title.

Transfer of Courses/Credit Earned in the Doctor of Psychology in Clinical Psychology Program Practicum into the Doctor of Psychology in School Psychology Program

In some cases, practicum hours and the practicum seminar taken while the student was in-residence in the Argosy University PsyD in Clinical Psychology program (including sport-exercise psychology) may be transferred into the PsyD in School Psychology program if the functions performed at the practicum site were primarily those of a school psychologist and/or the populations served were primarily children and/or adolescents and their families. The student must have been supervised by a licensed psychologist, and have completed 500 hours of service at each practicum. Half of the practicum hours must have been in direct service. The accompanying competency examination(s) that were completed in the PsyD in Clinical Psychology program, if passed, may be substituted for the School Psychology Competency Examination(s), if the campus dean or program chair ascertain that the examination is acceptable and that the student has attained the required competencies for the field of school psychology.

Course Listings

Not every course is offered at each Argosy University campus. Availability is based on curriculum, faculty interest, local clinical needs, and student interest. Registration Bulletins and other announcements provide detailed course availability and prerequisite information. The listing presented here was current at the time of publication. We recommend contacting the particular campus for current course availability.

Course prerequisites that are campus-specific are indicated by the following abbreviations:

- ATL Argosy University, Atlanta
- CH Argosy University, Chicago
- DAL Argosy University, Dallas
- DEN Argosy University, Denver
- DC Argosy University, Washington DC
- HI Argosy University, Hawai'i
- IE Argosy University, Inland Empire
- LA Argosy University, Los Angeles
- NAS Argosy University, Nashville
- ORA Argosy University, Orange County
- PHX Argosy University, Phoenix
- SAR Argosy University, Sarasota
- SCH Argosy University, Schaumburg
- SEA Argosy University, Seattle
- SF Argosy University, San Francisco Bay Area
- SD Argosy University, San Diego
- SLC Argosy University, Salt Lake City
- TAM Argosy University, Tampa
- TC Argosy University, Twin Cities

Course Numbering System

While many courses cross lines between class levels, and therefore the numbering system is not always completely consistent, the following offers a general correlation between course numbers and grade levels:

Grade Level	Course Number Range
Master's First-Year	6000 – 6499
Second-Year	6500-6999
Doctorate - First-Year	7000 – 7499
Second-Year	7500 – 7999
Doctorate - First-Year	7000 – 7499
Second-Year	7500 – 7999
Third-Year	
8000-8499	
Fourth-Year	
8500-8999	

Argosy University awards semester credit hours as noted in each course description.

ADJUNCT ENROLLMENT (ADJ) ADJCOMP Comprehensive Exam

0 credit hours
Students may enroll in Comprehensive Exam (ADJCOMP) when they complete all coursework required to take the Comprehensive Exam as defined by their program of study, and submit a Comprehensive Exam Petition to the Student Services Department. No credit hours are earned, but enrollment allows students to maintain a less than half-time active enrollment status for up to one semester while taking Comprehensive Exams. It also creates a transcript record, reflecting enrollment for the Comprehensive Examination and the ultimate outcome of all attempts with a final grade of "Credit" or "No Credit."

ADJ900 Adjunct Enrollment

0 credit hours
No credit is earned for adjunct enrollment, but it allows students to maintain their status in the degree program. Adjunct enrollment serves both students who have finished their coursework, but have not yet met all degree requirements, and those who choose not to enroll in regular classes for a given semester.

COUNSELING (C)

C6035 Human Growth and Development

3 credit hours

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual. Influences on human development, ranging from individual models to cross-cultural groups, are explored. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

C6036 Essentials of Interviewing

3 credit hours

This course provides an experiential exposure to the elements of good interviewing skills that are the foundation for counseling and other interpersonal interactions. This course is required for the student who has not had an interactive interviewing skills course, and is an excellent skill enhancer for the more experienced student. Expected student outcomes include development of the foundation skills that enhance understanding and problem solving between individuals in a variety of multicultural settings, including counseling, consulting, supervision, and training.

C6362 Student Appraisal

3 credit hours

This course identifies the purpose of assessment and the issues and concepts in the measurement, data interpretation, and follow-up evaluation for exceptional students. The purpose is to introduce formal and informal assessment instruments and techniques, and alternative assessment instruments. The course introduces curriculum-based assessment and programming approaches for planning and providing instruction based on ongoing diagnosis. The course also offers a synthesis for assessment and programming approaches and suggestions for their implementation.

C6433 Theories of Personality

3 credit hours

This course presents a comprehensive overview of the major personality theoreticians, including Freud, Jung, Adler, Skinner, Sullivan, Fromm, Murray, and Rogers. All major theories of personality are studied with special emphasis on psychoanalytic, psychophysiological, behavior, interpersonal, cognitive, social, humanistic and existential theory. Contemporary research that expounds personality theory is also reviewed.

Students are expected to apply basic theoretical tenets to the understanding and analysis of personality development. The expected student outcome is the ability to integrate personality theory and counseling practice.

C6436 Individual Counseling Theories and Practice

3 credit hours

This course is designed to provide the counselor with a theoretical foundation for individual counseling. There is an emphasis on developing a personal model for integrated individual counseling practice, as well as a survey of the major theories and contributors to the field of individual counseling.

C6440 Ethics in Counseling

3 credit hours

This course explores the legal, ethical, and professional choices faced by practicing human service professionals. A wide variety of ethical issues and topics are covered. Topics include ethical decision making, professional standards, counselor values and attitudes, counselor competence and supervision, client rights and confidentiality, dual relationships, and ethical issues in research and testing. This course also focuses on ethical issues in multicultural counseling, marital and family therapy, group counseling, and issues related to dealing with unethical behavior. Expected student outcome is the development of a comprehensive appreciation of difficult ethical issues in counseling.

C6443 Group Guidance Counseling

3 credit hours

This seminar presents the theories and strategies of group guidance counseling. The dynamics of group interactions are presented and the process of group activity is studied. Psychodynamic, behavioral, developmental, psychoeducational, and transactional models of group counseling are discussed. The special focus of the seminar is on the application of group counseling techniques to student populations. Specific group counseling issues, such as peer influence, which especially affects school-aged populations, are considered. Expected student outcomes include facility with the organization and conduct of effective group interventions within multicultural school systems.

C6444 Counseling Exceptional Students and Families

3 credit hours

This seminar addresses the special counseling needs of exceptional students from birth through high school, the complex psychology of

exceptional children, and the nature and needs of specific types of exceptional students relative to the counseling process, as well as special characteristics of this population and appropriate counseling strategies. Special topics include crisis intervention, self-esteem, peer relationships, adaptations, family involvement, multicultural impact, special education-related service requirements, current issues and trends, and interdisciplinary collaboration.

C6445 Social and Cultural Competencies for Counselors

3 credit hours

This course is designed to acquaint students with the unique characteristics of special populations and the competencies necessary for counselors to work effectively across diverse populations and in a variety of settings. Special attention is given to various cultural groups and special populations (e.g., African Americans, Native Americans, Latino Americans, Asian Americans, Arab Americans, the disabled, the older person, and gay women's and single parent issues). Emphasis is placed on personal explorations and development that will enhance awareness, knowledge, skills, and attitudes for more effective counseling interactions with a variety of special groups.

C6446 Substance Abuse Counseling

3 credit hours

Substance abuse issues and concerns are no longer viewed as solely the concern of those in the chemical dependency field. Most conscientious helping professionals recognize the need to be informed and aware of basic substance abuse knowledge and skills. At some point most counselors, educators, and other helping professionals will likely encounter the challenging clinical reality of substance abuse. It is also a reality that the substance abuse field has mushroomed with knowledge regarding possible causes of chemical dependency, various methods of treatment and counseling, and differing prevention and intervention strategies and techniques. This course includes such topics as definitions of alcohol and drug abuse/dependency, diagnosis, etiology, signs/symptoms, medical and psychological complications, effects on the family, codependency, children of alcoholics, adolescent substance abuse, student assistance programs, evaluation and treatment modalities, multiple substance abuse, and other related topics. A major goal of this course is to provide the helping professional with an essential, yet basic, knowledge of substance abuse in order to appreciate the scope and depth of this rapidly changing field.

C6447 Counseling At-Risk Students

3 credit hours

This course addresses the special counseling needs of at-risk students from birth through high school. The term at-risk can be useful for describing many young people whose potential for becoming responsible and productive adults is limited by the challenges within the ecology of their lives. These include problems at home, in schools, in communities; problems with some of the cultural norms and social messages that contribute to risk in children's lives; and problems within children and adolescents themselves. At-risk categories include school dropouts; substance use and addiction; teen pregnancy and risky sexual behavior; antisocial behavior, delinquency and youth gangs; school shooters; youth suicide; and exceptional student education. Special characteristics and appropriate counseling strategies are discussed. Special topics include crisis intervention, peer relationships, family involvement, multicultural impact, education-related requirements, current issues and trends, and interdisciplinary collaboration.

C6448 Group Counseling in Schools

3 credit hours

This course presents the theories and strategies of group guidance counseling. The dynamics of group interactions are presented and the process of group activity is studied. Psychodynamic, behavioral, developmental, psychoeducational, and transactional models of group counseling are discussed. The special focus of the seminar is on the application of group counseling techniques to student populations. Specific group counseling issues, such as peer influence, which especially affects school-aged populations, are considered. Expected student outcomes include facility with the organization and conduct of effective group interventions within multicultural school systems.

C6452 Career and Lifestyle Assessment

3 credit hours

This seminar explores the basic tenets of career counseling as it applies to vocational, occupational, and career issues. The focus of the seminar is on the process of career counseling with various populations, using dynamic and didactic models. Special consideration is given to career education, career exploration, career choice, and career counseling. Testing instruments, including appropriate achievement tests, interest inventories, aptitude tests, personality tests, and valued tests, are reviewed. Expected student outcomes include the ability to develop and manage a career counseling program,

the ability to identify available resources, and the ability to facilitate career development among diverse individuals throughout the lifespan.

C6459 Consultation in Education

3 credit hours

This course presents the consultative theories and techniques related to successful consultation and collaboration in educational practice. The focus of the course is on effective, individual (micro) consultation with professionals and others working in the field of education and related disciplines. The process of educational consultation will be examined, the role and responsibilities of the educational consultant are examined, and practical skills related to the delivery of services within the school systems are developed. Expected student outcomes include the demonstration of core competencies associated with successful consultative practice in a multicultural educational setting.

C6492 Field Experience: Guidance Counseling I

3 credit hours

This course requires the student to arrange an independent and appropriate clinical practicum in guidance counseling. The student is required to participate in the field experience for a minimum of eight hours per week for 15 weeks. While engaged in the guidance counseling practicum, the student must be directly supervised by a school guidance counselor who is either employed by the public school system or is certified as a school guidance counselor. While engaged in a mental health practicum, the student must be directly supervised by an appropriately licensed therapist. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development, and satisfactory field evaluations.

Prerequisite(s): (SAR) C6509, C6440, C6036; (TAM) C6035, C6036, C6433, C6436, C6440, C6443, C6445, C6510, and faculty permission.

C6493 Field Experience: Guidance Counseling II

3 credit hours

This course requires the student to arrange an independent and appropriate clinical practicum in

guidance counseling. The student is required to participate in the field experience for a minimum of eight hours per week for 15 weeks. While engaged in the guidance counseling practicum, the student must be directly supervised by a school guidance counselor who is either employed by the public school system or is certified as a school guidance counselor. While engaged in a mental health practicum, the student must be directly supervised by an appropriately licensed therapist. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

Prerequisite(s): (SAR) C6509, C6440, C6036; (TAM) C6492, and faculty permission.

C6509 Principles of School Counseling

3 credit hours

This course is designed to introduce the student to the theory and practice of developmental school counseling. The theory of developmental counseling is examined and the role of the counselor as school counseling specialist and facilitator is reviewed. Specific counseling interventions and issues, including individual counseling, small group counseling, large group counseling, peer facilitation, consultation, coordination and accountability, are explored. Expected student outcomes include the development of basic counseling skills for diverse school populations.

C6510 Principles of Guidance

3 credit hours

This course is designed to introduce the student to the theory and practice of developmental guidance and counseling. The theory of developmental guidance is examined and the role of the counselor as guidance specialist and facilitator is reviewed. Specific counseling interventions and issues, including individual counseling, small group counseling, large group guidance, peer facilitation, consultation, coordination and accountability, are explored. Expected student outcomes include the development of basic guidance and counseling skills for diverse populations.

C6524 Ethics for School Counselors*3 credit hours*

This course explores the legal, ethical and professional choices faced by practicing school counselors. A wide variety of ethical issues and topics are covered. Topics include ethical decision making, professional standards, counselor values and attitudes, counselor competence and supervision, student rights and confidentiality, dual relationships, record keeping, school law, and ethical issues in research and testing. This course also focuses on ethical issues in multicultural counseling, group counseling, consultation, and issues related to dealing with unethical behavior. Expected student outcome is the development of a comprehensive appreciation of difficult ethical issues in school counseling.

D9001 Dissertation*3 credit hours*

This course guides students in the preparation of completing an original dissertation/research project. Students will define a topic for a dissertation/research project, develop a prospectus and submit it for approval, form a dissertation/research project committee, and develop a proposal. Students will also research the background of the selected topic area, critically evaluate prior research, conduct a review of literature and information sources related to the proposed research, compile a reference list related to the proposed research, and complete a working draft of an introduction to the dissertation/research project. Objectives may vary as per an approved alternative timeline.

D9002 Dissertation*3 credit hours*

This course guides students in the preparation of completing an original dissertation/research project. Students will complete a working draft of a literature/information source review, describe the design of the dissertation/research project, complete a working draft of a methodology or approach to organizational improvement and problem resolution, and revise and refine the proposal. Students will also prepare for the proposal defense, successfully defend the proposal, complete and submit an IRB application, and prepare to conduct research. Objectives may vary as per an approved alternative timeline.
Prerequisite(s): D9001

D9003 Dissertation*3 credit hours*

This course guides students in the preparation of completing an original dissertation/research

project. Students will conduct research after receiving IRB approval. Students will also analyze and interpret data, draw conclusions based on results, and write results. Objectives may vary as per an approved alternative timeline.
Prerequisite(s): D9001, D9002

D9004 Dissertation*3 credit hours*

This course guides students in the preparation of completing an original dissertation/research project. Students will write discussion, conclusions, implications and recommendations, complete the final dissertation/research project document, submit it to Turnitin®, prepare for the oral defense, and successfully defend the dissertation/research project. Students will also revise the dissertation/research project document, per the committee's recommendations, submit the document for the final editing process, submit the final version for approval, and secure all necessary signatures and approvals. Objectives may vary as per an approved alternative timeline.
Prerequisite(s): D9001, D9002, D9003

D9001E Dissertation Extension*0 credit hours*

This course is an extension of D9001 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.
Prerequisite(s): D9001

D9002E Dissertation Extension*0 credit hours*

This course is an extension of D9002 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.
Prerequisite(s): D9002

D9003E Dissertation Extension*0 credit hours*

This course is an extension of D9003 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.
Prerequisite(s): D9003

D9004E Dissertation Extension*0 credit hours*

This course is an extension of D9004 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.
Prerequisite(s): D9004

D9501 Dissertation*1.5 credit hours*

This course guides students in the preparation of completing an original dissertation/research

project. Students will define a topic for a dissertation/research project, develop a prospectus and submit it for approval, form a dissertation/research project committee, and develop a proposal. Objectives may vary as per an approved alternative timeline.

D9502 Dissertation

3 credit hours

This course guides students in the preparation of completing an original dissertation/research project. Students will research the background of the selected topic area, critically evaluate prior research, conduct a review of literature and information sources related to the proposed research, compile a reference list related to the proposed research, and complete a working draft of an introduction to the dissertation/research project. Students will also complete a working draft of a literature/information source review, describe the design of the dissertation/research project, complete a working draft of a methodology or approach to organizational improvement and problem resolution, and revise and refine the proposal. Objectives may vary as per an approved alternative timeline.

Prerequisite(s): D9501

D9503 Dissertation

3 credit hours

This course guides students in the preparation of completing an original dissertation/research project. Students will prepare for the proposal defense, successfully defend the proposal, complete and submit an IRB application, and prepare to conduct research. Students will also conduct the research after receiving IRB approval. Objectives may vary as per an approved alternative timeline.

Prerequisite(s): D9501, D9502

D9504 Dissertation

3 credit hours

This course guides students in the preparation of completing an original dissertation/research project. Students will analyze and interpret data, draw conclusions based on results, and write results. Students will also write discussion, conclusions, implications and recommendations, complete the final dissertation/research project document, submit it to Turnitin®, prepare for the oral defense, and successfully defend the dissertation/research project. Objectives may vary as per an approved alternative timeline.

Prerequisite(s): D9501, D9502, D9503

D9505 Dissertation

1.5 credit hours

This course guides students in the preparation of completing an original dissertation/research project. Students will revise the dissertation/research project document, per the committee's recommendations, submit the document for the final editing process, submit the final version for approval, and secure all necessary signatures and approvals. Objectives may vary as per an approved alternative timeline.

Prerequisite(s): D9501, D9502, D9503, D9504

D9501E Dissertation Extension

0 credit hours

This course is an extension of D9501 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9501

D9502E Dissertation Extension

0 credit hours

This course is an extension of D9502 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9502

D9503E Dissertation Extension

0 credit hours

This course is an extension of D9503 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9503

D9504E Dissertation Extension

0 credit hours

This course is an extension of D9504 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9504

D9505E Dissertation Extension

0 credit hours

This course is an extension of D9505 and is taken in the event that a student requires additional time in order to satisfy the specific course deliverables.

Prerequisite(s): D9505

EDUCATION (E)

E6001 Art K–12 Instructional Methods

3 credit hours

This course is a combination of theory, philosophy, and methodology in educational settings designed to explore the artistic experience with emphasis on the personal and interpersonal aspects of art and the implication for their application in both schools and community. It intends to provide the student with a variety of teaching concepts and modes of

expression, with an incorporation of learning styles and multiple intelligences in art education to further enable the educator to understand young people ages three to eighteen.

E6009 Foundations of Montessori Education

3 credit hours

This Foundations course is designed to give participants an understanding of the historical and philosophical foundations of the Montessori Method as a unique form of scientific pedagogy. Participants will learn about important educational reformers who influenced Dr. Maria Montessori's work, understand the life story of Dr. Montessori, be introduced to first generation leaders who influenced the Montessori movement in Europe and in America following Dr. Montessori's death, and consider important concepts of the Montessori philosophy of education and child development. A review of the seminal influences on Dr. Montessori by specific Western educational philosophers such as Rousseau, Pestalozzi, Froebel, Rometo, and Piaget will be made. The course highlights Dr. Montessori's views on the preparation of the teacher as well as her emphasis of effective ways of working with children.

Note: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6010 Practicum in Education

1 – 3 credit hours

This course provides an opportunity for students with little or no practical work experience in a school or college to gain such experience through as much as 12 months of part-time or full-time employment with an approved employer. A faculty mentor guides the student's integration of work experience and academic curriculum. At the completion of this course, the student prepares a final paper, describing the application of his or her studies in the work setting. This course is taken in addition to the regular program of study and may not be used to meet program requirements or electives.

E6011 Montessori Educator Internship Experience & Practicum I

1.5 credit hours

This course will assist students in developing individualized research projects within an elementary-level school setting under the supervision of a Montessori teacher. Students who cannot work under a supervising Montessori teacher will be required to have more contact hours with the course instructor. Course projects

will be designed based on the experience and needs of each student. Students will design a year long project of study that involves classroom management, student observation, practice in lesson presentation and development, and materials-making. Projects will need to be approved by the instructor within the first month of school.

Year long projects in a Montessori course of study are traditionally child observations and study, materials making or designing an extension of the basic curriculum that fits the needs of the particular classroom. The course lectures and interaction will encourage educators to follow Dr. Montessori's principles in a real classroom environment. Educators will encounter different problems, depending on whether or not they are in a Montessori school with an administration that is aligned with the principles, in a more traditional public school setting, or starting a school or classroom from scratch. Teacher best practices will also be highlighted in this course.

Working with an experienced Montessori educator is essential in learning the nuances of Montessori education. The internship must cover an entire school year from Fall to Spring. Students will be required to submit videos of lesson presentations, classroom management techniques, and other required projects assigned by the course instructor. Students will enroll for the internship course in the fall semester. The final project will be due at the end of the school year/term.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6012 Montessori Educator Internship Experience & Practicum II

1.5 credit hours

This course will assist students in developing individualized research projects within an intermediate-level school setting under the supervision of a Montessori teacher. Students who cannot work under a supervising Montessori teacher will be required to have more contact hours with the course instructor. Course projects will be designed based on the experience and needs of each student. Students will design a year long project of study that involves classroom management, student observation, practice in lesson presentation and development, and materials-making. Projects will need to be approved by the instructor within the first month of school.

Year long projects in a Montessori course of study are traditionally child observations and study, materials making or designing an extension of the basic curriculum that fits the needs of the particular classroom. The course lectures and interaction will encourage educators to follow Dr. Montessori's principles in a real classroom environment. Educators will encounter different problems, depending on whether or not they are in a Montessori school with an administration that is aligned with the principles, in a more traditional public school setting, or starting a school or classroom from scratch. Teacher best practices will also be highlighted in this course.

Working with an experienced Montessori educator is essential in learning the nuances of Montessori education. The internship must cover an entire school year from Fall to Spring. Students will be required to submit videos of lesson presentations, classroom management techniques, and other required projects assigned by the course instructor. Students will enroll for the internship course in the fall semester. The final project will be due at the end of the school year/term.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6013 Montessori Presentations in Elementary Mathematics

3 credit hours

This course of study is an overview of the classic Montessori mathematics materials and will cover best practices in the instruction of all of the basic mathematical skills from early childhood through the early elementary years. In this course, students will view video presentations of a teacher working with a student using various math materials. The student/teacher video is designed to give the participant a sense of how the lesson is presented in an actual classroom setting with an age-appropriate student or students.

An accompanying video analyzes the lesson in a discussion format, providing important information on how to present the lesson, where the lesson fits in with the math scope and sequence, what materials are needed, direct and indirect aims of the lesson content. Students will be provided with an accompanying lesson plan for each lesson presented as well as blackline masters of the content where applicable. Math I will concentrate on number sense, memorization of facts, operations with whole numbers, introduction to

fractions and geometry for the education of kindergarten to 3rd grade students.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6014 Montessori Presentations in Intermediate Mathematics

3 credit hours

This course is designed to allow the student/learner to view video presentations of a Montessori classroom teacher working with a student on various Montessori math materials designed for the elementary level. The student/teacher video is designed to provide the viewer with a sense of how the lesson is designed and presented in an actual classroom setting with an age appropriate student or students.

An accompanying video analyzes the lesson in a discussion format, providing important conceptual information on how to present the lesson, where the lesson fits in with the math scope and sequence, what materials are needed, direct and indirect aims of the lesson content. Student/learners will be provided with an accompanying lesson plan for each of the lessons presented, as well as black line masters of the presented content, where applicable. Math II will focus on geometry, operations with fractions and decimals, integers, beginning algebra, graphing, and practical applications. Work on and with Montessori materials will be stressed, along with the discussions on the transition from the concrete to the abstract.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6015 Classroom Management, Observation, and Child Development

3 credit hours

This course will highlight actual Montessori classes in action. The student will observe video clips of children in actual classrooms at the early childhood and elementary levels in Montessori schools. Participants will be asked to give summaries of observations, reflect on what worked and what did not, and give "advice" on what could be improved with regard to student behavior or lesson presentation. The course will be interspersed with readings from Dr. Montessori's writings on will, imagination, discipline, normalization, and other important topics relating to understanding the children in our care. Finally,

the participant will be asked to reflect on child development lectures and to compare them to the videos of actual students in a classroom setting. **NOTE:** Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6016 Montessori Presentations in Elementary Language Arts

3 credit hours

In this course, students will observe video presentations of a Montessori teacher working with a student on various Montessori language materials in the areas of phonics, beginning reading, grammar, sentence structure and analysis, spelling and mechanics. The student/teacher video is designed to give the viewer a sense of how the lesson model is being presented in an actual classroom setting with an age-appropriate student or students. An accompanying video analyzes the lesson in a discussion format, giving important information on how to present the lesson, where the lesson fits into the language scope and sequence, what teaching materials are needed, and the direct and indirect purposes of the lesson content.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6017 Montessori Presentations in Intermediate Language Arts

3 credit hours

In this course, student/learner will observe video presentations of a Montessori classroom teacher working with a student on various Montessori language materials, in the areas of handwriting, formal writing, reading comprehension, for the older student, advanced grammar materials and verb study, and the importance of reading across the curricula. The student/teacher video is designed to give the viewer a sense of how the model lesson is presented in an actual classroom setting with age-appropriate student(s). An accompanying video analyzes the lesson in a discussion format, giving important information on how to develop and present the lesson, where the lesson fits in with the language scope and sequence, what materials are necessary, direct and indirect aims of the lesson content.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6032 Historical and Philosophical Foundations of Education

3 credit hours

This course examines differing views of the aims of education in America. The historic settings in which the educational system developed are analyzed, and the course objective is to identify major social and cultural issues in relation to their historic antecedents, including major leaders in American education.

E6033 Foundations of Intellectual Development

3 credit hours

This course is designed to explore various components that impact American education. Topics include history, cultural variations, psychological behavior patterns, and learning styles.

E6050 Reflective Assessment

4 credit hours

This course is designed to guide teachers through self-assessment using the Illinois Professional Teaching Standards as a framework. Students will engage in writing projects, lesson plan development, technology assignments, and teaching, evaluating their adherence to the Illinois Professional Teaching Standards.

E6100 Research in Education

3 credit hours

This course provides an introduction to the theory and practice of research in the field of education. Both design and analysis issues are discussed. The student is involved in both research review and design relevant to his/her professional level of certification. Action research will be the research design of major focus.

E6110 Language Development and Reading

3 credit hours

This course introduces the student to the concept that language development is a continuous, sequential process of learning at every level from pre-kindergarten through adulthood. Language development is the basis for learning to read and to develop the realization that communication is the base goal of language. The student analyzes the interrelationship between language development, reading, and communication skills.

E6137 Educational Leadership*3 credit hours*

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

E6211 Strategies for Teaching Adult Learners*3 credit hours*

This course focuses on the methods and techniques appropriate for the effective instruction of adults in a variety of settings. Attention will be given to the concepts, theories, and principles relevant to the selection, use, and evaluation of instructional strategies.

E6232 Educational Law*3 credit hours*

This course provides a review of the legal foundations of public and private education. Students review federal, state, and local legal parameters as they overlap various jurisdictions. Laws related to student rights, employee relations, curriculum, instruction, and contractual agreements are analyzed.

E6233 Educational Finance*3 credit hours*

This course leads the student through the steps necessary to build an effective school budget. It outlines the budget responsibilities of the superintendent of schools, the assistant superintendent, and the school principal.

E6235 Interpersonal Communication*3 credit hours*

This course explores the basic concepts involved in effective interpersonal relationships and suggests ways to use these concepts to build an effective management team.

E6250 Intro/Best Practices in Training and Development*3 credit hours*

This course will provide students with multiple perspectives of real world applications, knowledge, and skills necessary for practitioners in the field of training and development. This course focuses on the steps and processes for the development, delivery, and implementation of training programs. Various methods available to the trainer will be discussed, including case method simulation, role playing, and OJT.

E6331 Survey of Curriculum Theory and Design*3 credit hours*

This course provides an examination of the theories of curriculum development and the prominent curricular designs utilized in contemporary education. Emphasis is placed on appropriate certification-level principles of curriculum and the instructional strategies best suited to those curricular designs.

E6333 Curriculum Planning: Elementary School*3 credit hours*

This course highlights the unique characteristics of the elementary school child, teacher, and environment. An analysis of the influence of contemporary society and state education departments on elementary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within a historical context. Substantial references to various theories of the purposes of education and curricular expectations are explored.

E6334 Curriculum Planning: Secondary School*3 credit hours*

The unique characteristics of the secondary school child, teacher, and environment require careful attention. An analysis of the influence of contemporary society and state education departments on secondary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within a historical context and substantial references to various theories of the purposes of education and curricular expectations.

E6336 Technology in K – 12 Education*3 credit hours*

The effective application of a wide variety of instructional technology is explored in this course. The teaching and learning processes are studied from the perspective of evaluating, selecting, and using instructional and administrative technology in the K – 12 learning environment.

E6337 Instructional Technology in Higher Education

3 credit hours

This course provides a comprehensive introduction to the selection and use of instructional technology in higher education. Emphasis is placed on the evaluation and effective integration of technology in curriculum design and delivery, and examining the scope and role of technology in contemporary education and training.

E6339 School Organization and Curriculum

3 credit hours

This course provides an examination of the organizational structure of schools and school systems and their relationships to and effects on school programs, teaching strategies, testing and measurement, and evaluation of programs in the public schools.

E6341 Child and Adolescent Development

3 credit hours

This course provides an in-depth study of human development, focusing on infancy and childhood through adolescence. Particular attention is given to the interdependency of physical, cognitive, personality, and social aspects of development. Consideration is also given to integrating empirical and theoretical perspectives with real-world applications. The ultimate goal of this course is to create a greater understanding of, and sensitivity to, the contemporary child at home, at school, and in the general society.

E6350 Advanced Supervision of Curriculum and Instruction

3 credit hours

This course provides an examination of the application of research and theory to problems of instructional supervision at the building level. Leadership, morale, organizational climate, planned change, group decision making, and differentiated staffing are studied.

E6352 Guidance and Counseling for Talent Development and Giftedness

3 credit hours

Students of exceptional ability or potential in many talent areas require support, nurturing, and effective guidance and counseling. This course includes consideration of social and emotional needs, motivation, self-image, career options, and strategies for working effectively with individuals and groups.

E6361 Foundations of Exceptional Student Education

3 credit hours

This course is designed to meet initial certification requirements and renewal of any exceptional educational coverage. It examines characteristics, and problems in providing programs to meet the needs of exceptional students, including specific learning disabilities, emotional disabilities, and socially maladjusted, gifted, hearing impaired, mentally disabled, speech and language impaired, and visually impaired students. The course is intended to provide an overview of issues related to the education of exceptional students.

E6362 Assessment of Exceptional Students

3 credit hours

This course identifies the purpose of assessment and the issues and concepts in the measurement, data interpretation, and follow-up evaluation for exceptional students. The purpose is to introduce formal and informal assessment instruments and techniques, and alternative assessment instruments. The course introduces curriculum-based assessment and programming approaches for planning and providing instruction based on ongoing diagnosis. The course also offers a synthesis for assessment and programming approaches and suggestions for their implementation.

E6365 Inclusion: The Education of All Students

3 credit hours

Inclusive education means that all students in a school, regardless of their strengths and weaknesses in any area, become part of the school. This course will assist educators with best practices on implementing effective and successful inclusion in classrooms. In addition, time will be spent on exploring and discussing including students with disabilities in the classroom; building partnerships with parents; getting the most out of support services; and creating positive behavioral supports.

E6366 Behavior Management in the Classroom
3 credit hours

This course focuses on approaches to behavior management and motivational strategies when working with exceptional students. Content includes definition of applied behavior analysis, behavior analysis techniques and criteria, and procedures for selecting, defining, and measuring behavior. The rationale, uses, implementation procedures, and consideration for special applications of behavior change technology are studied. Course objectives include a demonstrated knowledge of applied behavioral techniques; a demonstrated knowledge of selection, definition and measurement of behavior change; the ability to evaluate and analyze behavior change; the ability to develop a multidisciplinary behavior management plan based on behavioral assessment data; knowledge of the legal issues related to the techniques of discipline; and a demonstrated ability to promote the generality of behavior change.

E6373 Teaching Reading to Exceptional Students
3 credit hours

This course examines methods for teaching reading to exceptional students, including the use of diagnostic and descriptive procedures with individual and group reading instruction. It examines the study of diagnostic and remedial approaches, materials, and procedures currently used in the field. This course examines the factors related to the diagnosis, assessment, and remediation of reading difficulties.

E6412 Classroom Application of Reading Models and Strategies
3 credit hours

Congress included a number of changes in the Individual Education Plan (IEP) requirements to emphasize the necessity of improving educational outcomes. This course is intended to provide a foundation for writing and implementing an (IEP). Course content will include: a) IDEA 1997 requiring that IEPs contain measurable annual goals and specify the methods by which a student's progress toward his or her goals can be measured; b) information regarding the IEP teams and appropriate ways to inform parents of students in special education of their child's progress toward his or her annual goals and the extent to which this progress is sufficient to enable the child to achieve these goals; c) measures regarding student failure to make progress toward his or her annual goals and the revision of the IEP; d) methods for allowing a student to advance appropriately toward attaining the annual goals.

E6413 Individual Education Plan (IEP) Design and Assessment
3 credit hours

Congress included a number of changes in the IEP requirements to emphasize the necessity of improving educational outcomes. This course is intended to provide a foundation for writing and implementing an Individual Education Plan (IEP). Course content will include: a) IDEA 1997 requiring that IEPs contain measurable annual goals and specify the methods by which a student's progress toward his or her goals can be measured; b) information regarding the IEP teams and appropriate ways to inform parents of students in special education of their child's progress toward his or her annual goals and the extent to which this progress is sufficient to enable the child to achieve these goals; c) measures regarding student failure to make progress toward his or her annual goals and the revision of the IEP; d) methods for allowing a student to advance appropriately toward attaining the annual goals.

E6420 Multicultural Education in Contemporary Society
3 credit hours

This course provides an examination of today's schools and methods of teaching within the context of the current demographic revolution taking place in American society. Focus is on the elements of culture and eliminating the barriers to cultural understanding.

E6425 Diversity Issues in Education
3 credit hours

This course provides a systematic comparison of social units and studies in the interaction of those social units with one another in an educational setting. The common problems and concerns of the different social units are discussed as they apply across the varied spectra of special needs found throughout the educational arena.

E6501 Current Trends in School Curriculum
3 credit hours

This course provides a critical analysis of current curriculum issues on problems in education within their cultural context. Topics vary.

E6510 Measurement and Assessment in Education
3 credit hours

This course provides an examination of measurement as it applies to student performance in the classroom based on Bloom's Taxonomy, as well as a review of current practices and trends in assessment in the schools. Topics include quantitative and qualitative measures, such as

standardized testing, criterion-referenced tests, teacher-made tests, rubrics, and portfolios.

E6511 Human Growth and Development

3 credit hours

This course is designed to give the prospective professional educator a thorough overview of human development from birth through adolescence and to develop an awareness of what impact physical, social, emotional, and intellectual development may have on the student, the learning environment, and instructional decisions. Throughout the course, issues of diversity as it applies to economic, social, racial, ethnic, and religious will be explored as well as the needs of students with disabilities will be addressed within the context of each topic.

E6522 The School, Family, and Community

3 credit hours

This course addresses the myriad relationships among the school, the family, and the community as they affect the mission of the school district and the operations of the individual campus. The course will examine the role of the School Board within the broader community, the intricacies of school communications, the importance and political relevance of parents groups and booster organizations, the effect of inter-governmental relations upon the school, and site-based management practices which include parents and others. Community, faculty, and parent empowerment will be considered along with the complex issues that require creative problem-solving.

E6610 Learning Theories and Teaching Strategies

3 credit hours

This course provides an examination of the relationship of teaching strategies to learning styles through methods, curricula, and materials. The course focuses on the implications of learning-style-concepts, and suggests teaching strategies for accommodating varied learning styles in the classroom.

E6615 Leadership in Education

3 credit hours

This course introduces students to the major theories and trends in educational leadership. Leadership, management, and organizational behaviors are examined, including diversity, moral leadership, and shared leadership.

E6620 Supervision of Curriculum

3 credit hours

This is an advanced course in curriculum management, examining the processes and

procedures of supervising curriculum change, follow-through, and evaluation, with special attention given to curriculum review committees, in-service training, articulation, and diversified programs for students.

E6703 School Organizational Communication Skills

3 credit hours

This course provides an examination of the skills required to effectively communicate within the school's organizational environment. The course focuses on a variety of issues embedded in the school organizational communication systems, including trust, school climate, perception, motivation, and the communication skills required.

E6705 Human Resource Management and Development

3 credit hours

This course provides an examination of the human resource concepts and practices associated with developing and managing an effective education team. Different approaches to management, motivation, professional development, and performances are addressed, along with obstacles to effective team development.

E6710 Organizational Management and Development

3 credit hours

This course provides an examination of various theories and models for the management and development of the school organization. The course focuses on leadership theory, management of physical, human, and fiscal resources, as well as grant writing.

E6714 Adult and Organizational Learning

3 credit hours

This course provides an examination of today's factors that affect adult learning and the organizational cultures that promote or inhibit learning. Students explore topics that include: learning styles, brain-compatible learning, and multiple intelligences with a focus on developing effective instructional strategies.

E6734 Structured English Immersion

3 credit hours

This course is designed to extend the skills of education professionals in providing instruction to both identified English Language Learners and English proficient students by focusing on supporting speaking, listening, writing and reading skills. In addition, learners will know and understand the socio-cultural influences on ELLs, the impact of bilingualism and home language use, and methods for cultivating home and school partnerships.

E6801 Instructional Technology and Distance Education Trends

3 credit hours

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

E6802 Instructional Development and Delivery
3 credit hours

This is an advanced course in the utilization of technology in instruction. Major topics include the assessment and development of instructional strategies, the integration of instructional technologies, tactics for instructional media selection, and the formative and summative evaluation of instructional technology utilization.

E6803 The Internet for Educators
3 credit hours

This course explores the differing technologies available to educators, and how those are applicable to classroom settings. It provides a hands-on introduction to the Internet, with special emphasis on educational uses.

E6804 Managing and Evaluating Instructional Technology and Distance Education
3 credit hours

This course presents theories and methods of planning, operating, and evaluating instructional technologies and distance education, managing in educational and corporate settings principles of staff training, proposal development, and legal issues.

E6805 Integrating Technology into the Classroom Curriculum
3 credit hours

This course introduces classroom teachers to using technology to enhance instruction and learning. Participants use curriculum documents to develop learning outcomes utilizing technology in various subject areas. Software applications are introduced and associated with content. Desktop publishing, multimedia, and the Internet are used to support curriculum projects.

E6831 Directed Independent Study
1 – 3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides students an opportunity to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course, an analysis of new ideas, theories or concepts in education, or evaluation of new strategies used in education. It may involve the resolution of an isolated educational problem, collection an interpretation of accumulated data, or a field experience to meet licensing requirements.

Note: Students may not earn credit for any course more than one, including Directed Independent Studies.

E6850 Meeting Special Learning Needs
3 credit hours

This course focuses on family and community relations; collaborative initiatives; and comprehensive, integrated services approaches to meeting special needs of a wide range of learners, including those addressed by special education legislation, as well as others, such as English language learners, homeless learners, children of migrant workers, children of illegal aliens, children whose parents are incarcerated or drug addicted, etc. Emphasizes special education laws, regulations, and processes (i.e. IDEA, ADA, IEPs, staffings, least restrictive environment, classification, identification, evaluation).

E6900 Cultural Diversity
3 credit hours

This course focuses on the principles of first and second language acquisition, including historical and current theories, psychological, sociocultural, political, and pedagogical factors, and issues related to cultural interaction and communication in school and community contexts. Topics are addressed with regard to theoretical foundations and applied contexts.

E6901 Foundations of Education
3 credit hours

This course provides a general orientation to the roles of schools in society, as well as issues and topics related to student achievement, curriculum and instruction, the roles of teachers in schools and communities, teacher education and credentialing, and the process of becoming a teacher. In addition to course activities,

presentations, and assignments, the student will complete fieldwork in a variety of classroom settings.

E6902 Curriculum and Instruction for Diverse Elementary School Settings

3 credit hours

This course examines educational, curricular, behavior management, and assessment practices in today's elementary schools. Course topics include theories and applications of research on teaching and learning and curriculum design in elementary education, the use of technology in teaching and learning, and theories and applications related to the research on student achievement in elementary schools. Emphasis is placed on teaching and learning in multicultural communities.

E6903 Language and Literacy Education in Elementary Schools

3 credit hours

This course focuses on the scope and sequence of language arts in the K – 8 curriculum. It addresses the role of literacy in the elementary school curriculum; methods and materials for teaching language and literacy to students from diverse sociocultural, ethnolinguistic, and ability backgrounds and experiences; strategies for utilizing literacy across the curriculum; first and second language acquisition theories; and teaching of English as a second language. Content areas that prepare candidates to pass the RICA test are also included in this class.

E6904 Mathematics Education in Elementary Schools

3 credit hours

This course presents strategies and models for effective instruction of mathematics in elementary schools. Course topics include instructional planning, student assessment, the role of culture in mathematics, utilizing technology in teaching to enhance children's math performance and progress, the use of realia and other manipulatives in math education, and integrating mathematics across the elementary school curriculum.

E6905 Social Studies Education in Elementary Schools

3 credit hours

This course presents strategies and models for effective instruction of social studies in elementary schools. Course topics include instructional planning, student assessment, cultural applications of social studies education, utilizing technology in teaching, the use of realia and other artifacts for

social studies education, and integrating social studies across the elementary school curriculum.

E6906 Science Education in Elementary Schools
3 credit hours

This course presents strategies and models for effective instruction of science in elementary schools. Course topics include instructional planning, student assessment, cultural applications of science education, utilizing technology in teaching, the use of realia and other artifacts for science education, and integrating science across the elementary school curriculum.

E6907 Field Experience I: Beginning Student Teaching

3 – 6 credit hours

In this course, students complete the first semester of a directed field teaching experience in an approved elementary or secondary school classroom. Students are supervised by a mentor teacher and an Argosy University supervisor, and are required to develop a teaching portfolio.

E6908 Field Experience II: Advanced Student Teaching

3 – 6 credit hours

In this course, students complete the first semester of a directed teaching experience in an approved elementary or secondary school classroom. Students are supervised by a mentor teacher and an Argosy University supervisor, and are required to complete a teaching portfolio.

E6909 The Adolescent Learner

3 credit hours

This course examines the psychological, physiological, behavioral, and cognitive characters and factors that affect learning among adolescents. The course emphasizes the teaching of adolescents in diverse secondary school environments.

E6910 Curriculum and Instruction for Diverse Secondary School Settings

3 credit hours

This course examines educational, curricular, behavior management, and assessment practices in today's secondary schools. Course topics include theories and applications of research on teaching and learning and curriculum design in secondary education, adolescent development, the use of technology in teaching and learning, and theories and applications related to the research on student achievement in secondary schools. Emphasis is placed on teaching and learning in multicultural communities.

E6911 Language and Literacy Education in Secondary Schools

3 credit hours

This course addresses the role of language and literacy in the secondary school curriculum. Course topics include methods and materials for teaching language and literacy to students from diverse sociocultural, ethnolinguistic, and ability backgrounds; strategies for utilizing literacy across the curriculum; and approaches to address the learning needs of proficient readers, readers with learning disabilities and other special education needs, and students who are English language learners.

E6912 Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools

3 credit hours

In this course, students will examine topics related to teaching and learning in their own discipline and across disciplines. Students are guided by an interdisciplinary team of faculty in reviewing and applying teaching models, student assessment techniques, theories of cognitive and affective student outcomes, and curriculum planning for effective instruction of diverse and inclusive secondary school classes across disciplines.

E6913 The Reflective Professional

3 credit hours

This course examines issues and topics related to reflective teaching practice and school reform among secondary school teachers. Models, strategies, and issues related to interdisciplinary curriculum planning, cooperative education, and action research are also addressed in learning activities and applications of field teaching experiences.

E6914 Theories and Methods of Bilingual/Multicultural Education

3 credit hours

This course focuses on the teaching of students from diverse cultural, linguistic, and socioeconomic backgrounds. The course incorporates applications of Crosscultural Language and Academic Development (CLAD) competencies to enable students to develop culturally and linguistically diverse pedagogical programs, and to develop teaching and learning strategies for multicultural populations.

E6919 Medical Issues in the Classroom

3 credit hours

In today's inclusive classrooms, educators encounter students with a wide range of medical needs, from asthma and ADHD to diabetes and depression. This course explores and discusses the latest information on how students' medical conditions and their treatments directly affect their classroom behavior and learning ability. Time is spent using this information and current research to create successful learning environments such as how to physically modify the classroom to accommodate special needs, communicate with medical professionals to share their insight on students' conditions, and collaborate with families.

E6925 Capstone Project

3 credit hours

This is a Capstone Project, determined by the adviser and campus, which focuses on learning outcomes. The project may include a comprehensive examination, comprehensive portfolio, or other relevant project that incorporates reflection, analysis, and application of theoretical material and classroom experience. Note: Students are generally limited to one Directed Independent Studies course per program of study.

E6950 Educational Leadership Internship

3 credit hours

This course is designed to be a collaborative and supervised internship experience among the university, the intern/candidate, and the cooperating school administrator in K – 12 public or private school setting. This experience is personalized to each intern/candidate relative to the skills, knowledge, and dispositions of the national school leadership standards. Participation in this internship experience under the direction of the Education program is required.

E6960 Illinois Principal Internship

3 credit hours

The Illinois Principal Internship is a semester-long, standards-based, supervised internship, which is planned and guided cooperatively by University and school district personnel. Interns serve as administrators in P-12 public or private-school settings, with the experience personalized to each intern relative to the knowledge, performances, and dispositions of the Illinois Professional School Leader Standards and the Illinois Content-Area Standards for Principals. Completed concurrently with the Capstone project.

E7031 Historical and Philosophical Foundations of Education

3 credit hours

This course examines differing views of the aims of education in America, and the historic settings in which the educational system developed. The course objective is to identify major social and cultural issues in relation to their historic antecedents, including major leaders in American education.

E7032 Foundations of Intellectual Development

3 credit hours

This course is designed to explore various components that impact American education. Topics include history, cultural variations, psychological behavior patterns, and learning styles.

E7033 Leading and Managing Change in a Diverse Society

3 credit hours

This course focuses on concepts and strategies for managing change in educational, human services, and business settings. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Processes, procedures, and skills for change are presented in terms of situational considerations and implications.

E7034 Critical Analysis of Problems and Issues in Education

3 credit hours

Problems and issues that relate to the present and the future of public and private education are the core of this course. They are identified in a forum that brings experience and current methodology together to address problems that relate to the specific roles of the course participants. Long-range and short-range problem-solving strategies, directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources, are addressed in terms of current situational models.

E7120 Child, Family, and Community Relations and Collaboration

3 credit hours

This course focuses on P-12 schools and districts developing and sustaining family and community relationships and collaborative initiatives that help all children learn. Emphasis on selected issues, including diversity, special needs, partnerships, communication, collaboration models, politics, school violence, terrorism, and NCLB.

E7132 Public School Finance

3 credit hours

This course is designed as a comprehensive course in public school finance. The 12 lessons introduce the student to the economics of education; issues concerning the adequacy and equity of school finance; sources of revenue; local, state and federal functions and control; the influence of the course; issues surrounding the use of public funds for nonpublic schools; financing school facilities; budgeting, accounting and auditing; property, risk management and insurance; personnel administration and finance; and the future of public school finance.

E7134 Comprehensive Planning and Implementation

3 credit hours

This course focuses on concepts and strategies associated with effective planning in educational and human services organizations. A decision-oriented evaluation model is also considered. Examples demonstrate how data can be used as input for a comprehensive plan. Strategies for the coordination of curriculum and instruction delivery systems into an overall management plan are presented. Specific administrative levels of responsibility are defined. An evaluation component of comprehensive planning is outlined in both objective and subjective terminology.

E7135 Middle School Organization and Curriculum

3 credit hours

In this course the student reviews the evolution of middle schools, with emphasis on the administrative and curriculum significance of the middle school versus the junior high school and the K – 8, 9 – 12, organizational pattern. The psychological and physiological bases for instructional delivery of curricula are examined. Field trips are organized.

E7136 Higher Education in the United States

3 credit hours

Theories and models of institutional arrangement, as well as governance and management processes, are considered in this course. Planning and assessment methods are also examined.

E7137 Educational Leadership in Theory and Practice

3 credit hours

Advanced analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by: creating cultures of educational excellence; responding to diverse learner needs; facilitating

the development of safe, efficient, and effective learning environments; and influencing the political, social, economic, legal, and cultural contexts that shape schools and schooling.

E7138 School Site-Based Budgeting

3 credit hours

This course provides the student with the background, skills, and abilities to develop and administer a school site-based budget. Topics include the basics of public school finance and school site-based budgeting, establishing the ground rules, budgeting issues and examples, and a comprehensive case study of the budget process.

E7231 Administrative Theory and Practice

3 credit hours

The student's attention is called to the relationship between administrative theory and supporting research. An historical examination of administrative/managerial patterns is conducted. Comparisons with current patterns of management and leadership modes are employed with such models as Deming, Kouzes, Posner, and others. Theoretical perspectives are applied directly to case studies and issues of current concern in school organizations.

E7232 Educational Policy

3 credit hours

This course defines school policy and recommends and demonstrates a model for policy analysis that delineates systematic procedures for identifying the real policy issue, for establishing decision criteria, for developing policy alternatives, for analyzing these policy alternatives, and for presenting these alternatives to the decision-making body.

E7233 Organizational Communication Systems and Internship Seminar

3 credit hours

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

E7235 Interpersonal Communication

3 credit hours

This course explores the basic concepts involved in effective interpersonal relationships and suggests ways to use these concepts to build an effective management team.

E7236 The Community College

3 credit hours

This course considers the history, philosophy, and purpose of institutions of this type as well as their organization and administration. Typical programs, services, and funding/budgeting patterns are also examined.

E7237 Special Topics in Educational Leadership

3 credit hours

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems in educational leadership with the guidance of a faculty member.

E7238 Education Law: The School

3 credit hours

This course examines the legal foundations of public education at the individual school level. It addresses legal principles and issues pertinent to student- and building-level employee legal rights and responsibilities. The legal process, structure of the law, legislation/litigation, and current legal issues are studied. Provisions are made for students from private sector schools.

E7239 Education Law: The District

3 credit hours

This course builds on the information and concepts central to Education Law: The School (E7238). Students examine the legal foundations and operations of public education at the central office/district level. Laws, policies, and procedures impacting district employees, students, curriculum/instruction, and contractual agreements are studied. Provisions are made for students from the private sector of education.

E7240 Education Law: Higher Education

3 credit hours

This course addresses the basic legal principles and role implications for higher education administration. Upon completion, the student will demonstrate a rudimentary background in the parameters of post-secondary education laws as they relate to trustees, administrators, staff, faculty, students and governmental/community constituencies.

E7245 Teaching and Effective Learning Strategies

3 credit hours

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

on effective teaching and learning. The development of lifelong learners is emphasized. A field experience is part of this course.

E7331 Curriculum Theory and Design

3 credit hours

This examines the theoretical assumptions underlying curriculum design. Students clarify definitions, explore conflicting conceptions of the curriculum, and develop strategies for constructing, developing, and implementing curricula that are consistent with specific theoretical principles. Students also examine the impact of research upon curricula, various methods for implementing specific differentiated curriculum plans, and the basis for evaluating curricula in terms of design and delivery.

E7332 Unique Curriculum Structures

3 credit hours

This course presents a focused study of four alternative frameworks for curricular structure: the deductive mode, the inductive mode, mastery learning, and individualized instruction, as the basis for fundamental applications. Each is analyzed to identify underlying assumptions, goals and objectives, methodologies, and assessment approaches.

E7333 An Introduction to the Nature of Schools Overseas

3 credit hours

This course is designed to further the student's understanding of international schools, while meeting the needs of students who are currently working in overseas schools. The course covers the many different components involved in the running of overseas schools from student, personnel, management, and curriculum issues.

E7334 Staff and Professional Development

3 credit hours

This course considers and evaluates methods for promoting professional growth, focusing on the improvement of teaching and learning. Various approaches to staff and professional development and in-service education are examined in terms of their purposes and components. Specific models are examined.

E7335 Advanced Supervision of Curriculum and Instruction

3 credit hours

This course analyzes the relationship between current practice and research in the supervision of curriculum and instruction. Specific administrative theory related to the supervisory role are examined

and used to evaluate current and recommended practices in program management and classroom instruction. Topics include the concepts and techniques necessary for establishing a research-based, comprehensive program for staff supervision; establishing performance standards; diagnosing staff needs; matching supervision with staff needs; creating the supervising climate; and using the results effectively.

E7336 The Adult Learner

3 credit hours

This course considers the instructional theories and motivational techniques that may be employed to enhance education for adult students. The role of the teacher as a diagnostician, planner, and facilitator is also considered.

E7337 Special Topics in Curriculum and Instruction

3 credit hours

This course provides an opportunity for advanced graduate students to explore selected topics, issues, and problems in curriculum and instruction with the guidance of a faculty member.

E7338 Multicultural Education for the 21st Century

3 credit hours

This course examines the demographic revolution in American society and its implications for education. Focus is on the discussion of education as a cultural process and the role multicultural education can play in restructuring schools to meet the challenges of the future.

E7340 Curriculum Design (K – 12)

3 credit hours

This course focuses on the systematic design, implementation, and evaluation of instruction for grades K – 12, examining both the knowledge and product approaches to systematic curriculum design and instruction. The course considers curriculum and instructional design models and evaluation methods and their practical application to primary and secondary education.

E7341 The Montessori Method of Education

3 credit hours

This course examines the philosophies and methods proposed by Maria Montessori. The theoretical concepts set forth by Montessori concerning the education of the very young are examined and analyzed regarding their impact on today's educational system.

E7342 Curriculum Planning: Secondary School
3 credit hours

The unique characteristics of the secondary school child, teacher, and environment require careful attention. An analysis of the influence of contemporary society and state education departments on secondary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within a historical context and substantial references to various theories of the purposes of education and curricular expectations.

E7343 Curriculum Planning: Elementary School
3 credit hours

This course highlights the unique characteristics of the elementary school child, teacher, and environment. An analysis of the influence of contemporary society and state education departments on elementary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within a historical context. Substantial references to various theories of the purposes of education and curricular expectations are explored.

E7345 College Teaching
3 credit hours

This seminar aims to develop in students the essential concepts and skills for successful college teaching. Beginning with an exploration of today's higher education environment and a problem-solving skill framework for college teaching and learning, students then work toward practical solutions to learning, proactive planning, self-awareness, and self-assessment, the course guides students to formulate a teaching style that capitalizes on their individual personality and talents.

**E7350 Talent Development and Giftedness:
Nature and Needs**
3 credit hours

This course provides an overview of the history, development, and current status of gifted

education and talent development. It includes the nature of giftedness and talent; changing conceptions of talent and abilities; characteristics associated with giftedness and talents; current theory, research, and practice regarding nature, identification, and the development and evaluation of programming.

**E7351 Curriculum and Instructional Development
for the Gifted/Talented**
3 credit hours

This course surveys contemporary models and strategies for talent development and gifted programming. It examines methods, procedures, and resources for curriculum development and instructional differentiation; strategies for designing and offering appropriate and challenging learning experiences; creating an environment for talent development and productive thinking; and the nature of authentic learning outcomes and student products.

**E7352 Talent Development and Giftedness in
Special Populations**
3 credit hours

Talent development and gifted programming involve unique concerns in recognizing and responding to the needs of students from special populations (including, for example, considerations of gender, ethnicity, cultural background, physical challenges, economic disadvantage, or geographic isolation). This course addresses recognizing and responding appropriately and effectively to the unique setting and needs of such students.

E7353 Theory and Development of Creativity
3 credit hours

This course examines theory, research, and practice concerning the nature, recognition, and nurturing of creativity in individuals and groups, across age levels and organizational settings (with primary emphasis on education or training contexts). The course considers definitions of creativity, characteristics, and styles associated with creativity, blocks and barriers to creativity, the climate for creativity, and specific methods and models for promoting creativity.

**E7354 Theory and Development of Multiple
Intelligences**
3 credit hours

Howard Gardner's theory of multiple intelligences is used as the framework to investigate creative thinking and to explore and develop classroom strategies and techniques in teaching students. Management models, activities, and evaluative measures are investigated and developed.

E7355 Advanced Multiple Intelligence Theory and Application

3 credit hours

This course expands upon Howard Gardner's research in the area of multiple intelligences, and uses Thomas Armstrong's applications and strategies to form the basis for a variety of new practical thematic instructional unit developments. Students work in teams to develop ideas, materials, evaluation techniques, and presentations of original curriculum projects. New curricular resources that have become available also are reviewed and evaluated. School implementation strategies are investigated and developed.

E7356 Curriculum Design in Higher Education

3 credit hours

This course examines the systematic process of developing, implementing, and evaluating higher education curriculum. It examines approaches for analyzing and improving existing higher education courses and programs. The course is designed to provide the student with a strong foundation in higher education curriculum development, delivery, and evaluation.

E7358 Methods and Tools: Productive Thinking and Creative Problem Solving

3 credit hours

This course provides an intense overview of methods and practical goals for creative and critical thinking, and for creative problem solving. It includes guidelines and specific tools for generating and focusing options; in-depth, hands-on experience in applying four components and six stages in creative problem solving (including Task Appraisal and Process planning, understanding the problem, generating ideas, and planning for Action); history and development of the CPS framework; research supporting CPS; applications of CPS with adults and students in education; and applications of CPS in business and other organizations.

E7359 Leadership and Facilitation: Creative Problem Solving

3 credit hours

This course provides in-depth experiences in principles and procedures for leading and facilitating creative problem solving with groups. It includes distinctions between instruction, leadership, and facilitation; definitions of roles with CPS groups; structured experience and feedback on CPS facilitation; and ethical principles guiding CPS facilitation.

E7361 Trends and Issues: Creativity and Talent Development

3 credit hours

This course surveys current and emerging trends, directions, and issues relating to research, theory, and practice in the areas of creativity and talent development. The course emphasizes paradigm shifts involving the transition from creativity to rare genius to creative strengths in all, and from the gifted program to programming for talent development.

E7364 Nature and Needs of Handicapped Students

3 credit hours

This course focuses on the cognitive, physical, social, emotional, and educational needs of students with mild disabilities. Emphasis is placed on the preparation and implementation of appropriate educational programs for students with mild mental retardation, emotional handicaps and learning disabilities, as well as other mild disabilities. The effects of cultural and linguistic diversity on students with mild disabilities are addressed.

E7365 Early Identification of At-Risk Students

3 credit hours

This course delineates at-risk behaviors of the youth of today, including substance abuse, teen pregnancy, delinquency and violence, and youth suicide. Data on the five at-risk categories, treatment approaches, and prevention strategies that focus on the family, the school, and the individual are presented. Legal issues and concerns for human service professionals are also examined. This course is intended for people involved in counseling in education, psychology, social work, special education, and other areas of human service.

E7366 Women As Leaders of Influence

3 credit hours

This course focuses on providing an opportunity to practice and improve leadership skills and how professional women lead their lives and what factors influence their effectiveness in the work world. As an outcome of this course, students should understand the multi-dimensional concerns women face, specifically the choices and trade-offs that are unique to being a woman in a leadership role. Time will be spent exploring organizational culture and leadership styles; using influence to lead stakeholders; dealing effectively with change; dealing positively with conflict and change; understanding personal styles; working with teams.

E7380 Critical Issues in Special Education*3 credit hours*

This course examines and analyzes conceptual and practical issues facing special educators, including school reform and special education, labeling and categorical programming, funding, accountability, assessment, early intervention, transition, inclusion, school, family and community partnerships, ethnic and minority issues related to special education, and public policy. The course explores current conceptual and practical issues associated with providing special education to children and adolescents. Current perspectives and dilemmas in special education are presented in seminar format.

E7384 Research in Special Education*3 credit hours*

This course examines current research literature relevant to special education. Topics include how research shapes and influences special education policy and programming; needs assessment; program planning; implementation evaluation; progress evaluation; and outcome evaluation of special education programs in applied settings from a research-based perspective. The efficacy of research information and making informed choices based on research information are also explored.

E7400 Instructional Technology*3 credit hours*

This course examines the scope and role of technology in contemporary education. It provides a comprehensive introduction to the philosophy and purpose behind instructional technology; the selection and use of instructional technology in higher education; and methodologies for evaluating and effectively integrating technology into curriculum design and delivery. Participants gain understanding of the instructional applications of modern technology, as well as developing specific strategies for its integration into the classroom. Topics include the synthesis of concepts, knowledge, and skills in the field; instructional technology and distance education; and trends in the area.

E7501 Community College Leadership*3 credit hours*

This course is intended to provide the student with theoretical and practical background on issues related to community college leadership, and to assist the student to develop the skills necessary to fulfill the responsibilities of a senior community college administrative leadership position. The course will examine leadership theory and seek to apply that theory to the community college setting. It will also examine how leadership theory, skills, and techniques are transferable to and from other settings.

E7502 Organization and Governance of Community Colleges*3 credit hours*

An examination of the organization, administration and governance of community colleges. The goal of the course is to facilitate understanding of community college governance structures and processes as a means to improve educational administration, decision making, and policy development.

E7503 Community College Finance*3 credit hours*

This course focuses on the concepts and practices in higher education finance with a special emphasis on public community college budgeting and funding. The course is designed to provide prospective higher education administrators with the theoretical knowledge, application techniques, and best practices necessary to effectively manage institutions of higher education.

E7504 Community College Executive Management Internship*3 credit hours*

This doctoral level internship provides the intern with professionally supervised, comprehensive exposure to the roles, responsibilities, and purposes of upper level administration in the community college setting. The course may be taken up to two times for credit.

E7637 Managing Human and Fiscal Resources in Education

3 credit hours

This course presents concepts and strategies that guide the effective management of human and fiscal resources in education. It provides an in-depth analysis of personnel administration and the knowledge and skills necessary to take a strategic approach to resource management in organizations of higher learning. The course examines the processes of human resource and fiscal planning, job analyses and description, recruitment, selection, compensation and rewards, evaluation and relevant employment laws. Students participate in discussion strands based on human and fiscal resource management issues, and submit assignments that demonstrate understanding of human resource management theories and practices — including a course project which requires the creation of a comprehensive human resources development plan for an educational institution.

E7705 Human Resources Management and Development

3 credit hours

This course provides an examination of the human resource concepts and practices associated with developing and managing an effective education team. Different approaches to management, motivation, professional development, and performances are addressed, along with some obstacles to effective team development.

E7801 Instructional Technology Planning and Management

3 credit hours

This course prepares school and district leaders to effectively utilize and manage technology in an educational setting. The course will develop a student's understanding of the technology operations and concepts critical in today's technology-rich school environments. Students will develop and analyze technology plans and budgets; examine, apply, and communicate current research; evaluate technology-rich curriculum and lessons, and utilize technology to gather, analyze, and report data.

E7802 Integrating Technology into the Classroom

3 credit hours

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

E7803 Instructional Design

3 credit hours

This course provides students with an in-depth exploration of the instructional design process, from analysis through evaluation and implementation, and includes practice in all phases. The course focuses on design issues including course planning, selection of instructional strategies, assessment of instruction, and course revision evaluation and revision. Students practice the design of effective instruction based on principles from instructional design theory. This course will be applicable for both K – 12 and higher education environments.

E7804 Development of Multimedia Materials

3 credit hours

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

E7805 Distance Learning Technologies and Teaching Methodologies

3 credit hours

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

E7831 Directed Independent Study (Educational Leadership)

1 – 3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides students and opportunity to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course, an analysis of new ideas, theories or concepts in education, or evaluation of new strategies used in education. It may involve the resolution of an isolated educational problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

E7832 Directed Independent Study (Curriculum and Instruction)

1 – 3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in education; or evaluation of new strategies used in education. It can involve the resolution of an isolated educational problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

E7834 Writing for Research and Professional Publications

3 credit hours

This course is the culmination of the core and research curricula leading students through the comprehensive exam and pre-dissertation preparation processes. Students will also enroll in ADJ COMP during this course and must pass the comprehensive exam before entering the dissertation sequence. The pre-dissertation process consists of; writing the prospectus and forming the dissertation committee. The final assignment is a finished dissertation prospectus which is required to begin the dissertation sequence.

Prerequisite(s): Completion of all required coursework.

E7950 Educational Leadership Internship

3 credit hours

A supervised internship, in which the student will serve as an assistant to an education administrator, or as an acting education administrator, in a public or private school setting, or a professional organization serving the needs of education professionals. The practicum experience may be tailored to the specific needs and interests of the student relative to previous experience and/or career goals. Participation in a practicum seminar under the direction of the director of the Education program is required.

E7960 Illinois Superintendent Internship & Seminar

3 credit hours

The Illinois Superintendent Internship is a semester-long, standards-based, supervised internship, which is planned and guided cooperatively by University and school district personnel. Interns serve as administrators in P-12 public or private-school settings, with the experience personalized to each intern relative to the knowledge, performances, and dispositions of the Illinois Professional School Leader Standards and the Illinois School Superintendent Content-Area Standards.

SCHOOL PSYCHOLOGY (PS)

PS6366 Behavior Management in the Classroom

3 credit hours

This course focuses on approaches to behavior management and motivational strategies when working with exceptional students. Content includes definition of applied behavior analysis, behavior analysis techniques and criteria, and procedures for selecting, defining, and measuring behavior. The rationale, uses, implementation procedures, and consideration for special applications of behavior change technology are studied. Course objectives include a demonstrated knowledge of applied behavioral techniques; a demonstrated knowledge of selection, definition and measurement of behavior change; the ability to evaluate and analyze behavior change; the ability to develop a multidisciplinary behavior management plan based on behavioral assessment data; knowledge of the legal issues related to the techniques of discipline; and a demonstrated ability to promote the generality of behavior change.

PS6400 Master's Practicum

1 credit hour

The practicum provides 400 hours of supervised clinical field experience, including meeting regularly with a practicum seminar led by a concentration faculty member. The overall practicum experience will include assessment and intervention experience.

PS6499 Internship and Seminar

6 credit hours

The internship is designed as a Capstone Project and consists of a four-day-a-week, supervised field experience in a school setting in addition to participation in a weekly small group seminar for two semesters.

PS7000 History and Systems

3 credit hours

This course is a survey of the major theories of personality and therapy in psychology, and their relationship to current professional practice. Various theoretical perspectives on psychotherapy will be critically compared. The impact of historical and cultural context on both the theory and practice of clinical psychology will be considered throughout the course.

PS7009 Introduction to School Psychology: Ethics, History and Practice

3 credit hours

This course is an introduction to the specialty of school psychology. The history, present status and future projections of school psychology are examined, including the roles and functions of school psychologists, special educational and mental health needs of children and identity formation in school psychology and professional psychology. Current legal, ethical and professional issues will be discussed. Major goals include acquainting students with the kinds of problems with which school psychologists typically work, as well as the variety of methods they use in coping with these issues.

PS7010 Lifespan Development

3 credit hours

This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology will be considered throughout the course.

PS7040 Cognition and Affective Processes

3 credit hours

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision-making are considered. Clinical applications are emphasized throughout the course.

PS7050 Physiological Psychology

1.5–3 credit hours

This course introduces brain-behavior correlates, the systematic function of the nervous system, and basic psychopharmacology. Areas covered include anatomy physiology, synaptic processes, biological foundations of language, cognition, learning, memory, and psychopathology, as well as endocrine processes and the impact of these systems on behavior and psychopathology.

PS7060 Social Psychology

3 credit hours

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings will be emphasized.

PS7070 Foundations of Exceptional Student Education

3 credit hours

This course examines characteristics, needs, and problems in providing programs to meet the needs of exceptional students, including specific learning disabilities, emotional disabilities, behavior disordered, gifted, hearing and visually impaired, mentally disabled, and speech and language impaired. The course is intended to provide an overview of current research and issues related to the education of exceptional students. Alternative assessment methodology such as curriculum-based assessment and functional analysis of behavior will also be addressed.

PS7080 School Organization and Curriculum

3 credit hours

This course provides an examination of the principles of organizational development and systems theory as it relates to school programs in both general and special education. Current research on cognitive development, learning and instructional strategies and curriculum development will be addressed.

PS7100 Professional Issues: Ethics, Conduct, and Law

3 credit hours

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

PS7110 Professionalization Group I

1 credit hour

These discussion groups for first-year students are led by a core faculty and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group will help students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience.

PS7111 Professionalization Group II

1 credit hour

This course is a continuation of Professionalization Group I (PS7110).

Prerequisite(s): (CH/HI/PHX) PS7110

PS7200 Statistics and Research I

3 credit hours

This course will include an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course will emphasize the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

PS7201 Statistics and Research II

3 credit hours

Statistics and Research II (PS7200). This course is a continuation of Statistics and Research Methods I. Quantitative, multivariate approaches to systematic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project. These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are also covered.

Prerequisite(s): (PHX/HI) PS7200

PS7330 Child and Adolescent Psychopathology

3 credit hours

This course involves an examination of the major psychopathologies of childhood. Various theories for the etiologies of child psychopathology are considered, and the implications for diagnosis, consultation, and treatment are also addressed.

Prerequisite(s): (PHX/HI) PS7010

PS7331 Psychological Assessment of Children and Adolescents

3 credit hours

This course introduces the student to the major approaches and techniques related to the assessment of children and adolescents. The student will learn about the administration, scoring, and interpretation of major tests and assessment methods used in practice, such as in schools. Particular attention will be given to a variety of major tests used in practice. The student will learn about assessment practices for special populations. The student will learn about translating knowledge from the assessment process into interventions.

PS7332 Advanced Psychological Assessment*3 credit hours*

This advanced assessment course covers the major approaches and techniques related to the assessment. The student will learn about the administration, scoring, and interpretation of major tests and assessment methods used in practice. Particular attention will be given to a variety of major tests used in practice. The student will learn about assessment practices for special populations. The student will learn about translating knowledge from the assessment process into interventions.

Prerequisite(s): PS7331

PS7340 Issues in the Assessment and Treatment of Diverse Populations*3 credit hours*

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Theory and research are reviewed so as to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Information is provided about the unique mental health needs of African Americans, Asians, Hispanics, Native Americans and gay, lesbian, bisexual, and transgender populations.

PS7360 Clinical Psychopharmacology*3 credit hours*

This course will provide an introduction to psychotropic drugs, their neurochemical basis, their mechanism of action, and their clinical application. In addition, principles of current use and the current status of psychopharmacology are discussed.

PS7370 Cognitive Assessment*3 credit hours*

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. The course will cover principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

PS7373 Integrative Assessment*1-3 credit hours*

The course builds skills in the integration of assessment data, the communication of results toward answering a specific question, and the development of treatment recommendations.

Prerequisite(s): (PHX/HI) PS7370, PS7385

PS7380 Critical Issues in Special Education*3 credit hours*

This course examines and analyzes conceptual and practical issues facing special educators, including school reform and special education; labeling and categorical programming; funding; accountability; assessment; early intervention; transition; inclusion; school, family and community partnerships; ethnic and minority issues related to special education; and public policy. The course explores current conceptual and practical issues associated with providing special education to children and adolescents. Current perspectives and dilemmas in special education are presented in seminar format.

PS7385 Personality Assessment*3 credit hours*

Administration, interpretation, and theory of major objective tests are presented with a primary emphasis on the MMPI-2 and MCMI-III. A review of projective tests are covered with emphasis on the Rorschach Inkblot Test. Coherent description of personality process is the focus of interpreting the test protocols and presenting them in the form of a professional report.

PS8000 Learning and Advanced Interventions*3 credit hours*

This course is designed to present major models of classical and cognitive learning theory, including learning variables relevant to the acquisition and retention of instructional materials. Students will have an increased understanding of the ethnic and cultural variables of learning in addition to the philosophical, theoretical, and empirical aspects of learning and cognition. The course will also present empirically validated intervention and prevention techniques for academic and behavior problems in the classroom, with a special emphasis on curriculum-based measurement.

PS8010 Cognitive Behavioral Therapy*3 credit hours*

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

PS8011 Advanced Cognitive Behavioral Psychotherapy*3 credit hours*

An integrated, multimodal approach to psychopathology, assessment, and intervention utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

PS8050 Family and Couples Therapy*3 credit hours*

This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, Bowenian, solution-focused, and constructivist approaches and may include others, as time permits.

PS8060 Group Psychotherapy*3 credit hours*

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both an experiential and didactic component. The course is designed to facilitate learning via thoughtful study of process and is structured to aid students in integrating their thoughts and feelings with their experience. Additionally, theories of group development and relevant research are addressed.

PS8070 Advanced Psychological Services for Bilingual and Minority Students*3 credit hours*

This course provides theoretical background and practical techniques in the assessment and interventions for bilingual and minority students. Historical perspectives, as well as ethical and legal issues are discussed.

PS8075 Advanced Assessment and Therapeutic Techniques for Preschool Children*3 credit hours*

This course provides information regarding assessment and therapeutic interventions for preschool children. While this course will concentrate on the evaluation and treatment of preschool-age children, infants and other populations functioning at a developmentally young level are included. Upon completion of this course, student will be able to describe and propose possible assessment and treatment strategies for disorders commonly found in infancy and early childhood.

PS8080 Advanced Cognitive Assessment*3 credit hours*

This course is an advanced training for student who have already taken Cognitive Assessment (PP7370). It focuses on the major approaches for intellectual assessment in children and adolescents. Particular attention is paid to the Wechsler cognitive and achievement tests for children, adolescents and preschoolers, as well as the Woodcock-Johnson Psychoeducational Battery. Assessment of diverse populations is also discussed, as well as an introduction to neuropsychological assessments.

PS8090 Advanced Assessment and Intervention in Mental Retardation and Developmental Disabilities*3 credit hours*

This course provides students with a review of current research in mental retardation and other developmental disabilities such as Autism Spectrum Disorder, Asperger's Syndrome and Rett's Disorder. Appropriate techniques for evaluation and intervention for these populations are explored.

PS8095 Advanced Interventions in School Psychology*3 credit hours*

This course provides students with advanced topics in school psychology such as systems interventions, behavior analysis, social skills, family systems, prevention programs, and diagnostic decision-making in school psychology.

**PS8100 School Consultation and Supervision:
Theory and Procedure**

3 credit hours

This course is intended to provide school psychology student with training in consultation in clinical, agency and especially, educational settings. Students learn the theory and techniques of behavioral consultation and team decision-making.

PS8201 Practicum and Seminar I

3 credit hours

This practicum experience provides supervised clinical field experience at sites that help prepare the student for future professional careers. At the practicum site, the students working with their site supervisor, gain additional skills in areas such as: assessment, case conceptualization, interviewing skills, diagnosis, treatment and interventions, consultations, and collaboration. The student will additionally learn about professional practices and ethics. The practicum experience provides the student with field experiences to meet state and national certification requirements (e.g., at least 500 hours). In addition to required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar. The goal of the practicum and practicum seminar is to aid the student in gaining additional skills, building on earlier coursework and continuing coursework. During practicum seminar, students will prepare for case studies, program exams, and/or portfolios to demonstrate their increasing skills and competencies.

Prerequisite(s): PS7009, PS7010, PS7110, PS7111, PS7385, PS7330, PS7331

PS8202 Practicum II

3 credit hours

See description for Practicum I (PS8210).

Prerequisite(s): PS8201

PS8203 Practicum III

3 credit hours

See description for Practicum I (PS8210).

Prerequisite(s): PS8202

PS8204 Practicum IV

3 credit hours

See description for Practicum I (PS8210).

Prerequisite(s): PS8203

PS8501 School Psychology Research Project I

1–3 credit hours

This credit course provides academic credit while students are in the process of completing their School Psychology Research Project (SPRP). A minimum of three SPRP credit hours are required for graduation. Students who have completed all degree requirements except for the SPRP are required to register for SPRP credit each semester until their SPRP is approved by their faculty committee.

Prerequisite(s): PS7200, PS7201

PS8502 School Psychology Research Project II

1–3 credit hours

See description for School Psychology Research Project I (SP8501).

Prerequisite(s): (HI/PHX) PS8501

PS8503 School Psychology Research Project III

1–3 credit hours

See description for School Psychology Research Project I (SP8501).

Prerequisite(s): (PHX/HI) PS8502

**PS8504 School Psychology Research Project III—
Extended**

1 credit hour

See description for School Psychology Research Project I (SP8501).

Prerequisite(s): (PHX/HI) PS8503

PS8610 Play Therapy

3 credit hours

This course will familiarize students with the unique techniques of symbolic play therapy with children of different ages and family backgrounds. Experiential projects and exercises will allow students to develop increased comfort with using these techniques and with understanding and responding to the play communication of children.

**PS8646 Introduction to Neuropsychological
Assessment**

3 credit hours

This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted, in light of all of the data available, including historical, interview, observational, and test data.

Prerequisite(s): (HI/PHX) PS7373, PS7050

PS8710 Child Psychotherapy

3 credit hours

This course will focus on models of psychotherapy with children. Basic approaches, theories, techniques, and interventions for working in a clinical setting with children will be explored. Legal and ethical issues, as well as empirically validated treatments, will be considered.

Prerequisite(s): (HI/PHX) PS7330

PS8800 Internship — Masters

0 credit hours

This course offers a supervised field experience in a variety of school and community settings.

PS8900 Internship — Doctoral

0 credit hours

This course offers a supervised field experience in a variety of school and community settings.

PS8950 Special Topics

0–3 credit hours

This generic course title permits faculty and students to pursue particular topics of interest in a seminar format. The topics are announced with each offering.

RESEARCH (R)**R6032 Research and Program Evaluation in Counseling**

3 credit hours

This course provides the counseling student with a thorough introduction to the issues and methods related to the conduct of empirical research in counseling. The student gains hands-on practice throughout the course. The student is expected to review research studies in counseling, and is expected to develop a research design relevant to his or her professional practice. Ethical issues are also considered.

R6033 Research in Education

3 credit hours

This course provides the educator with an introduction to the theory and practice of research in educational institutions. Both design and analysis issues are addressed. The student gains hands-on practice throughout the course. The student is expected to review existing research studies in education and is expected to develop a research design relevant to this or her area of expertise.

R6034 Introduction to SPSS

3 credit hours

This course is designed to familiarize the student with the foundations of data analysis using the SPSS software. Students are expected to become

capable of data entry and retrieval processes, as well as elementary analysis including, but not limited to, descriptive statistics, chi-squares, and one-way analysis of variance.

R7001 Introduction to Research Methods

3 credit hours

This course must be taken before all other research courses. The course offers a brief introduction to the philosophical underpinnings of research inquiry. It offers an overview of quantitative, qualitative, and mixed-method research methodologies used across the disciplines of business, education, and behavioral sciences. Emphasis will be placed on the establishment of appropriate connections between research questions and methodologies.

Prerequisite(s): W7000

R7031 Methods and Analysis of Quantitative Research

3 credit hours

This is an introductory course that focuses on descriptive and inferential statistical methods across the disciplines of business, education, and behavioral sciences. The material presented will include conceptual understanding and practical application of data entry, analysis, and interpretation. The student will learn to critique and interpret quantitative research articles. Computer applications, logistical issues of data collection, and ethical considerations are examined. Upon completion of this course, students will be able to produce a final project that will include application, analysis, and interpretation of a data set. It is recommended that students have a minimum working knowledge of basic Excel or SPSS functions prior to taking this course.

Prerequisite(s): R7001 (for students starting in Spring 2009)

R7034 Advanced Statistical Methods

3 credit hours

This course provides an overview of advanced statistical techniques including detailed application using SPSS. The goal is to select and apply an appropriate multivariate statistical methodology, to a selected research question. Approaches include multiple regression, factorial analysis including MANOVA, factor analysis, multiple discriminant analysis, logistic regression, and structural equation modeling. The final product is a completed prospectus reflective of a quantitative design. It is strongly recommended that students take this course only in their final semester.

Prerequisite(s): R7001, R7031, R7035

R7035 Methods and Analysis of Qualitative Research

3 credit hours

This course provides the theoretical foundations necessary to understand qualitative inquiry used across the disciplines of business, education, and behavioral sciences. The goal is to understand human behavior in a natural setting and the meanings people give to their experiences. Approaches include exploratory, explanatory, descriptive, and emancipatory inquiries.

Prerequisite(s): R7001

R7036 Program Evaluation Methods

3 credit hours

This mixed-methods course focuses on program evaluation methodology used across the disciplines of business, education, and behavioral sciences. The goal is for students to appropriately apply qualitative and quantitative analyses in the evaluation of programs. Evaluation approaches are studied to guide informed decision making about program effectiveness and viability. The final product for this course is a completed prospectus reflective of the program evaluation design. It is strongly recommended that students take this course only in their final semester.

Prerequisite(s): R7001, R7031, R7035 (for students starting in Spring 2009)

R7037 Survey Techniques

3 credit hours

This quantitative course provides students with skills necessary for the survey research process used across the disciplines of business, education, and the behavioral sciences. The goal is to familiarize students with survey design and analysis. Approaches include item construction, sampling, reliability, validity, and data analysis and interpretation using SPSS. The final product is a completed prospectus reflective of the survey design. It is strongly recommended that students take this course only in their final semester.

Prerequisite(s): R7001, R7031, R7035 (for students starting in Spring 2009)

R7038 Action Research

3 credit hours

This mixed-methods course provides the theoretical foundations necessary to understand action research used across the disciplines of business, education, and behavioral sciences. The goal is to engage participants and apply qualitative and quantitative analyses resulting in practical outcomes. This type of applied research involves an iterative process that initiates, provokes, and reflects on the consequences of change within a range of settings. The final product is a completed prospectus reflective of the action research methodology. It is strongly recommended that students take this course only in their final semester.

Prerequisite(s): R7001, R7031, R7035 (for students starting in Spring 2009)

R7039 Directed Independent Study in Research

1 – 3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for the student to carry out a creative research project in an area of his or her choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies used in research. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

R7040 Advanced Qualitative Analysis

3 credit hours

This advanced qualitative course builds on R7035, Methods and Analysis of Qualitative Research, and focuses on application of one selected approach. The goal is for students to immerse themselves in their selected approach, and to apply the design in shaping their dissertation prospectus. Students practice the collection and analysis of qualitative data using computer and manual applications. The final product is a completed prospectus reflective of their selected qualitative approach. It is strongly recommended that students take this course in their final semester.

Prerequisite(s): R7001, R7031, R7035

SPECIAL TOPICS (S)

S7200 Pinnacle Seminar

3 credit hours

This seminar focuses on a contemporary topic of scholarship that varies from year to year. Students have the opportunity to interact with students from other campuses, as well as known speakers. This course will partially satisfy doctoral level residency requirements. It will be taught in a blended format with a weekend residency at sites to be regionally determined. Therefore, students should plan ahead for costs related to transportation and lodging beyond the normal expense of tuition and books.

WRITING (W)

W5098 ESL Writing Skills

3 credit hours

This course is designed to assist students for whom English is a second language to achieve proficiency at a graduate level for academic writing, vocabulary, grammar, punctuation, spelling and proof reading as well as to become adequately proficient in APA. Credits earned in this course do not count to the degree or general education requirements. Results of the Criterion writing placement test will determine whether or not a student will be required to take this course.

W5099 Graduate Academic Writing

3 credit hours

This writing intensive course is designed to help students develop their critical reading, thinking and academic writing skills and to prepare them to successfully write across a range of writing tasks, from shorter writing prompts to scholarly research papers. Major topics include a review of the basic parts of speech, grammar, and punctuation, and progress to mastering the different components of a research paper. Credits earned in this course do not apply to the degree requirements.

W7000 Advanced Academic Study and Writing

3 credit hours

This foundational doctoral course provides advanced academic study and writing processes for analyzing and evaluating current research articles, literature reviews, and dissertations. Emphasis will be placed on APA style guidelines and university publication requirements. Students will develop a perspective as scholarly practitioners, focusing within their specific discipline and program. Providing students the information and skills to navigate and successfully complete their doctoral programs and dissertations is the primary goal of this course.

Continuing Education Course Listings

The following courses are offered through The Connecting Link, an approved partner of Argosy University.

ACADEMIC CLASSES

CE6152 Communities of Character

This course will provide you with an invaluable framework for understanding and implementing a successful character education program personalized for your classroom and/or school. Learn a host of practical yet exciting grade-specific strategies that will help you, your students, and your schools grow into “communities of character.”

CE6163 The Art of Cooperation: Cooperative Learning in the Classroom

The goal of this course is to introduce teachers to the basic components of cooperative learning, to demonstrate how these components are combined in the many different forms of cooperative learning, and to give teachers the opportunity to plan lessons using the techniques that are most appropriate to their individual classrooms. Finally, teachers will also learn how to structure cooperative, competitive, and individualistic learning so that all three structures can be used to provide effective instruction.

CE6180 Effective Teaching Strategies to Meet the Needs of Students

The purpose of this course is to provide teachers with a framework for understanding standards-based education, the means to use standards as the basis for planning instruction, and the instructional strategies to raise student achievement in a standards-based instructional environment.

CE6185 The Differentiated Classroom

Students today span the spectrums of learning readiness, learning styles, strengths and weaknesses in the eight intelligences, personal interests, and cultural backgrounds. Gain strategies for differentiating the learning experiences of students within the same classroom to maximize each child's potential.

CE6187 Creating a Safe Learning Environment

Within the last decade, United States schools have experienced a dramatic increase in violence and bullying. Studies indicate that 15-20% of our students are bullied with some frequency. This course will focus on current regulations, recommendations, preventive and intervention theories, strategies, objectives, lesson plans and activities for dealing with and eliminating bullying and aggressive behaviors.

CE6188 Best Practices in Mentoring

For educators who wish to further their professional development by developing the knowledge and skills to become an effective mentor. Develop skills in the areas of communication, clinical supervision, peer consultation, reflection, problem solving, and evaluation.

CE6211 The Power of Brain Compatible Learning

Optimize your students' learning capacity, increase their retention, and minimize the need to re-teach! This course will assist you in understanding the profound implications of recent brain research in educational practice. Based on the work of leading experts in the field, the course will utilize education-oriented texts, remarkable video footage, and experiential in-class activities.

CE6212 Benchmarks for Effective Teaching

A synthesis of the finest effectiveness strategies from authorities in education, leadership, management, personal change, and human resources development. Rediscover and harness what first inspired you to become an educator!

CE6213 More Chances to Learn

This course takes you beyond the theory and gives you an abundance of realistic strategies for using multiple intelligences in your classroom. Help your students discover personal strengths, build self-esteem, and develop leadership skills.

CE6214 Managing Pressures of the Teaching Profession

Left unmanaged, stress can make even the most experienced teacher ineffective. This very popular course promotes an understanding of how stress affects the teaching and learning process. Learn to model and teach effective stress management skills so that your students can reach their potentials.

CE6215 Children at Risk

Recognize and reach the growing numbers of these children in your classroom. Through a series of informational lectures, readings, video presentations, and classroom discussions, you will receive an in-depth awareness of the factors that place children at risk and what it means for you.

CE6230 Classroom Management that Works

In place of cookie-cutter techniques, this course helps teachers understand basic principles of effective teacher-student interactions and discover, develop and maintain the inner authority they need. Learn how effective classroom management results can thrive in a context of collaboration and mutual respect.

CE6250 Tools for Professional Resilience

This course is designed to turn the tables on the stress and burnout plaguing professional educators by giving them the tools they need to proactively build resilience, manage stress, prevent burnout, and maximize their effectiveness in the classroom.

CE6255 ADD/ADHD and the Classroom Teacher

This course is designed to give teachers a deeper understanding of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) (with hyperactivity and/or inattentiveness), and the means to explore teaching methods promoting an effective learning environment for learners with these disorders.

CE6710 Empowering Educators in the Classroom: Integrating Education and Mental Health

This course is designed to give K-12 teachers an overview of the normative developmental issues of children and adolescents, mental health issues that can compromise development, and the behavioral and social concerns that impinge on the processes of both developing and learning. At its core, this course challenges each professional to better understand the dynamics of the classroom to respond effectively to each student so that it is possible to make a difference in the lives of the children being taught.

CE6712 Autism Spectrum Disorder and the Professional Educator

Participants of this course will demonstrate a deeper understanding of Autism Spectrum Disorders (ASD) as well as explore teaching methods promoting an effective learning environment for varied learner characteristics within the wide range of disabilities. Students will become familiar with best practices necessary to facilitate academic, physical, social, and emotional success of students with disabilities categorized under ASD within the classroom setting as well as working with families.

CE6714 Preparing Students for Adulthood: Promoting Positive Life Outcomes for Students

Teachers and educational personnel who take this course will gain insight and knowledge into transition best practices and strategies needed to meet requirements of a student's Individualized Education Program while also learning concepts that are beneficial for all students. One of our most important goals as educational personnel is to prepare students to be fully participating members of their communities. For regular and special educators, this course will enhance teaching practices that focus on those skills necessary for preparing children and teens for adulthood.

CE6715 Teaching English Language Learners in the Regular Classroom

Schools in the United States are becoming culturally and linguistically more diverse. This course is designed to provide K-12 teachers, administrators, and staff with an opportunity to gain a deeper understanding of issues affecting English language learners (ELL). Teachers will also learn about instructional methods and strategies that will have a positive impact on the success of the ELL students in the classrooms.

TECHNOLOGY COURSES**CE6166 Microsoft® Windows® for Educators**

Explore classroom applications and uses of the Windows desktop operating environment. Content includes the exploration of components and capabilities of Windows, including file and folder management, program installation, Paint, Calculator, Help, spreadsheets, customizing the desktop, connecting to the Internet, the World Wide Web, bookmarking, and PowerPoint. Hands-on practice is presented in the context of classroom use. In addition to technical skills, you'll develop a framework for creating and evaluating technology-based learning activities.

CE6172 Advanced Microsoft® Word® for Educators

This course provides participants with an in-depth experience of using the Microsoft Word application in educational settings. Course content addresses diverse types of document formatting, production, and publishing using intermediate and advanced features of Word functions, including Autoformat, Styles, WordArt, Bullet and Number formats, Tables, Columns, Templates, Outlines, and Merges.

All hands-on practice activities are presented in the context of classroom or educational uses for this software program. This course is intended for experienced K-12 educators seeking ways to enhance their productivity by learning how to design more student-oriented and student-centered documentation that can be used across the curriculum.

CE6175 Desktop Publishing: Impacting Teaching and Student Learning

This course provides an in-depth exploration of the classroom applications and educational uses for Microsoft® Publisher® or Adobe® PageMaker®.

Students will learn to create forms, calendars, and newsletters. Work with art and graphics to create and develop your own publication ready to post on the Web.

CE6176 Technology Foundations to Improve Teaching and Student Learning

This course presents an overview of teaching and learning through computer-based technologies in a variety of K-12 education settings and disciplines. Participants explore a wide variety of instructional technologies, gaining hands-on experience, and familiarity with practical issues surrounding the use of technology in the classroom. Learn about educational implications of the Internet and World Wide Web and how to integrate multimedia technology into the curriculum.

CE6177 Internet Applications: Impacting Teaching and Student Learning

Make Internet technology an integral element of classroom learning. Practice accessing, using, and critically evaluating services such as the World Wide Web, file transfer protocol (ftp), and Telnet. Learn proper “netiquette” and ways to maintain security and safety on the Internet. Practice using Web browsers, customizing browsers, and locating resources with metasearch engines. Develop ideas for educational projects by incorporating the Internet into curriculum.

CE6178 Microsoft® Office®: Impacting Teaching and Student Learning

Explore the classroom applications and educational uses of three of the major components of Microsoft Office: Word, PowerPoint, and Excel. Explore how common design elements enable flexible interchange of data between these programs. Work with tables and mail merge in Word; using formulas, worksheets and workbooks in Excel; and learn to add, edit and fine-tune slides in PowerPoint.

CE6179 Microsoft® Excel®: Impacting Teaching and Student Learning

This course provides an in-depth exploration of the classroom applications and educational uses for Microsoft Excel. Learn to record, organize, format, and use data in an educational setting by working with workbooks and worksheets, charts, databases, and lists. Participants will also learn how to enter, sort, filter, find, and manage data within Excel.

CE6181 Microsoft® Word®: Impacting Teaching and Student Learning

This course provides an in-depth exploration of the classroom applications and educational uses for Microsoft Word. Focus on entering, organizing, formatting, and using text in an education setting. Learn how to create letters, class syllabi, calendars, tests, flyers, newsletters, and much more. In addition to technical skills, you'll develop a framework for creating and evaluating technology-based learning activities.

CE6182 Microsoft® PowerPoint®: Impacting Teaching and Student Learning

This course provides an in-depth exploration of the classroom applications and educational uses for Microsoft PowerPoint. Learn how to develop professional-looking and pedagogically effective presentations for classroom use. Explore the principles of graphic design and the basics of Web publishing. In addition to technical skills, you'll develop a framework for creating and evaluating technology-based learning activities.

CE6183 Web Publishing: Impacting Teaching and Student Learning

Learn to design and publish a Web site for educational use by identifying the features of an effective Web site and the use of software tools in the design process. Participants will gain knowledge and skills to expand classroom Internet. Demystify Hypertext Markup Language (HTML) and its use in a Web page.

**CE6195 Advanced Microsoft® PowerPoint® :
Improving Teaching and Student Learning**

Learn advanced classroom applications and educational uses for Microsoft® PowerPoint®. Develop additional techniques and uses of PowerPoint, including Web publishing, teacher productivity tools, and integrate other Microsoft Office applications. Learn principles and strategies to create and evaluate technology-enhanced learning experiences. Provides planning for technology-based activities in which students achieve success in learning, communication, and life skills.

Recommended prerequisite: Microsoft® PowerPoint®

CE6196 Advanced. Internet Applications : Improving Teaching and Student Learning

The Internet has become an essential and dynamic resource for student and teacher achievement. Beyond the surface of Web browser skills, teachers can introduce students to virtual research tools, a myriad publishing opportunities, and content-specific resources, to name a few, that will be examined. Participants will utilize these methods to increase student achievement by enhancing the teaching-learning process in your classroom.

CE6260 Microsoft Access: Impacting Teaching and Student Learning

This course provides an in-depth exploration of classroom applications and educational uses for Microsoft® Access®. Course participants will become aware of and learn how to utilize and implement the ISTE's National Education Technology Standards (NETS) for teachers and students in planning technology based activities.

CE6315 Integrating Technology into Mathematics Instruction

This course is designed for K-12 educators interested in integrating technology and mathematics instruction. Participants will explore software packages, web resources, and other instructional materials used to integrate technology and mathematics instruction. Course topics include: developing an instructional unit that adheres to local, state and national standards; evaluating instructional technologies for use in the classroom; and developing a training plan to introduce the instructional unit to colleagues. This course is intended for experienced K-12 mathematics educators seeking ways to expand their teaching expertise by applying increased technology skills as a means to greater and improved student learning.

CE6820 GPS Technology and Easy Websites

Participants will have the opportunity to discover how Global Positioning Systems are being used by teachers to develop activities across the curriculum, and will have hands-on practice to demonstrate their new skills.

Advanced. Microsoft® Word®: Improving Teaching and Student Learning

This class provides further application and use of Microsoft® Word® for enhanced classroom teaching and learning. Participants will discuss strategies, integration, exploration, discussion and hands-on practice for advancing student learning and achievement.

ONLINE COURSES

CE6150 Transforming Students into Writers

This lively online course is designed to explore all aspects of academic writing from imaginative to poetic to critical. Assignments are designed so teachers can adapt them to their individual classroom needs and interests.

CE6151 Impacting Teaching and Learning with Brain Research

Based on David Sousa's practical and powerful discoveries, this dynamic online course explores the benefits of applying brain research to affect how students learn and to improve levels of achievement. Discover how physiological and learning cycles affect the ability of students to learn.

CE6156 Discovery Learning and Critical Thinking with WebQuests

The challenge of teaching students to think critically is an issue at the forefront of the educational horizon. Participants will learn key characteristics of the WebQuest instructional model, learn how to create WebQuests with attractive Web pages, and develop their own WebQuests for students in their grade level and content area.

CE6158 Using Microsoft Word to Enhance Student Learning

Participants will explore methods and strategies for applying Microsoft Word in the classroom, creating technology-enhanced learning experiences, assess learning, and to facilitate collaboration and cooperative learning. The course also examines the applications of Microsoft Word to enhance teachers' productivity by creating important useful class documents.

CE6160 Using Microsoft Excel to Enhance Student Learning

Course participants will examine the applications of Microsoft Excel to enhance teachers' productivity. Educators will learn how to help students develop the ability to read, analyze, and create charts and graphs. This course has many immediate applicable ideas to organize and manage your classes with scheduling tools and grade books

CE6163 The Art of Cooperation: Cooperative Learning in the Classroom

The goal of this course is to introduce teachers to the basic components of cooperative learning, to demonstrate how these components are combined in the many different forms of cooperative learning, and to give teachers the opportunity to plan lessons using the techniques that are most appropriate to their individual classrooms. Finally, teachers will also learn how to structure cooperative, competitive, and individualistic learning so that all three structures can be used to provide effective instruction.

CE6181 accommodating Diverse Learning Styles

Teachers who understand differences among learning styles can create a diversity of learning experiences to maximize student learning. This course helps teachers understand different learning styles and provides practical and effective strategies for assessing and accommodating learning differences in the classroom.

CE6182 Differentiated Instructional Strategies

This powerful, comprehensive course is developed to enable teachers to meet the needs of the widely diverse classrooms they currently face. The course work helps teachers address district and state standards by diagnosing students' learning needs and developing differentiated lesson plans that provide optimum opportunities for student success.

CE6183 Developing & Supporting Productive Learners

Student learning is a complex process that involves social and personal development as well as intellectual growth. Effective teachers understand that their goal is not simply to impart knowledge, but also to help their students to become productive learners who are actively engaged in learning, able to interact positively with others, and self-motivated. Therefore, instructional decisions must incorporate the physical, social, and emotional domains of learning as well as cognitive domain. The purpose of this course is to help teachers expand their understanding of each

domain, learn how these domains of learning are mutually interdependent, recognize how each domain can be supported by the classroom environment, and acquire instructional skills that attend to each domain, ultimately contributing to increased academic achievement.

CE6184 Toolkit for Collaborative Learners

This engaging online course is developed to help teachers understand the composite skill sets students of all ages need to learn to function effectively in a collaborative environment, to introduce teachers to simple and effective cooperative Kagan "structures" that help students develop these skills, and to provide opportunities for teachers to adapt the structures to any age level or discipline.

CE6186 Creating a Safe Educational Environment

Within the last decade, the United States has experienced a dramatic increase in violence and bullying in schools. This course will focus on current regulations and recommendations as well as preventive and intervention theories, strategies, objectives, lesson plans, and activities for dealing with and eliminating bullying and other aggressive behaviors.

CE6189 Best Practices in Mentoring

Further your professional development by developing the knowledge and skills to become an effective mentor. Develop skills in the areas of communication, clinical supervision, peer consultation, reflection, problem solving, and evaluation.

CE6190 Developing Curriculum for Online Courses

This course is designed to help you assess the feasibility of offering a single course or a series of courses online. You will learn how to create the balance among curriculum, technology, and course facilitation that is required for a successful online program.

CE6191 Facilitating Online Courses

This course elaborates on the unique role of the online facilitator in a highly interactive, online learning program. Emphasis is placed on developing the online learning community; building the skills to effectively employ online learning strategies; managing the online class; and implementing new or modifying existing curricula.

CE6210 Impacting Students with Special Gifts and Needs

Recent developments in brain research have the potential of improving teaching and learning dramatically—provided that educators understand how to take the theory behind brain research and apply it effectively in their classrooms. In this powerful online course you will learn about the latest research and how to incorporate brain-optimizing techniques in your daily planning.

CE6220 Conscious Classroom Management for New Teachers

Based on the book, *Conscious Classroom Management*, this course is designed to give new teachers a practical guide to surviving and thriving in the classroom. Participants are shown how to develop and apply six key attitudes and skills that form the foundation of an effective discipline process.

CE6255 ADD/ADHD and the Classroom Teacher

This course is designed to give teachers a deeper understanding of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) (with hyperactivity and/or inattentiveness), and the means to explore teaching methods promoting an effective learning environment for learners with these disorders.

CE6260 Microsoft Access: Impacting Teaching and Student Learning

This course provides an in-depth exploration of classroom applications and educational uses for Microsoft® Access®. Course participants will become aware of and learn how to utilize and implement the ISTE's National Education Technology Standards (NETS) for teachers and students in planning technology based activities.

CE6300 Arts with the Brain in Mind

Discover how the arts can help students develop the creativity, self-discipline, motivation, and self-expression that are critical to success at school and in life. This class illuminates the importance of brain-compatible arts instruction and provides concrete strategies for using arts activities to support learning across the disciplines.

CE6312 Transforming Students into Readers

Teaching students to read and motivating them to want to continue to read is an ongoing process. This course will guide you through exploring the cognitive, developmental, and environmental aspects of the reading process, and to foster a life-long love of reading in your students.

CE6313 Transforming Students into Mathematicians

This course offers practical ideas and teaching methods for helping and encouraging students of all ages to see math as a necessary and useful tool in every area of life. Eliminate the fear of math and open up intriguing new avenues of exploration and discovery aimed at equipping your math students with problem-solving insights and skills.

CE6314 Creating Confident Speakers

This is an engaging online course for K-12 educators who want to strengthen and hone their own and their students' oral communication skills. *Creating Confident Speakers* focuses on instructional objectives, strategies, lessons, activities and evaluations necessary for improving presentation, listening, and other important communications skills.

CE6315 Integrating Technology into Mathematics Instruction

This course is designed for K-12 educators interested in integrating technology and mathematics instruction. Participants will explore software packages, web resources, and other instructional materials used to integrate technology and mathematics instruction. Course topics include: developing an instructional unit that adheres to local, state and national standards; evaluating instructional technologies for use in the classroom; and developing a training plan to introduce the instructional unit to colleagues. This course is intended for experienced K-12 mathematics educators seeking ways to expand their teaching expertise by applying increased technology skills as a means to greater and improved student learning.

CE6400 Inclusion Strategies for Educators

The challenge of teaching students with diverse learning needs pervades the 21st century classroom. The purpose of this course is to provide educators with a broader understanding of driving legislation and basic principles and practices for management of the inclusive classroom, and an exploration of the need for effective collaboration among educators to ensure success of all students.

CE6508 Fundamentals of School Law for Educators

All teachers are required to know the law under our system of jurisprudence. This course explores public policy issues and political systems within the context of state and federal law and the ways by which teachers can apply the knowledge gained in everyday teaching.

**CE6710 Empowering Educators in the Classroom:
Integrating Education and Mental Health**

This course is designed to give K-12 teachers an overview of the normative developmental issues of children and adolescents, mental health issues that can compromise development, and the behavioral and social concerns that impinge on the processes of both developing and learning. At its core, this course challenges each professional to better understand the dynamics of the classroom to respond effectively to each student so that it is possible to make a difference in the lives of the children being taught.

**CE6712 Autism Spectrum Disorder and the
Professional Educator**

Participants of this course will demonstrate a deeper understanding of Autism Spectrum Disorders (ASD) as well as explore teaching methods promoting an effective learning environment for varied learner characteristics within the wide range of disabilities. Students will become familiar with best practices necessary to facilitate academic, physical, social, and emotional success of students with disabilities categorized under ASD within the classroom setting as well as working with families.

**CE6714 Preparing Students for Adulthood: Promoting
Positive Life Outcomes for Students**

Teachers and educational personnel who take this course will gain insight and knowledge into transition best practices and strategies needed to meet requirements of a student's Individualized Education Program while also learning concepts that are beneficial for all students. One of our most important goals as educational personnel is to prepare students to be fully participating members of their communities. For regular and special educators, this course will enhance teaching practices that focus on those skills necessary for preparing children and teens for adulthood.

**CE6715 Teaching English Language Learners in the
Regular Classroom**

Schools in the United States are becoming culturally and linguistically more diverse. This course is designed to provide K-12 teachers, administrators, and staff with an opportunity to gain a deeper understanding of issues affecting English language learners (ELL). Teachers will also learn about instructional methods and strategies that will have a positive impact on the success of the ELL students in the classrooms.

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Argosy University Academic Calendar 2009 – 2010

Students should refer to their *Argosy University Student Handbook* for holiday and vacation schedules specific to their campus. In addition, the dates of priority registration and late registration vary by campus. For information on priority and late registration dates, students should contact the Student Services department at their campus of record.

2009

September	8	<i>Fall 2009 Semester Begins; Fall 2009 Semester Session I Begins</i>
October	28	<i>Fall 2009 Semester Session I Ends</i>
	29	<i>Fall 2009 Semester Session II Begins</i>
November	1	<i>Priority application deadline for financial aid for Spring 2010 Semester</i>
December	19	<i>Fall 2009 Semester Ends; Fall 2009 Semester Session II Ends</i>

2010

January	11	<i>Spring 2010 Semester Begins; Spring 2010 Semester Session I Begins</i>
February		
March	1	<i>Priority application deadline for financial aid for Summer 2010 Semester</i>
	3	<i>Spring 2010 Semester Session I Ends</i>
	4	<i>Spring 2010 Semester Session II Begins</i>
April	24	<i>Spring 2010 Semester Ends; Spring 2010 Semester Session II Ends</i>
May	10	<i>Summer 2010 Semester Begins; Summer 2010 Semester Session I begins</i>
June	30	<i>Summer 2010 Semester Session I Ends</i>
July	1	<i>Summer 2010 Semester Session II begins; Priority application deadline for financial aid for Fall 2010 Semester</i>
August	21	<i>Summer 2010 Semester Ends; Summer 2010 Semester Session II Ends</i>

Academic Programs at Argosy University Campuses

	CAMPUSES														
	Argosy University, Atlanta	Argosy University, Chicago	Argosy University, Online *	Argosy University, Dallas	Argosy University, Denver	Argosy University, Hawai'i	Argosy University, Inland Empire	Argosy University, Los Angeles	Argosy University, Nashville	Argosy University, Orange County	Argosy University, Phoenix	Argosy University, Salt Lake City	Argosy University, San Diego	Argosy University, San Francisco Bay Area	Argosy University, Sarasota
MA MAEd EdS EdD PsyD	Master of Arts Master of Arts in Education Education Specialist Doctor of Education Doctor of Psychology														
EDUCATION															
MAEd In Adult Education and Training		•	•			•					•				•
MAEd In Educational Leadership	•	•	•	•	•		•	•		•	•	•	•	•	•
MAEd In Instructional Leadership	•		•	•	•		•	•	•	•	•		•	•	•
EdS In Educational Leadership	•	•							•		•			•	•
EdS In Instructional Leadership	•	•							•		•			•	•
EdD in Community College Executive Leadership		•	•		•		•	•		•	•		•	•	•
EdD in Educational Leadership	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
EdD in Instructional Leadership	•	•	•		•	•	•	•	•	•	•	•	•	•	•
SCHOOL COUNSELING															
MA in School Counseling														•	•
EdS in School Counseling														•	
SCHOOL PSYCHOLOGY															
MA in School Psychology				•		•					•			•	
PsyD in School Psychology											•				
* Online programs are offered in 100 percent online format through Argosy University, Phoenix. Doctoral programs are offered 75 percent online and 25 percent in-residence.															

Schedule of Tuition and Fees

Effective Date: September 1, 2009 - August 31, 2010

The following Schedule of Tuition and Fees will become effective as of the date shown above.
The University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

TUITION

Undergraduate Programs and Certificates-Associate's (AAS, AS), Bachelor's (BA, BS)

All Campuses, except Argosy University, Hawai'i and Argosy University, Nashville

Course Level	Cost Per Credit Hour
000 Level	\$510.00
100 Level	\$510.00
200 Level	\$510.00
300 Level	\$510.00
400 Level	\$510.00

Argosy University, Hawai'i

Course Level	Cost Per Credit Hour
000 Level	\$525.00
100 Level	\$525.00
200 Level	\$525.00
300 Level	\$525.00
400 Level	\$525.00

Argosy University, Nashville

Course Level	Cost Per Credit Hour
000 Level	\$504.00
100 Level	\$504.00
200 Level	\$504.00
300 Level	\$504.00
400 Level	\$504.00

Graduate Programs and Certificates-Master's (MA, MBA, and MS)

All Campuses, except Argosy University, Hawai'i; Argosy University, Nashville; and Argosy University Online

Course Level	Cost Per Credit Hour
6000 Level	\$650.00
7000 Level	\$870.00
8000 Level	\$870.00

Argosy University, Hawaii

Course Level	Cost Per Credit Hour
6000 Level	\$670.00
7000 Level	\$896.00
8000 Level	\$896.00

Argosy University, Nashville

Course Level	Cost Per Credit Hour
6000 Level	\$625.00
7000 Level	\$866.00
8000 Level	\$866.00

Argosy University Online	
Course Level	Cost Per Credit Hour
6000 Level .....	..\$625.00
7000 Level .....	..\$625.00
8000 Level .....	..\$625.00

Graduate Programs and Certificates-Master's (MAEd)

All Campuses, except Argosy University, Hawai'i; Argosy University, Nashville; and Argosy University Online

Course Level	Cost Per Credit Hour
6000 Level .....	..\$600.00
7000 Level .....	..\$870.00
8000 Level .....	..\$870.00

Argosy University, Hawai'i

Course Level	Cost Per Credit Hour
6000 Level .....	..\$618.00
7000 Level .....	..\$896.00
8000 Level .....	..\$896.00

Argosy University, Nashville

Course Level	Cost Per Credit Hour
6000 Level .....	..\$600.00
7000 Level .....	..\$866.00
8000 Level .....	..\$866.00

Argosy University Online

Course Level	Cost Per Credit Hour
6000 Level .....	..\$595.00
7000 Level .....	..\$595.00
8000 Level .....	..\$595.00

Graduate Programs and Certificates—Doctoral (EdD, EdS, DBA, DMFT)

All campuses, except Argosy University, Hawai'i and Argosy University, Nashville

Course Level	Cost Per Credit Hour
7000 Level .....	..\$870.00
8000 Level .....	..\$870.00
9000 Level .....	..\$870.00

Argosy University, Hawai'i

Course Level	Cost Per Credit Hour
7000 Level .....	..\$896.00
8000 Level .....	..\$896.00
9000 Level .....	..\$896.00

Argosy University, Nashville

Course Level	Cost Per Credit Hour
7000 Level .....	..\$866.00
8000 Level .....	..\$866.00
9000 Level .....	..\$866.00

Graduate Programs and Certificates—Clinical Psychology (MA and PsyD)

Includes MA in Clinical Psychology*, MA in School Psychology, and MA in Sport-Exercise Psychology, PsyD in Clinical Psychology and Post-doctoral Respecialization programs.

All campuses, except Argosy University, Hawai'i

Course Level	Cost Per Credit Hour
6000 Level	\$998.00
7000 Level	\$998.00
8000 Level	\$998.00
9000 Level	\$998.00

* Please note that the MA in Clinical Psychology terminal master's degree program offered at Argosy University, Twin Cities is charged at the Master's rates. See Graduate Programs and Certificates-Master's (MA, MBA, and MS) above.

Argosy University, Hawai'i

Course Level	Cost Per Credit Hour
6000 Level	\$1028.00
7000 Level	\$1028.00
8000 Level	\$1028.00
9000 Level	\$1028.00

FEES

Training Related	Cost
Zero Credit Courses	Equivalent of 1 Credit Hour ¹
Dissertation Extension	Equivalent of 3 Credit Hours
W5098 ESL Writing Skills	\$500.00
W5099 Graduate Academic Writing	\$500.00
Professional Liability Insurance (added to all practicum, internships and field experiences)	\$20.00

Program Related Fees

Professionalization Group	Equivalent of 1 Credit Hour
Marriage & Family Therapy, Sport-Exercise Psychology, Counselor Education, MA Counseling Psychology	
Testing Kit Fee – Clinical & School Psychology (Added to First Testing Course)	\$100.00
Comprehensive Exam Workshop	\$300.00
(when offered, the workshop is charged with registration for ADJCOMP)	
Digital Materials/eBook Fee (applies to select bachelor's courses; fee varies by course)	\$50.00 - \$300.00
Doctoral Residency Session Fees (Argosy University Online Programs)	\$1100.00
Residency 1	\$1100.00
Residency 2	\$1100.00
Cancellation 4 weeks or more prior to Residency Session Start Date	No Fee Assessed
Cancellation 2-4 weeks prior to Residency Session Start Date	10% Fee Assessed
Cancellation within the 2 weeks prior to Residency Start Date	50% Fee Assessed

Other Student Charges	Cost
Admission Application Fee ²	\$50.00
Technology Fee (per credit hour)	\$10.00
Student Activity Fee ³ — All Graduate Programs (annual)	\$25.00
Student Activity Fee ³ — All Undergraduate Programs (annual)	\$12.00
Graduation/End of Program Processing Fee ⁴	\$175.00
Add/Drop Fee ⁵	\$50.00
Installment Plan Fee (per semester)	\$35.00
Late Registration Fee	\$50.00
Late Payment Fee	\$25.00
Returned Check Fee	\$35.00
ID/Security Card Replacement Fee	\$10.00
Transcript Fee	No Charge
Express Transcript ⁶	\$20.00

CAMPUS-SPECIFIC FEES

Chicago Campus Only	Cost Per Semester
Individual Consultation Fee (per hour)	\$65.00
Housing Fee for Clinical Psychology Retreat	\$350
San Francisco Bay Area Campus Only	
Child Abuse Reporting Class	\$425.00
Tampa Campus Only	
Parking Fee (per semester)	\$25.00
Twin Cities Campus Only	
Laboratory Fee — DH, HT, MA, MLT, RTH, and VT (per lab credit)	\$50.00
Clinic Fee — Dental Hygiene Program (per semester)	\$625.00
Laboratory Fee — Diagnostic Medical Sonography (per lab)	\$150.00
Laboratory Fee — Radiologic Technology (per lab)	\$90.00
Business & Education Dissertation Editing Fee (charged with final dissertation block)	\$300.00

¹ Unless otherwise specified within this schedule of tuition and fees.

² Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.

³ Students enrolled in no greater than one credit each term are exempt from the Student Activity Fee.

⁴ Graduation/End of Program Processing Fee is assessed to all degree seeking students upon completion of their program of study and prior to the receipt of a diploma.

⁵ 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 Office once the term has started. Multiple changes may be submitted on one form.

⁶ An Express Transcript Fee is charged for transcripts requested to be sent via an overnight carrier.



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866.954.9900

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888.323.2777

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