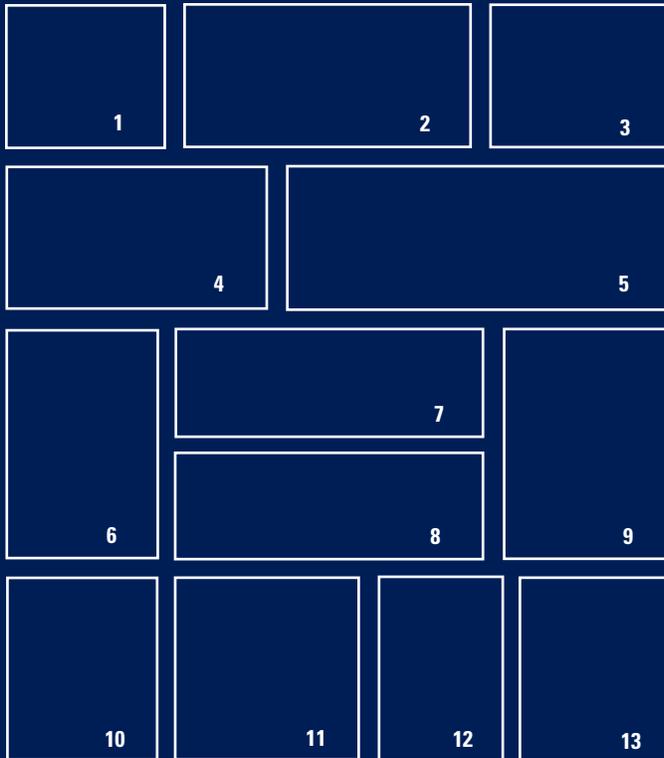


ARGOSY UNIVERSITY

ACADEMIC CATALOG 2004-2005





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Introduction

STATEMENT OF MISSION

Argosy University is a private higher education institution whose mission is to provide high-quality education in practitioner fields, employing delivery formats that provide access for students regardless of their geographical location. Argosy University offers general education and professional programs at the undergraduate, graduate, and postgraduate levels within the behavioral sciences, business, education, information technology, and healthcare fields. These degree programs are designed to instill the knowledge and skills of professional practice as well as foster the values of higher education and social responsibility. In so doing, Argosy University strives to carry on the missions of its founding institutions: the American Schools of Professional Psychology, the University of Sarasota, and the Medical Institute of Minnesota.

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 Ph.D. degree. This effort ultimately led to the creation of the Doctor of Psychology (Psy.D.) degree. Argosy University's original campus, the Illinois School of Professional Psychology/Chicago, began granting the Psy.D. 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 Psy.D. 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 (Ed.D.). 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 postsecondary 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 (MIM). In 1970, MIM was

authorized by the state of Minnesota to grant an Associate of Science terminal degree. In 1971, MIM entered into a collaborative agreement with the University of Minnesota, General College, which agreed to grant associate degrees to students who had earned a certificate from MIM and had satisfied the degree requirements of the General College. New programs were added, and MIM now offers 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). All allied health programs are at the associate degree level, granting either as the Associate of Applied Science (A.A.S.) or the Associate of Science (A.S.) degree.

As of September 2001, the former American Schools of Professional Psychology, the University of Sarasota, and the Medical Institute of Minnesota merged to form Argosy University.

ACCREDITATION **Institutional Accreditation**

Argosy University is accredited by the Higher Learning Commission and is a member of the North Central Association (NCA) (30 North LaSalle Street, Suite 2400, Chicago, IL 60602, 1.312.263.0456, 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 Postsecondary Education Commission (2189 Northlake Parkway, Building 10, Suite 100, Tucker, GA 30084, 1.770.414.3300, www.gnpec.org).

Argosy University/Chicago and Argosy University/Schaumburg (Chicago Northwest) are authorized by the Illinois Board of Higher Education (431 East Adams, Second Floor, Springfield, IL 62701, 1.217.782.2551).

Argosy University/Dallas is authorized by the Texas Higher Education Coordinating Board (Box 12788, Austin, Texas 78711, 1.512.427.6225, www.theccb.state.tx.us).

Argosy University/Orange County and Argosy University/San Francisco Bay Area have been granted approval to operate by the California Bureau of Postsecondary and Vocational Education (401 "R" Street, Suite 5000, Sacramento, CA 95814, 1.916.445.3427, 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, 1.615.741.6230, www.state.tn.us/thecc/postsecondary.html). 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 State Board for Private Postsecondary Education (1400 West Washington Street, Room 2560, Phoenix, AZ 85007, 1.602.542.5709, www.azppse.state.az.us).

Argosy University/Sarasota and Argosy University/Tampa are licensed by the Commission of Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 2650 Apalachee Parkway, Suite A, Tallahassee, FL 32301, 1.888.224.6684.

Argosy University/Seattle is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until November 20, 2005, and authorizes Argosy University/Seattle to offer the following degrees: Bachelor of Arts in Psychology; Bachelor of Science in Business Administration, E-Business, and Organization Management; Master of Arts in Clinical Psychology, Education (concentrations in Educational Leadership and Curriculum & Instruction), Mental Health Counseling; Master of Business Administration, Doctor of Business Administration, Doctor of Education and Doctor of Psychology in Clinical Psychology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the board office at P.O. Box 43430, Olympia, WA 98504-3430, www.hecb.wa.gov.

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

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 campus. 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.

The state of Hawai'i does not regulate private, postsecondary institutions.

Programmatic Accreditation

The Committee on Accreditation of the American Psychological Association (APA) (750 First Street N.E., Washington, D.C. 20002-4242, 1.202.336.5510) has granted accreditation to the Doctor of Psychology in Clinical Psychology Programs at the following Argosy University campuses:

- Argosy University/Atlanta
- Argosy University/Chicago
- Argosy University/Honolulu
- Argosy University/Phoenix
- Argosy University/San Francisco Bay Area
- Argosy University/Schaumburg (Chicago Northwest)
- Argosy University/Tampa
- Argosy University/Twin Cities
- Argosy University/Washington DC

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

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

The Associate of Applied Science in Medical Assisting Degree Program is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Committee on Accreditation for Medical Assistant Education (35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208, 1.312.553.9355).

The Associate of Applied Science in Diagnostic Medical Sonography Degree Program is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (35 East Wacker Drive, Suite 1970, Chicago, IL 60601-2208, 1.312.553.9355).

The Associate of Applied Science in Diagnostic Medical Sonography Degree Program with the Echocardiography concentration requires an associate's degree for admission and is not currently recognized within the Commission on Accreditation of Allied Health Education Programs (CAAHEP) programmatic accreditation.

The Associate of Applied Science in Radiologic Technology Degree Program is accredited by the Joint Review Committee on Education in Radiologic Technology (20 North Wacker Drive, Suite 900, Chicago, IL 60606, 1.312.704.5300).

The Associate of Science in Radiation Therapy Degree Program is accredited by the Joint Review Committee on Education in Radiologic Technology (20 North Wacker Drive, Suite 900, Chicago, IL 60606, 1.312.704.5300).

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

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

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

OWNERSHIP

Argosy University is owned by Argosy Education Group, Inc., Two First National Plaza, 20 South Clark Street, Suite 2800, Chicago, IL 60603, 312.899.9900. Argosy Education Group, Inc. is a wholly owned subsidiary of Education Management Corporation, located at 210 Sixth Avenue, Suite 3300, Pittsburgh, PA 15222.

GOVERNANCE

Board of Directors

Responsibility for the organization and governance of Argosy University rests with the board of directors. 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 directors to the professional staff of academic administrators that Argosy University has retained for that purpose. The chief executive officer and president have 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 Corp., which has shared and coordinating 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 the 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 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 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 these objectives, 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 on the basis of race, ethnicity, religion, gender, national origin, age, disability, medical condition, marital status, sexual orientation, or any other characteristics protected by law. Questions concerning grievance policies, and procedures for filing grievances, should be directed to:

Argosy University
Grievance Officer
Human Resources Department
Argosy University/Central Offices
Two First National Plaza, Suite 2800
20 South Clark Street
Chicago, IL 60603
312.899.9900

RIGHT TO CHANGE REQUIREMENTS

This catalog and its contents are subject to change without notice, as Argosy University deems necessary and appropriate. Therefore, this catalog and the descriptions contained herein are not to be construed as a contract binding Argosy University to any specific policies.

Students will normally follow the degree requirements in effect at the time of their admission. However, a student who changes degree programs or fails to maintain continuous enrollment may be required to follow the *Academic Catalog* and the campus-specific *Academic Catalog Addendum* 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, admissions requirements, tuition, fees, curricula, and course content. Argosy University will publish changes as they are made. Students are responsible for making themselves aware of any changes.

THE AMERICANS WITH DISABILITIES ACT OF 1990/ THE REHABILITATION ACT OF 1973, SECTION 504

The Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of a disability and require that reasonable accommodations be provided to qualified disabled students in all programs and activities within the control of the institution, provided such accommodation would not impose an undue burden on the school and/or fundamentally alter the nature of the service, program, or activity provided. Determination of reasonable accommodations and compliance with the ADA and Rehabilitation Act for students are managed by the head of the campus. No student shall be retaliated against for seeking accommodation under this policy.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

1. 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 the appropriate school 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 school may require the presence of a school 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 school to have legitimate educational interests in the records. A school official is
 - a. a person employed by the school in an administrative, supervisory, academic or research, or support staff position; or
 - b. a person employed by or under contract to the school 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 school official.Any school 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 school.

5. To accrediting commissions or state licensing or regulatory bodies to carry out their functions.
6. To parents or guardians 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 Argosy University school, upon request, in which a student seeks or intends to enroll.
10. To an alleged victim of a crime of violence or a non-forcible sexual offense, the final results of the disciplinary proceedings conducted by the school 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 school 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 school, 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 or guardian regarding the student's violation of any federal, state, or local law or of any rules or policy of the school governing the use or possession of alcohol or a controlled substance if the school determines that the student has committed a disciplinary violation with respect to that use or possession, and the student is under 21 at the time of the disclosure to the parent.
13. Directory information (see Section IV below).

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 website
3. Telephone number (local)
4. Date and place of birth
5. Program of study
6. Participation in officially recognized activities
7. Dates of attendance
8. Degrees and certificates awarded
9. Most recent previously attended school
10. Photograph of the student, if available
11. Enrollment status (i.e., enrolled, continuing, future enrolled student, reentry, leave of absence, etc.)

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. 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 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 accurate, misleading, or otherwise in violation of the privacy rights of 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

Information on graduation/completion rates for undergraduate first-time, full-time students is available through the Student Services Department. These rates are calculated according to guidelines provided in the Student-Right-To-Know Act.

HARASSMENT POLICY

Argosy University does not tolerate any form of employee or student harassment, either verbal or physical, based on race, color, religion, gender, sexual orientation, national origin, age, disability, medical condition, or marital status.

Sexual Harassment

Argosy University strives to provide a work and study environment free of sexual harassment. Harassment on the basis of sex is a violation of Section 703 of Title VII of The Civil Rights Act of 1964. It is also a violation of *The American Psychological Association Ethics Code*.

It is a policy of Argosy University that sexual harassment of employees or students is unprofessional and improper conduct. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other unsolicited and unwelcome remarks or conduct of a sexual nature that unreasonably interfere with work or study or create an intimidating, hostile, or offensive environment.

Conduct of this nature is improper when:

- Submission to the conduct is either an explicit or implicit term or condition of employment or student status.
- Submission to or rejection of the conduct is used as a basis of employment or student standing.
- The conduct has the effect of substantially interfering with an individual's work or academic performance; or
- The sexually suggestive conduct or language has the effect of causing uncomfortable living or working conditions.

All employees and students of Argosy University are expected to avoid any behavior or conduct toward any other employee or student that could be interpreted as sexual harassment.

Reporting Harassment

Students who believe they have been the victim of sexual or other harassment should immediately report the matter to their supervisor, the director of Human Resources, the campus president, or the Argosy University president.

Any faculty member or administrator who has received a complaint from an employee or student alleging harassment should immediately notify the campus president or the president of Argosy University. Similarly, any administrator, faculty member, or supervisor who becomes aware of a situation involving potential harassment of an employee or student should contact the campus president or the Argosy University president.

All complaints of harassment will be investigated promptly and will be kept confidential to the extent possible. Appropriate disciplinary action up to and including termination from academic study or employment will be taken against any employee or student found to have engaged in harassment.

Procedures for Handling Harassment Complaints

1. Any student, faculty member, or employee who believes that he or she has been sexually or otherwise harassed and wishes to file a complaint of harassment as defined in this policy should notify a supervisor, the director of Human Resources, the campus president, or the Argosy University president as soon as possible.
2. Any supervisor or director of Human Resources receiving a complaint of harassment should immediately notify the campus president or the Argosy University president. Any campus president receiving a complaint of sexual harassment should immediately notify the Argosy University president.

3. It is the responsibility of the Argosy University president, working with the campus president, to appoint someone to conduct an impartial and thorough investigation of the complaint.
4. The complaint will be promptly and fully investigated.
5. In the case of a complaint against staff, faculty, or administrators, the investigation may include a hearing by an unbiased committee of peers appointed by the Argosy University president in consultation with the campus president. Only committee members may attend the hearing in its entirety.
6. In the case of a complaint against a student, the Student Conduct Committee at the campus where the student is enrolled shall be the hearing body.
7. Since this is not a legal proceeding, students, faculty, administrators, or staff involved in the hearing will not be permitted to have legal counsel at the hearing.
8. If the complaint is found to be invalid, all involved will be so notified. If the complaint is determined to have merit, appropriate corrective action will be instituted in the form of counseling and/or discipline, up to and including separation of the offending party from employment or attendance at Argosy University.
9. The executive committee of the board of directors will hear appeals.

ASSAULT VICTIMS' RIGHTS

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.

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

Health Sciences Program Requirements

Safety considerations and procedures regarding disease are a primary consideration at Argosy University. Prior to enrollment, students are required to submit written documentation that their health will permit them to meet the requirements of their chosen field. All students must provide a completed current health form, which, along with a signed technical standards form required of all students enrolled in health sciences programs, will be maintained in their files. The health form must be in the student's file within 30 days of the beginning of classes or the student's registration for the semester will be canceled.

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: mantoux (within one year of starting date), measles, mumps, rubella and diphtheria/tetanus booster. Hepatitis B vaccination is also required for all human allied health programs prior to clinical training. Rabies vaccination is required for all veterinary technician students prior to enrollment in the second semester.

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.

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.

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

DRUG AND ALCOHOL ABUSE PREVENTION

In accordance with The Drug-Free University and Communities Act Amendment of 1989, Argosy University has adopted a policy establishing a drug and alcohol abuse prevention program for the institution at all of its campuses.

Standards of Conduct

The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited (in all locations) on the property of, or as part of any of the activities of Argosy University. We recognize the dangers of drug and alcohol abuse in the workplace, and it is our official policy to make our campuses free of drug and alcohol abuse. From time to time, the school sponsors social occasions at which alcoholic beverages are served. The purpose of these occasions is to allow students, staff, and faculty to meet and exchange ideas outside the classroom in a quiet and friendly atmosphere. The following are the school's policies and procedures for these school-sponsored functions:

- State and municipal laws require that no one under 21 years of age be served alcoholic beverages.
- Signs must be posted reciting the prohibition against serving wine or beer to students under 21 years of age.
- Wine and beer are the only alcoholic beverages that may be served and only if food is being served simultaneously. Nonalcoholic beverages must always be offered if wine and/or beer are available.
- Publicity advertising the event must not promote the presence of wine or beer as the focus of the gathering.
- Argosy University does not have a license for the sale of alcoholic beverages. When events are held at the school, any wine or beer that is served must be provided by the school or the Student Senate. Students may not bring their own wine or beer. For information about specific procedures, contact the Student Services Department.
- The unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited on the property of or as part of any activity sponsored by Argosy University. The institution enforces all state and federal laws concerning illegal drugs.

Legal Sanctions Under Federal and State Law

Federal penalties and sanctions for illegal possession of a controlled substance are as follows:

- First conviction: up to one-year imprisonment or a fine of at least \$1,000.
- After one prior drug conviction: at least 15 days in prison, not to exceed two years, and a fine of at least \$2,500 but not more than \$250,000, or both.
- After two or more prior drug convictions: at least 90 days in prison, not to exceed three years, and a fine of at least \$5,000.
- Special sentencing provisions for possession of crack cocaine: mandatory sentencing of at least five years in prison, not to exceed 20 years and a fine of up to \$250,000, or both, if:
 - First conviction and the amount of crack possessed exceeds five grams.
 - Second crack conviction and the amount of crack possessed exceeds three grams.
 - Third or subsequent crack conviction and the amount of crack possessed exceeds one gram.
- Forfeiture of personal property used to possess or to facilitate possession of a controlled substance, if that offense is punishable by more than a one-year imprisonment.
- Forfeiture of vehicles, boats, aircraft, and any other conveyance used to transport or conceal a controlled substance.
- Civil penalty of up to \$10,000.
- Denial of federal benefits, such as student loans, grants, contracts, and professional and commercial licenses, up to one year for first offense, up to five years for second and subsequent offenses.

- Ineligibility to receive or purchase a firearm.
- Revocation of certain federal licenses and benefits, (e.g., pilot licenses, public housing tenancy, etc.) are vested within the authorities of individual federal agencies.
- Any person convicted of drug trafficking occurring within 1,000 feet of a University is subject to prison terms and fines twice as high as listed, with a mandatory prison sentence of one year for each offense.

In addition to federal penalties and sanctions, students are also subject to individual state illegal substance laws, as applicable.

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 alcoholic 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.

Health Risks Associated with Use of Illicit Drugs and Alcohol Abuse

Health risks associated with use of illicit drugs and alcohol abuse include impaired functioning of the following major organs: liver, kidneys, brain, and other aspects of the central nervous system including impaired immune functioning and impaired lung and pulmonary functioning. The effects are both immediate and long-term. Immediate effects include impaired judgment, impaired attention span, and impaired gross and fine motor control. Long-semester effects include the risk of premature death. The use of needles to inject drugs into the blood stream engenders the risk of contracting AIDS or hepatitis.

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.

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.

Sanctions to Be Imposed on Students and Employees Who Violate the Drug and Alcohol Abuse Policy

As a condition of matriculation or employment by Argosy University, students and employees agree to abide by the terms of this policy and agree to notify Argosy University of any criminal drug statute conviction for a violation occurring on campus or in the workplace no later than five days after such conviction.

Argosy University, through the Student Conduct Committee or campus president or Argosy University president, will take appropriate action (consistent with local, state, and federal law) against a student or employee who violates the standards of conduct contained herein, up to and including termination from academic study or employment, and referral for prosecution for violations of the standards of conduct described above.

NO SMOKING POLICY

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

ACADEMIC FREEDOM

The right of academic freedom is a foundation block of higher learning. Argosy University maintains and recognizes this right for the institution and the faculty. Argosy University generally maintains and encourages full freedom, within the law, of inquiry, discourse, teaching, research, and publication. Argosy University generally will seek to protect any member of the faculty against influences, from within or without the institution, which would restrict the member's exercise of academic freedom in the classroom and in areas of scholarly interest.

Faculty members, as private citizens, are entitled to write or speak on public issues, making it clear when they are so engaged that they are not spokespersons for Argosy University.

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. The University insists that its students demonstrate personal and professional integrity in addition to academic excellence.

Argosy University recognizes the rights of students as outlined in the American Association of University Professors' Joint Statement. These rights include:

- Freedom of access to higher education
- Freedom of classroom expression
- Confidentiality of records
- Participation in student affairs
- Procedural standards in disciplinary proceedings

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. This set of standards, known as the *Argosy University Ethical Code of Conduct*, is not to be confused with the guidelines set forth in the *American Psychological Association Ethics Code*. Specifically, 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.
- In addition, students in the clinical psychology programs are also required to adhere to the standards set forth in the *American Psychological Association Ethical Principles of Psychologists and Code of Conduct*.

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 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.

STUDENT CONDUCT COMMITTEE

Students found guilty of violating the *Ethical Code of Conduct*, committing academic dishonesty or plagiarism, or failing to meet the professional standards of Argosy University shall be subject to disciplinary action up to and including dismissal from Argosy University. Any student suspected of violating these standards will be referred to the Student Conduct Committee to investigate the allegations. Students are not permitted to bring, or be represented by, legal counsel during committee proceedings. The student will be provided an opportunity to respond to the allegations in writing and/or in person. The committee may elect, but is not limited, to exonerate the student, issue a warning to the student, place the student on an administrative leave of absence, place the student on general probation, or dismiss the student from Argosy University. Students will be informed in writing of the disciplinary action, as well as the conditions that must be met in order to remove the disciplinary action.

In carrying out its responsibilities, the Committee operates within the published policies of Argosy University governing satisfactory academic progress, academic and administrative sanctions, and clinical suitability. Each campus establishes its own committee membership and procedures for meeting, notifying students, and reporting the results of the meetings, as long as these local guidelines do not interfere with, or deviate from, institutional policies and procedures.

EVALUATION AND ASSESSMENT OF STUDENTS

Evaluation of Student by Departmental Committee and/or Academic Affairs Committee

As part of their responsibilities, the departmental committees and/or Academic Affairs Committees may monitor the professional, academic and clinical progress of students. Any student suspected of failing to meet the professional, academic, or clinical standards of the programs will be referred to either the departmental committees or the Academic Affairs Committee. Students are not permitted to bring, or be represented by, legal counsel during committee proceedings. The student will be provided an opportunity to respond to the review in writing and/or in person. The committee may elect, but is not limited, to exonerate the student, issue a warning to the student, place the student on an administrative leave of absence, place the student on general probation, or dismiss the student from Argosy University. Students will be informed in writing of the disciplinary action, as well as the conditions that must be met in order to remove the disciplinary action.

In carrying out its responsibilities, the Committee operates within the published policies of Argosy University governing academic progress, academic and administrative sanctions, and clinical suitability. Each campus establishes its own committee procedures for meeting, notifying students, and reporting the results of the meetings, as long as these local guidelines do not interfere with, or deviate from, institutional policies and procedures.

Assessment of Student by Departmental Committee and/or Academic Affairs Committee

Any faculty member or administrator may initiate an assessment of a student. This assessment may include, but is not limited to, one or more of the following:

- An evaluation submitted to the committee by the student's own consultant and/or outside consultants as recommended by the Committee.
- The opinions of qualified persons including faculty, administration, or staff, and/or persons acting as consultants to the Committee.
- A review of the student's willingness to obtain treatment for emotional, behavioral, or other problems that exist.
- An assessment of the extent to which continued enrollment of the student would place unreasonable or excessive demands upon other students, the faculty, supervisors, staff, or administration.
- A judgment on the student's ability to function as a trainee or student in his or her program of study.

GENERAL STUDENT GRIEVANCE POLICY

Argosy University has a formal procedure to resolve complaints and concerns that students may have about the implementation of the policies and procedures that govern the institution. The institutional community benefits from prompt resolution of issues. The general student grievance procedure will be followed only in cases where there is not a grievance procedure governing a specific policy.

Before pursuing the general student grievance procedure, every reasonable effort will be made to constructively resolve issues with faculty, staff, or administrators. Therefore, the problem or complaints must first be discussed with the individuals involved in the grievance. Faculty, staff, and administrators should make a prompt response in order to answer any questions or resolve the complaints brought to their attention.

Should these efforts be unsuccessful, the following process should be utilized:

- For faculty members accused of a grievance, the issue should be referred 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) who will appoint a third party or parties (another faculty member or members or an administrator) to hear both sides of the dispute and present a recommendation to the campus dean or program chair (or campus vice president of Academic Affairs).
- For campus administrators who are not the campus president, the campus president will appoint a third party or parties (another administrator, or administrator and faculty member) to hear the dispute and present a recommendation to the campus president.
- For the campus president, the matter should be presented to the Argosy University president, who will appoint an appropriate third party or parties to hear the dispute.

Students presenting grievances for resolution must present them within 60 days of the incident prompting the grievance. Following review of the information, a hearing officer will present a recommendation to the appropriate party. The student will be informed of the outcome.

Unresolved Appeals

If a complaint cannot be resolved after exhausting the institution's grievance procedures, the student may file a complaint with the campus state licensing agency or Argosy University's institutional accrediting agency, the Higher Learning Commission. Contact information for these agencies can be found at the beginning of *Section One: Introduction* of this catalog.

Arizona Student Right to Appeal

If a complaint cannot be resolved after exhausting the institution's grievance procedures, the student may file a complaint with the Arizona State Board for Private Postsecondary Education (1400 West Washington Street, Room 260, Phoenix, AZ 85007, 602.542.5709). 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 grievance procedure, the student may file a complaint with the Bureau for Private and Postsecondary and Vocational Education (400 R Street, Suite 5000, Sacramento, CA 95814, 916.445.3427).

STUDENT RIGHT TO APPEAL

Appeal of Academic Probation, Disciplinary Action, Dismissal

Students have the right to appeal academic probation, dismissal, and disciplinary actions of the Student Conduct Committee, Department Committee, or Academic Affairs Committee. Extenuating circumstances that will be considered for an appeal of academic probation include, but are not limited to, extreme circumstances such as catastrophic or life-threatening illness or injury of the student; catastrophic or life-threatening illness, injury, or death of a member of the student's immediate family; or other extreme temporary hardship. Students may be required to provide documentation of extenuating circumstances.

A designated appeals committee or campus official responsible for hearing academic probation appeals shall hear appeals and render decisions of academic probation. Students will remain on probation until the committee or designated campus official renders a decision to remove the probationary status, or until the normal requirements for removal from academic probation are met.

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

Information and procedure for grade appeal can be found in the following section, *Academic Policies and Procedures*.

Due Process or Bias Appeals

Students who believe they have been treated in a biased fashion or without due process in an action of the faculty, staff, administration, or committee may file an appeal with a campus official or committee designated to hear such appeals. Appeals must be made within 45 days of the action being appealed. The appeal must clearly state, in writing, the reasons for the appeal. The designated campus official or committee will initially rule as to whether the subject of the appeal constitutes issues of bias/discrimination or failure to receive due process.

A designated due process/bias appeals committee or a designated campus official representing the appeals committee will conduct an investigation. The investigation will include, but is not limited to, gathering relevant information and reviewing the facts. The decision of the appeals committee will be rendered within 45 days of the initial complaint and is final.

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 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 Student Conduct Committee or the appropriate administrative unit may undertake, in a timely fashion, assessment of the circumstances and severity of the student's impairment. Students will remain on an administrative leave of absence no more than 45 days. Within that 45-day period, the Student Conduct Committee or appropriate administrative unit will render a decision as to the student's future with Argosy University.

Admissions Policies

ADMISSIONS 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 admissions 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

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.

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 semester if the student completes all admissions requirements and begins class within the first week of the semester.

Conditional Admission

Conditional admission may be granted to an applicant pending receipt of official transcripts. For example, a student applying for a master's program is granted conditional admission until he or she has provided proof of having completed a bachelor's degree. Students who have been conditionally admitted are not eligible to receive financial aid until documentation has been provided and the conditional status removed.

Reapplication for Admission

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.

Readmission Process after Withdrawal

Students who have withdrawn from Argosy University for one or more years must re-apply for admission. These applicants must submit the materials required by the campus and program to which they are reapplying, including application fee. 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 re-admission.

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 reevaluated for determination of relevancy to current practice. Faculty members appointed by the campus dean or program chair will conduct the evaluation of coursework.

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 APPLICANTS

The United States Department of Homeland Security, via the Student and Exchange Visitor's Information System (SEVIS), authorizes the enrollment of nonimmigrant alien students on a campus-by-campus basis. Prospective international students who are interested in applying should check the authorization status of the branch campus to which they wish to apply. The immigration/student visa process will commence upon the applicant's acceptance into the program.

International applicants are required to submit the following application documentation:

- All requirements listed on standard Application Form
- Application for Admission for International Students
- Certified foreign credential evaluation
- Minimum TOEFL® scores for undergraduate programs:
173 (computer version) and 500 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

Minimum TOEFL® scores for graduate programs:

- 213 (computer version) and 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Certification of Finances for International Applicants.

Financial Policies and Assistance

TUITION AND FEES

A *Schedule of Tuition and Fees* is contained in *Appendix IV* of this catalog. Not all campuses share this tuition and fee schedule. Exceptions to this schedule are noted. For campus-specific tuition costs and fees, see the *Schedule of Tuition and Fees* in the *Academic Catalog Addendum* for that campus.

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. All financial aid funds are sent directly to Argosy University. Students who are awarded aid in excess of their educational expenses will be refunded the overage in the early part of the semester. 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.

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 refunded within 14 days.

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. Congress. 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

Program	Cost Per Academic Year
Doctoral	\$ 33,000–41,000
Specialist	\$ 33,000–41,000
Master's	\$ 34,000–40,000
Undergraduate	\$ 27,000–38,000
Internships/Clinical Research Projects ²	\$ 28,000–31,000

¹ Costs are effective Fall 2004 and are subject to change.

² Clinical psychology students who are registered for an internship or Clinical Research Project will be assigned a specific budget.

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. Funds are provided by the federal and state government, and are based on financial need. Federal (Title IV) and state funds of this nature exist in the form of the following:

Federal Pell Grant

This grant is only available to undergraduate students. Eligibility is based on financial need, which is determined by the information submitted on the FAFSA (explained later in this section).

Federal Supplemental Educational Opportunity Grant (FSEOG)

This grant is also only available to undergraduate students. As with the Federal Pell Grant, eligibility is based on financial need, which is determined by the information submitted on the student FAFSA. Funds in this program are extremely limited.

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.

State Aid Programs

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

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 range from \$1,000 to \$5,000 for the academic year.

Scholarship awards are available in two categories, as listed below, and may be renewable:

Scholarship Awards for New Students at Argosy University

- Academic Award
- Alumni Award
- Community College Award
- Community Service Award
- Diversity Award
- Leadership Award
- Returning Adult Award

Scholarship Awards for Students Currently Enrolled at Argosy University

- Argosy University Merit Award

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 variable-interest 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 variable-interest 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 PLUS (Parent Loan for Undergraduate Students) This loan is for the parents of dependent students. Eligibility for the loan is not based on financial need, but the amount borrowed must be certified by Argosy University. The interest rate on PLUS loans is variable and is not subsidized.

Student Educational Loan Fund (SELF) This loan is only available to Minnesota residents. It is not based on need and is administered by the Minnesota Higher Education Services Offices (MHESO).

Additional Unsubsidized Loan This loan is only available to full-time students in the Doctor of Psychology in Clinical Psychology Program at the following Argosy University campuses: Atlanta, Chicago, Chicago Northwest, Honolulu, Phoenix, San Francisco, Tampa, Twin Cities, and Washington DC. The interest rate and repayment terms of this loan are the same as those of the Federal Unsubsidized Stafford Loan.

There are borrowing limits on all of the loans described above. Criteria such as dependency status and grade level are used in defining these limits. For further information and details on the grants, scholarships and loans previously described, please see the Argosy University brochure entitled *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)
- Sign a statement on the FAFSA certifying that federal student aid will only be used for educational purposes
- 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.

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 in early January. Paper FAFSAs may also be obtained from the Office of Student Finance of any campus. 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 items (if required).

Semester	Priority Application Date
Summer 2004	March 1, 2004
Fall 2004	July 1, 2004
Spring 2005	November 1, 2004

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. FAFSA forms can be completed online at www.fafsa.ed.gov. Students must include Argosy University's federal school code (021799) on the application. Mail or submit this form as instructed.
3. Complete the Argosy University Institutional Financial Aid Application. The Argosy University Institutional Financial Aid Application is available online at the ArgosyU.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 Argosy University Office of Student Finance uses the student's SAR and Institutional Financial Aid Application to construct the student's Financial Aid Package.

Argosy University will send the student a financial aid award letter, along with information on additional loan fund options.

If the Federal Subsidized and/or Unsubsidized Stafford Loans are part of the financial aid package, a loan entrance interview may 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.

Applications for the Minnesota SELF Loan and the Federal Parent PLUS Loan 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 requirements:¹

- 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 in California or Georgia, who withdraw completely from Argosy University according to the following schedule:

If Student Withdraws from the Institution	Refund Percentage
On or before the first day of classes	100%
After the first day of class but before the end of the first 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.

An administrative fee of \$100 will be assessed to any student who withdraws or goes on leave from the institution on or after the first day of the semester. 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 withdraw completely from Argosy University/Atlanta according to the following schedule:

If Student Withdraws from the Institution	Refund Percentage
On or before the first day of classes	100%
After the first day of class but before the end of the first 5% of the 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.

An administrative fee of \$100 will be assessed to any student who withdraws from the institution on or after the first day of the semester. 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 California students 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 class 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.

COURSE ADD/DROP REFUND POLICY

Effective September 1, 2003, students dropping a class must provide official notification to the Student Services Department via Student Link, by completing an Add/Drop Form (in-residence and distance courses) or via e-mail (online courses).

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

7.5-Week Courses	
	Refund Percentage
Within the first seven calendar days of the session start date	100%
After the seventh calendar day of the session start date	0%

Course Drop Refund Deadlines

In order to receive a refund of 100 percent, dropped courses must be communicated to Student Services by the following dates. Please note that the deadline for 15-week courses is noon of the date listed.

Fall 2004 Deadlines

Course Type	Deadline for Course Drop
15-week courses	September 17, 2004
Session I 7.5-week courses	September 14, 2004
Session II 7.5-week courses	November 4, 2004

Spring 2005 Deadlines

15-week courses	January 21, 2005
Session I 7.5-week courses	January 17, 2005
Session II 7.5-week courses	March 10, 2005

Summer 2005 Deadlines

15-week courses	May 20, 2005
Session I 7.5-week courses	May 16, 2005
Session II 7.5-week courses	July 7, 2005

Sarasota-Interession and Weekend Course Drop Refund Policy

Courses begin at the official start dates that precede the on-campus component.

If Student 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%

FINANCIAL AID REFUND REDISTRIBUTION POLICY

All students receiving financial aid who withdraw completely from the program or take a leave of absence must return any refund amount to the appropriate Student Financial Aid Program in accordance with the refund distribution schedule below:

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS
5. Federal Pell Grant
6. Federal SEOG
7. Other Federal, state, private, or institutional aid programs (Graduate Assistantship, Fellowships)
8. Student

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 postwithdrawal disbursement not credited to the student's account.

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 OVERAGE POLICY

All student financial aid overages will be returned 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 rescinds permission for the campus to retain the funds.¹

Students on federal financial aid who withdraw, take a leave of absence, or drop below half-time will have any credit balance on their accounts returned to their lenders or to the appropriate financial aid program.

LOAN DEFERMENT PROCEDURES

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 Postsecondary 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.

¹ If the student gives written permission, Argosy University may hold funds on their account. Students may rescind this permission at any time.

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 leave of absence. No more than 12 cumulative months of leave will be permitted from the time of matriculation through graduation in the program. Students are discouraged from taking a leave of absence as it delays their progress towards graduation.

Students who do not register for the current semester, or who do not return from a leave of absence, will be considered withdrawn from the program.

Additional Continuous Enrollment Requirements—Sarasota Campus

Enrollment as a regular student and adjunct enrollment can be used to satisfy the continuous enrollment requirement. Students are permitted to take only one semester of adjunct enrollment per academic year. Students who need to take more than one semester off should request an official leave of absence from Argosy University. Adjunct enrollment consists of registration in ADJ900, for which an administrative fee is charged. 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.

Levels of Enrollment

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

Level of Enrollment	Criteria
Full-Time	9 or more credit hours per semester, or registered for 6 credit hours plus CRP, or full-time internship
Half-Time	6–8 credit hours per semester, and/or registered for CRP, integrative paper, half-time internship, or Advanced Practicum
Less Than Half-Time	Fewer than 6 credit hours per semester

Other Graduate Programs

Full-Time	6 or more credit hours per semester, and/or registered for dissertation, or, for Psy.D. students during the Summer Semester, 3 credit hours plus CRP
Half-Time	3–5 credit hours per semester, and/or registered for half-time internship, or thesis
Less Than Half-Time	Fewer than 3 credit hours per semester

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

Undergraduate Programs

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

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. Most courses are closed by the end of that 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. If the course has already met once, students must obtain the written approval of the faculty member and the campus dean or program chair.

Students will not be permitted to add a course after two class meetings. For intersessions, students are not allowed to enter the course after its official start date. For online courses, students are not allowed to enter the 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 in which there is insufficient enrollment. 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 DELIVERY METHODS

In-Residence Courses

In-residence courses are offered on-campus during traditional academic semesters throughout the year, and also as intensive courses offered during break periods and weekends. Course length and number of meetings per week may vary by campus and program. Courses taken on the grounds at any Argosy University campus are considered in-residence courses.

Blended/In-Residence Courses

Blended/in-residence courses are provided in part residentially and in part online. This mode of course delivery is still considered in-residence since instruction is principally provided on-campus.

Flexible Format Course Delivery

Directed Independent Study

These courses are 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. 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. Students may be allowed to take select in-residence or tutorial courses as directed independent study with prior approval of the campus dean or program chair.

Intersession Courses

An intersession course meets in a concentrated period of time during a semester, usually for one week, or two weekends. They are blended courses that may be considered in-residence courses where instruction is provided principally on-campus, with some class preparation and report writing communicated via the Internet. Weekly instructional contact is required.

Laboratory Courses

An Argosy University laboratory course is generally provided on-campus, and is considered an in-residence course.

Off-Campus Courses

Some programs provide a portion (less than 50 percent) of a course or a program at an off-campus location in a community setting. For an individual course that is offered partially off-campus, this delivery format is considered in-residence, since instruction is principally provided on-campus. For an individual course that is offered entirely off-campus, this delivery format is considered distance learning.

Online Courses

Selected courses in many programs are offered via the Internet. These courses are taught by many of the same faculty members who teach other courses. Online courses carry the same credit load as the campus courses and are offered for differing session lengths, depending upon the program. Interested students should check the web site, <http://online.argosy.edu>, for the most current offerings and plan registration for these courses in conjunction with their faculty advisor.

Although there are several differences in the structure of online and tutorial courses, the primary distinction from a student's point of view is that online courses are taken as a "class" providing for interaction with other registered students, whereas tutorial courses more closely resemble independent study courses.

In an online course, students must participate at least weekly. Faculty members assign reading materials and provide lecture notes for students. There is interaction with the faculty member as well as other students via online discussion boards. Students also complete the types of learning activities found in traditional courses, such as examinations, papers, and group projects. Students who wish to know more about how the online courses work and the skills necessary for success should take the demonstration course available at <http://online.argosy.edu>.

There are restrictions on the amount of distance delivery course credit hours allowed. Students may not complete equal to or greater than 50 percent of their required program credit hours with Argosy University in an online or distance learning format. Individual programs may have other restrictions.

In order to participate in online courses, students must possess the appropriate technical skills and computer hardware. Students must have reliable and consistent access to a Macintosh or PC with an Internet connection and modem speed of 28.8K or higher, CD-ROM drive, color monitor, sound card, and a personal e-mail account. Microsoft Office Suite 97 or higher is required. Minimum Internet browser requirements are Internet Explorer 5.0 or higher, or Netscape Navigator 4.7 or higher. Some Argosy University online courses may require more recent software or additional plug-ins. Students will be informed at the time of registration of any other software requirements. Internet access via DSL, T-1, or cable is recommended.

Practicum, Internships, and Clinical Training Courses

Practicum, internship and clinical training courses are the supervised, out-of-class contact of students with a clinical population that takes place within a healthcare delivery system or a professional work environment. These courses are generally provided on-site at a specified facility with which Argosy University has a relationship, and therefore are considered in-residence courses.

Practicum Seminars

Practicum seminars meet on a weekly basis throughout an academic term.

Tutorials

Tutorial courses are categorized as distance learning courses. They are completed on a one-to-one basis with a faculty member. Students are allowed a set number of weeks, either 7.5 weeks or 15 weeks, depending on the program, to complete a course via tutorial format. Tutorial courses carry the same credit hour load as the on-campus courses and may be offered for 7.5-week or 15-week session lengths starting at the beginning or midpoint of each semester, depending on the program. Tutorial syllabi are made available to students approximately one week prior to the course start date. The professors reserve the right to change syllabi and course assignments until one week prior to the course start date. Students should contact their instructor immediately after the start of the class. Students may reach the instructor through Embanet by simply typing in their name and sending an e-mail. Telephone appointments may be made through the campus. Students are required to maintain weekly contact with the instructor, generally through some combination of e-mail and telephone contact. The course syllabus contains specific instructions regarding weekly contact format and requirements. Students should consult the instructor regarding his/her required methods for submission of assignments. Methods of submission may include e-mail, regular mail, in-person, and/or fax.

Weekend Format Courses

Some courses are taught in the weekend format. Students attend classes in-residence during intensive weekend sessions over the duration of the semester. The number of weekend sessions varies by program, though weekly instructional contact is required. This mode of course delivery is considered in-residence since instruction is principally provided on-campus.

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, and 30 hours of lab, or the equivalent in directed study. The hours required for credit in clinical training/internship vary. Please consult your program director for specific information.

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. Online courses cannot be audited.

GRADE LEVEL CLASSIFICATION

Undergraduate students are assigned to a grade level based on the total number of credit hours earned. Levels are determined as follows:

Grade Level	Credit Hours Earned
Freshman	0–24 completed credit hours
Sophomore	25–59 completed credit hours
Junior	60–89 completed credit hours
Senior	90+ completed credit hours

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 admissions 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. Students must complete 51 percent of their required program credit hours with Argosy University in an in-residence format. 49 percent of the program may be completed in an online or distance learning format. Individual programs may have other restrictions. 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. Exceptions may be made for students enrolled in undergraduate programs. 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.

Undergraduate Transfer Credit Criteria

College credits earned at other regionally accredited institutions are acceptable for transfer based upon the following:

- The course must be comparable in content, goals, and level to the Argosy University course or content area for which credit is sought.
- The course must have been completed at a college or university that is accredited by an appropriate regional or national accrediting agency (generally those recognized by the Department of Education). If a national accrediting agency, it must be part of a program approved and documented by the faculty and dean of the appropriate college at Argosy University. In the case of institutions outside the United States, the appropriate state (or its equivalent) or national accreditation is required.
- The course must have equivalent number of credits as the Argosy University course.
- The course must have been taken for degree credit
- Students must have earned a grade of “C-” or better for any course submitted.
- 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.

Bachelor Degree Completion Programs

The number of credits that will be awarded for transfer or prior learning is subject to the following limitations:

- Total transfer credit accepted will not exceed 90 credit hours or its equivalent. No more than 78 lower-division credit hours will be accepted. The program in which the student is enrolled determines the maximum number of credit hours eligible for transfer, and therefore the total number accepted may be less than 90 credit hours.
- The number of hours of standardized testing credits accepted will not exceed 30 credit hours or its equivalent. The program in which the student is enrolled determines the maximum number of standardized testing credits eligible for transfer, and therefore the total number accepted may be less than 30 credit hours.
- The number of hours of non-collegial credit, including standardized testing credits, accepted will not exceed 30 credit hours or its equivalent. The program in which the student is enrolled determines the maximum number of standardized testing credits eligible for transfer, and therefore the total number accepted may be less than 30 credit hours.

For coursework completed at other institutions, official transcripts are required for transfer credit to be considered.

Courses submitted for transfer credit are evaluated by the campus dean or program chair. In general, a lower-division course completed at another institution will transfer as lower-level credit, even when Argosy University offers the course at the upper-division level. Similarly, upper-level courses completed at another institution will transfer as upper-division credit, even when Argosy University offers the course at the lower-division level. Exceptions to this policy may occur in the case of established course equivalencies with institutions that have a transfer or articulation agreement with Argosy. A student may petition for recognition of a successfully completed lower-division course as an upper-division course with appropriate documentation (e.g., a copy of the course syllabus).

Standardized Examinations

For select bachelor degree completion programs, Argosy University will accept a maximum of 30 credit hours of standardized testing credit. Standardized testing credit is accepted only for commonly administered and accepted tests such as the College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES). All such credit will be listed on the student's transcript and will not be removed once it has been recorded. Exam scores must meet or exceed minimum qualifying scores established by the testing agencies. A fee will be charged.

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. “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
Business	Master of Business Administration	9
	Doctor of Business Administration	12
Education	Master of Arts in Education	9
	Education Specialist	9
	Doctor of Education	12
Psychology	Master of Arts in Clinical Psychology	15
	Master of Arts—Other	9
	Doctor of Education	12
	Doctor of Psychology	30

- In California, the Bureau for Private Postsecondary 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 nonaccredited 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 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.
- 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 and 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 StudentLink 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. Students must have at least the equivalent of one year of full-time study, not including internship or practicum, remaining, 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 degree levels.

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 admissions 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 are not 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 institution 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

Students who wish to take courses without completing the application requirements may enroll as students-at-large. Applicants for student-at-large status must provide transcripts for the highest degree attained and any subsequent coursework. An immunization form may also be required.

Students-at-large pay the standard 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 credits to a degree program upon acceptance to the program.

The number of credits allowed is established by the degree program, and is subject to departmental approval. Students-at-large planning to formally apply for admission to a program should discuss their intended course selection with 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 nonmatriculated 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 nonmatriculated 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 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 log-in to the course within the first five days of a 7.5-week session, or within the first 10 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 a faculty 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 faculty advisor are unable to develop a harmonious working relationship, a student may request a new faculty advisor, without recrimination, 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 director 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 falls into one of the following categories:

- Students who do not register for the current semester.
- Students who do not return from an approved leave of absence.
- Students who fail to follow the proper procedures for requesting a leave or who do not receive approval for their leave.

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.

A student who takes an approved leave of absence is not considered to have withdrawn unless the student does not return from the leave. In that case, the student's withdrawal date is the date the institution determines the student began the leave of absence.

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	2.0 grade points
A-	3.7 grade points	C-	1.7 grade points
B+	3.3 grade points	D+	1.3 grade points
B	3.0 grade points	D	1.0 grade points
B-	2.7 grade points	D-	0.7 grade points
C+	2.3 grade points	F	0 grade points

Grades of "D-," "D," and "D+" are used at the undergraduate level only.

Additional Grades

Audit ("AU")

An audit is not used in computing the grade point average. Admission into a course for audit is at the instructor'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")

A grade of "I" is given at the faculty member's discretion to a student who has not completed all course requirements. Any course for which a student receives an "I" must be made up by the end of the next required semester. A student who, because of medical or other serious factors, cannot reasonably make up an "I" within one semester may be approved for an additional semester with the joint approval of the campus dean or program chair and the faculty member. A grade of "I" 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. Faculty will submit the contracts to the Student Services Department in lieu of the grade. A grade of "I" 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 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.

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 should appeal a grade or evaluative comment during the semester following issuance of the grade or evaluative comment.

1. The first step is for the student to consult the faculty member who issued the grade or evaluative comment for reconsideration of the grade or the record. Optimally, this will be resolved through a consultative process.
2. If, after consultation with the faculty member, the student wishes to pursue the issue, or if the faculty member is either unavailable or does not respond within fourteen days, the student should request in writing from the campus dean or program chair an investigation of the grade or evaluative comment. The campus dean or program chair or designee may investigate the matter personally. The individual conducting the investigation should consult the parties involved, gather all pertinent information, and review the relevant facts. At the conclusion of the investigation, the campus dean or program chair shall issue a finding in writing that either concurs with the faculty member regarding the grade or evaluative comment, or in some instances requires the faculty member to revise the grade or evaluative comment. If, after consultation with the campus dean or 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 either agree with the ruling or elect to investigate further. The final authority rests with the campus president.
3. If the faculty member involved is the campus dean or program chair, then the campus vice president of Academic Affairs should be approached. If the faculty member involved is the campus vice president of Academic Affairs, then the campus president should be approached.
4. The result of the review will be summarized in writing by the campus official responsible for the final decision and placed in the student 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 other rights of the student, the student may insert a written statement in the record.

Grade Changes

If a grade change is approved, the course instructor will forward a completed Grade Change Form to the Student Services Department.

SATISFACTORY ACADEMIC PROGRESS

All students who attend Argosy University are required to maintain satisfactory academic progress. Federal regulations require that a recipient of federal financial aid must make satisfactory academic progress toward a degree to remain eligible for financial aid.

Requirements for Satisfactory Academic Progress

The following is a description of the required minimum satisfactory academic progress requirements that must be met:

- Students must complete their program with a maximum time-frame of 150 percent of the published length of the program.
- Students must maintain a cumulative grade point average (GPA) of 2.0 or above at the undergraduate level and 3.0 or above at the graduate level.

Satisfactory Academic Progress Review

Argosy University reviews students each semester to ensure that cumulative grade point average requirements are being met. In addition, students are reviewed at the completion of their first full academic year, and annually thereafter, to ensure compliance with incremental maximum time-frames of the program in which they are enrolled. Both the grade point average and time-frame requirements must be met in order to maintain satisfactory academic progress.

Factors Affecting Satisfactory Academic Progress

In addition to dropping coursework, students should be aware that the following might affect satisfactory 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 credits for both the failed course and the passed course will be counted in the credits attempted.

Incomplete Courses

An incomplete "I" grade may be issued to students who do not complete course requirements by the end of the semester. 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 credits 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 credits attempted and in the calculation of the cumulative grade point average (GPA).

ACADEMIC WARNING

Clinical Psychology Students

Students enrolled in the clinical psychology programs will receive a letter of academic warning for:

- Receipt of a grade of “F”
- Receipt of a second grade below “B-”

In addition, students placed on warning may be referred to the Departmental Committee and/or the Academic Affairs Committee for evaluation.

PROBATION

Academic Probation

The conditions under which students are placed on academic probation are not limited to failure to meet satisfactory academic progress requirements. Students should consult the campus-specific *Academic Catalog Addendum* for additional program-specific academic requirements and 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 GPA is below the stated requirement of the program in which the student is enrolled.
- The student has failed to earn 67 percent of credits attempted on a cumulative basis.

Students in term-based programs may be placed on academic probation for a maximum of two semesters immediately following the semester in which satisfactory academic progress was not met. In the first semester that students are on probation, eligible students can continue to receive financial aid. If at the end of the first probation semester the minimum requirements for satisfactory academic progress are not met, students become ineligible to receive financial aid. Any federal or state financial aid that a student was receiving will not be awarded to the student in the second semester of his/her probation period.

Argosy University/Sarasota campus graduate students on a non-term-based calendar may be placed on academic probation until they have attempted 12 credit hours following the session in which satisfactory academic progress requirements were not met. Students on a non-term/borrower-based financial aid delivery system may be eligible for one disbursement while on academic probation. Following one disbursement, any further federal or state financial aid that a student was receiving will not be awarded to the student until satisfactory academic progress requirements are met.

Removal from Academic Probation

Criteria for Removal from Academic Probation

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

Argosy University/Sarasota campus graduate students on a non-term-based calendar must meet the requirements for satisfactory progress within 12 credit hours following the session in which satisfactory academic progress requirements were not met.

General Probation

The administration and faculty may request that the Department Committee or Academic Affairs Committee review any student whose professional performance indicates deficiencies in performing the work required of students within their respective programs. The Department Committee or Academic Affairs Committee may recommend general probation and such remediation steps as deemed appropriate. The student must agree to all reasonable conditions in order to remain enrolled.

Removal from General Probation

Criteria for Removal from General Probation

The body that placed the student on general probation (Student Conduct Committee, Departmental Committee, or Academic Affairs Committee) 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 (Student Conduct Committee, Departmental Committee, or Academic Affairs Committee) 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 of satisfactory academic progress will be dismissed from the program.

If the student is readmitted after successfully appealing his/her dismissal, the student will continue to be on probation for one semester and will reestablish his/her eligibility for financial aid for that semester. If the student does not succeed in meeting the minimum satisfactory academic progress requirements for that semester, then the student will be terminated from the program.

Argosy University/Sarasota graduate students on a non-term-based calendar who have attempted 12 credit hours following the session in which satisfactory academic progress was not met, and have not met the standards of satisfactory academic progress, will be dismissed from the program.

Clinical Psychology Students

Students enrolled in the clinical psychology programs are dismissed from the program for:

- Receipt of a second grade of “F”
- Receipt of two grades below “B-” during the same semester
- Receipt of a third grade below “B-”

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, Department Committee, or Academic Affairs Committee makes a decision for dismissal and communicates that decision to the student.

POLICY GOVERNING SATISFACTORY PROGRESS AND RECERTIFICATION OF BENEFITS FOR ELIGIBLE VETERANS

If a student receiving VA benefits does not meet satisfactory academic progress requirements as defined above, and is placed on academic probation, a notation of unsatisfactory academic progress is placed in the student’s file. If, following placement on academic probation, a VA student does not meet the minimum 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.

LEAVE OF ABSENCE POLICY

Students who find it necessary to interrupt their program of study must complete a Leave of Absence Request Form available from the Student Services Department. On this form the student will provide a written explanation for the leave request, specify the expected duration of the requested leave, obtain the campus dean or program chair or a designee’s signature, and return the completed form to the Student Services Department. A leave of absence may not exceed 12 cumulative months.

The Student Services Department will refer the request to the campus dean or program chair for final decision. If an approval is granted, the Student Services Department will notify the appropriate offices. If the leave of absence request is denied by the campus dean or program chair, the Student Services Department will indicate the reason for the denial on the Leave of Absence Request Form and distribute it accordingly.

Leave of absence periods are not included in the maximum and incremental time limit calculations for completing a degree program, or against additional requirements for satisfactory academic progress and continuous enrollment.

Students who stop attending classes without following the procedure for requesting a leave, or do not receive approval for their leave, will be considered withdrawn. Students who do not return from their approved leave of absence by the specified date will also be considered withdrawn.

Students will be withdrawn from all coursework in progress at the time the leave is granted. A student will not be granted a leave of absence after 67 percent of the academic session has been completed. In these cases, the leave will commence at the beginning of the next semester. Students receiving approval for a leave of absence after the add/drop deadline and before 67 percent of that academic session has been completed will receive “W” grades in that coursework.

COMMENCEMENT AND PETITION TO GRADUATE

The majority of Argosy University campuses hold a commencement ceremony each October. Students must meet the graduation requirements of their program of study in order to participate in the commencement ceremony. 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.

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 Education 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.

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

Tutoring services are available at some campuses to assist student academic success. The on-campus tutor is available to meet one-on-one with students on an appointment basis. Peer tutors also assist students with specific course content. At some campuses, this service is available to students at no additional cost.

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 policymaking 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 AND WORKSHOP SERIES

Distinguished professionals from a variety of academic fields are invited to present lectures and conduct workshops or symposia on topics of current interest to students. Open to the community, these presentations provide an opportunity for professionals and students to discuss significant issues.

COMMON HOURS AND SYMPOSIA

Periodically throughout the academic year, campuses schedule common hour gatherings when classes are not scheduled. These provide a time for presentations, nationally recognized speakers and authors, and discussions on a wide variety of topics for faculty, students, and alumni. These sessions also allow faculty and students to discuss on pertinent issues.

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 have been established 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 resume and cover letter development, access to a national job listing database, resume referral to employers, and video-taped mock interviews. Students will also be able to register on an online career services system and take advantage of select services from a distance, such as degree specific career e-mail lists, national job listings, and virtual 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. The Argosy University central office is working on plans to develop a national alumni association for all campuses.

PROFESSIONAL ASSOCIATIONS

Argosy University encourages students to join professional organizations that reflect each student's career path. For example, clinical psychology students are encouraged to become members of the American Psychological Association, and counseling students are encouraged to become members of the American Counseling Association.

HONOR SOCIETIES

Several campuses include honor societies as an important component of the student activities programs. Students should consult with the Student Services Department for further information.

STUDENT FORUMS

Several campuses schedule periodic town hall meetings or student forums for the open discussion of issues of concern to the students.

BOOK PURCHASE

MBS Direct

At most campuses, textbooks and course packets are conveniently made available to Argosy University students through MBS Direct, a national textbook distributor. MBS Direct maintains a current list of Argosy courses and the required books/materials for those courses. Students can access MBS Direct in several ways:

- Order over the Internet at <http://www.mbsdirect.net>.
- Call MBS Direct at 800.325.3252 and give the school name, course name, and course number.
- Fax the MBS Direct Order Form to 800.325.5152.
- Mail the Order Form to MBS Direct
P.O. Box 597
Columbia MO 65205
[Express orders to MBS Direct
2711 West Ash, Columbia, MO 65203].

Payment may be made by credit card (Visa, MasterCard, Discover, and American Express), check, or money order. Orders are shipped within 24 hours.

MBS operators are available to take your call as follows:

- Monday through Thursday, 8:00 a.m. to 10:00 p.m. EST/EDT
- Friday, 8:00 a.m. to 7:00 p.m. EST/EDT
- Saturday, 9:00 a.m. to 1:00 p.m. EST/EDT

The operators will inform inquirers of the availability of used books and optional materials.

Used Books

While students may purchase new books, the MBS textbook buyers make every effort to maximize the number of used books available, providing a 25 percent savings.

Delivery

Textbooks are delivered directly to the student using UPS tracking. There are three methods of shipping available: Ground (three to five days), Second Day Air, and Next Day Air. 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 and helps recruit 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.

EDUCATIONAL RESOURCES

All Argosy University campuses provide curriculum support and educational resources housed in the campus library or resource center. These facilities contain current text materials, diagnostic training documents, reference materials, commonly used journals, major and current titles in program areas, dissertations, and reference databases. Taken in their entirety, the campus facilities constitute the Argosy University Library and provide the resources necessary to support the academic programs. The campuses participate in an intra-institutional interlibrary loan program. Some campuses also participate in the Online Computer Library Center (OCLC).

Undergraduate Programs

General Education Curriculum

MISSION AND GOALS

The General Education Curriculum is an integrative approach to student learning which aims to develop competency in the basic academic skills of higher education, extend a capacity for intellectual inquiry, understand the connectedness of human knowledge, encourage sensitivity to the diversity of human cultures, and create a desire to achieve personal and professional excellence.

More specifically, the objectives of the General Education Curriculum establish the context within which relevant coursework is intended to provide students a full range of educational experiences. Thus, the goals of the General Education Curriculum are:

- To promote active thinking and a curiosity that will enhance independent and life-long learning.
- To develop critical thinking skills that will support rational and evaluative approaches to research and problem solving in a wide range of personal and professional activities.
- To strengthen written and oral communication skills.
- To expand awareness of the worldwide community and the interdependence of its citizens.
- To increase understanding of the scientific principles that influence contemporary life and current technologies.
- To advance a comprehension of the moral dimension of life and the ethical standards that are embedded within interpersonal, social, and professional relationships.
- To foster an appreciation for the range of creativity expressed in the arts and across diverse cultures.

COURSE REQUIREMENTS AND CURRICULUM DESCRIPTION

Students are required to take courses from each of these five General Education Curriculum areas:

- Communications
- Humanities
- Social/behavioral sciences
- Natural/physical sciences
- Mathematics

This requirement is consistent with the aim of providing students with sufficient breadth of exposure to the range of human inquiry. It is intended that the student's experience and competence in these diverse areas will contribute to his or her success academically and professionally. More specifically, skills in writing, mathematical calculation, and critical thinking are built into the various General Education course offerings. These skills will serve the student both in the classroom and the workplace.

While it is true that students benefit from taking some of the General Education courses prior to their major coursework, students are encouraged to spread at least some of their General Education courses throughout their degree programs.

The number of courses that students must take in total and within each distribution area is determined by each student's degree level (see table on next page). In general, students may elect which courses they take from within each distribution area as long as they meet the distribution requirement and the overall General Education credit hour volume appropriate to their degree level. Some courses are required of all students at each of the degree levels. This reflects the belief that some skills, knowledge, and academic experiences are fundamental to higher education and the professions.

Some General Education course requirements may be met through demonstrated competency. Students may also satisfy some portions of the General Education Curriculum requirement by transferring credits from other institutions according to Argosy University's transfer credit policy. The transfer policy does not require that students complete a certain percentage of General Education credit hours at Argosy University. Students may transfer to Argosy University any or all of the credit hours required by the Argosy University General Education program. As long as coursework is from an accredited institution of higher education and otherwise meets Argosy University's standards for transfer credit, the student may satisfy the minimum General Education requirement by this means.

The table that follows indicates the minimum General Education Curriculum requirements for undergraduate degrees at Argosy University. Some courses are required of all students at specific degree levels; other courses may be taken as electives to complete the minimum total credit hour requirement. Students are free to take additional courses beyond the minimum requirement at their discretion, depending on course availability and fit with the individual student's schedule.

GENERAL EDUCATION CURRICULUM AND CREDIT DISTRIBUTION REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

General Education Requirement Areas	Course Numbers and Titles	Semester Credit Hours	Credit Hours Required for Degree			
			Associate of Science	Associate of Applied Science	Bachelor of Arts	Bachelor of Science
Communications			6	6	6	6
	ENG101 Composition I	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ENG102 Composition II	3				
	COM101 Speech Communication	3				
	COM102 Interpersonal Communication	3				
	COM301 Negotiation and Conflict Resolution	3				
	COM450 Communication, Gender, and Culture	3				
Humanities			3	3	6	3
	PHI101 Ethics in Contemporary Society	3	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	PHI102 World Religions	3				
	PSY305 Psychology of Religion	3				
	HUM101 The Arts and Culture	3				
	HUM102 Popular Culture	3				
	HUM410 American Voices	3				
	ENG103 The Literary Experience	3				
	ENG401 Shakespeare Today	3				
Social Sciences			3	3	6	3
	PSY101 General Psychology	3	<input type="radio"/>	<input type="radio"/>		
	PSY315 Psychology of Adulthood	3				
	SOC110 Sociology in a Global Perspective	3	<input type="radio"/>	<input type="radio"/>		
	ECO110 Principles of Economics	3				
	POL110 American Experience	3				
	ANT110 Cultural Anthropology	3				
Natural Sciences			3	3	6	3
	SCI110 The Rise of Modern Science	3	<input type="checkbox"/>	<input type="checkbox"/>		
	SCI115 The Ecological Perspective	3	<input type="checkbox"/>	<input type="checkbox"/>		
	SCI120 Science and Technology	3				
	BIO110 Understanding Human Anatomy ¹	3				
	BIO115 Fundamentals of Human Physiology	3				
	BIO120 Human Anatomy and Physiology	3			⊗	
Mathematics			3	3	6	3
	MAT101 College Mathematics	3	⊗	⊗	<input type="checkbox"/>	<input type="checkbox"/>
	MAT102 College Algebra	3				
	MAT104 Statistics and Probability	3				
	MAT105 Introduction to Calculus	3				
Elective Credit Hours			12	3	12	12
Total General Education Credit Hours			30	21	42²	30

¹ Required for all programs except Veterinary Technology.

² Semester credit hour requirement for a Bachelor of Arts degree may vary by state.

□ Required course, or equivalent credit hours (for bachelor's programs, this course or its equivalent is required for admission).

○ One of the courses in the social sciences distribution area must be either General Psychology (PSY101) or Sociology in a Global Perspective (SOC110), or equivalent transfer course.

▽ One of the courses in the natural sciences distribution area must be either The Rise of Modern Science (SCI110) or The Ecological Perspective (SCI115). For Associate of Science and Associate of Applied Science programs, Understanding Human Anatomy (BIO 110) is required, for Bachelor of Arts programs, Fundamentals of Human Physiology (BIO115) is required.

⊗ Required course, demonstrated competency, or equivalent credit hours.

The College of Business and Information Technology

BACHELOR OF SCIENCE DEGREE COMPLETION PROGRAMS

In the Bachelor of Science (B.S.) Degree Completion Programs, working professionals who have earned some college credit follow a practical path to degree completion. Through previous college credit and completion of a solid group of business foundation courses and specialized courses in the program, students can complete the concentrated degree programs while working full-time.

The B.S. Degree Completion Programs are designed to help working professionals complete their degrees. They are structured for students who have begun their studies in a community college, junior college, or other university. Students with adequate transfer credit can complete the program in as little as 12 months of dedicated study. The B.S. in Business Administration Degree Completion Program is designed for students with growing managerial responsibilities. The B.S. in Organizational Management Degree Completion Program is designed to meet the needs of human resource professionals and administrators in government, healthcare, human services, and not-for-profit organizations. The B.S. in E-Business Degree Completion Program is designed to equip students with the knowledge and skills needed to design and implement efficient and effective e-business systems—from the web-based customer interface to the behind-the-scenes transaction processing system.

The B.S. Degree Completion Programs are designed to help students develop competencies in communication, team skills problem solving, information literacy, ethics, diversity, and analysis and application of a business situation. The bachelor's degree completion programs train students for entry- to mid-level positions in their concentration in the public or private sector. The degree completion programs also prepare students for continuing their education in the Master of Business Administration Program (M.B.A.).

The B.S. Degree Completion Programs offer a high-quality, practice-oriented program of study, scheduled to allow busy professionals to balance the demands of career, family, and school. The program's academic calendar provides the flexibility for students to complete their degree programs at a pace that suits them best.

All students admitted to the bachelor's degree completion programs are expected to possess the following basic professional and academic skills:

- The ability to effectively use standard written and spoken English.
- Basic calculation skills (pre-algebra) and the ability to use a calculator to perform basic operations.

- Fundamental computer skills (PC or Macintosh) including the ability to use the basic typing, editing, and printing functions of a word processing package.
- The capacity to access online materials and information and to engage in e-mail correspondence.

Admissions Requirements

- 42 credit hours of qualified transfer credit with a grade of “C-” or better from a regionally accredited institution or a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology at Argosy University, or the completion of an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from a regionally accredited institution. The A.A. or A.S. degree transfers in its entirety, including “D” grades, as long as cumulative GPA is 2.0 or better. A maximum of 78 lower division or 90 total semester credit hours may be transferred.
- Grade point average of 2.0 (on a scale of 4.0) for all academic work completed. Exceptions may be granted for extenuating circumstances.
- 3 credit hours of college English coursework prior to enrollment with a grade of “C-” or better.
- Six of the required 42 credit hours may be completed concurrently in the first semester of enrollment if approved by the Argosy University Registrar. The transfer institution must be regionally accredited or a nationally accredited institution approved and documented by Argosy University.
- Remedial or developmental courses are not applicable to the 42 credit hour requirements.
- Proof of high school graduation or earned college degree.
- Minimum TOEFL® scores of 173 (computer version) or 500 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

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

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

- Student Information Form
- Personal interview
- Written essay
- Current résumé

Exceptions to Admissions Requirements

Exceptions to the 2.0 GPA Requirement

- Exceptions to the minimum GPA requirement for undergraduate degree completion students may only be granted if approved by the academic members of the campus' Undergraduate Admissions Committee and the campus dean or program chair. Exceptions must be justified, documented, signed, and placed in the student's academic file.

Exceptions to the 42 Semester Credit Hour Requirement

- Up to 6 credit hours may be completed concurrently in the first semester of enrollment. Courses must be taken at an external institution and approved by the Argosy University Registrar (Central Argosy University Administration).
- The transfer institution must be regionally accredited or a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology at Argosy University.
- Additional exceptions to the GPA requirement are not allowed.
- A plan for the completion of missing credit hours must be submitted to and approved by the Argosy University Registrar and should include the following:
 - Number and title of course(s) to be taken
 - College name and accreditation
 - Course completion date(s)

A final, approved Exception Form must be signed by the student and campus dean or program chair and maintained in the student's academic file.

Students admitted under the "Exceptions to the 2.0 GPA Requirement" or "Exceptions to the Transfer Credit Hour Requirement" must be tracked separately for satisfactory progress and assessed separately in department reviews.

Graduation Requirements

- Satisfactory completion of 120 credit hours, including 30 credit hours of General Education requirements as described in the table labeled "General Education Curriculum and Credit Distribution Requirements for Undergraduate Programs," 30 credit hours of business foundation courses, 21 credit hours of core courses in the student's program area, and 39 credit hours of elective courses.
- Satisfactory completion of all required courses within the program with a grade of "C-" or better.
- A grade point average of 2.0 or higher.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

All students are expected to have completed 42 credit hours prior to starting the program. For degree completion, the student must complete a total of 120 credit hours: the 42 credit hours earned prior to entering the program and 78 credit hours through Argosy University. Of the 120 total credit hours required for degree completion, at least 30 credit hours must have been completed through General Education courses, distributed as follows:

- 6 credit hours in communications (a minimum of 3 credit hours must be completed in Composition I (ENG101) or its equivalent)
- 3 credit hours in humanities
- 3 credit hours in social sciences (other than psychology)
- 3 credit hours in natural sciences
- 3 credit hours in mathematics
- 12 credit hours of elective courses (which can be in any distribution area listed above)

The remaining 90 credit hours are distributed as follows: business foundation requirements, 30 credit hours; core course requirements, 21 credit hours; and elective requirements, 39 credit hours.

Business Foundation Requirements

All students in the B.S. in Business Degree Completion Programs are required to complete the 10 business foundation courses, earning a grade of "C-" or better. Students may transfer in a maximum of nine business foundation courses. Business Policy and Strategy (BUS325) is a Capstone Course and must be taken in the student's final semester. Students may transfer up to two courses within their program.

Business Foundation Requirements— Students Are Required to Take the Following

BUS301	Organizational Communications (3)
BUS312	Critical Thinking and Planning (3)
MGT302	Organizational Behavior (3)
MGT331	Technology in Business I (3)
MGT312	Leadership in Organizations (3)
MGT341	Quantitative Methods in Business I (3)
BUS311	Business Law and Ethics (3)
ECO311	International Business (3)
MKT302	Marketing I (3)
BUS325	Business Policy and Strategy (Capstone Course) (3)

Business Foundation Requirements—30 Semester Credit Hours

Bachelor of Science in Business Administration Degree Completion Program

The Bachelor of Science (B.S.) in Business Administration Degree Completion Program is designed for students seeking increased managerial responsibilities.

Core Course Requirements

The following core courses are required for the Bachelor of Science in Business Administration Degree Completion Program.

Core Course Requirements—Students Are Required to Take the Following

ACC401	Principles of Accounting I (3)
MGT401	Principles of Management (3)
ECO401	Economics I (3)
FIN401	Finance I (1)
MGT442	Quantitative Methods in Business II (3)

Students Choose Two from the Following

ACC402	Principles of Accounting II (3)
BUS401	Business Presentations I (3)
BUS412	Personnel Law (3)
BUS423	Business Psychology (3)
ECO402	Economics II (3)
ECO403	Contemporary Issues in Economics (3)
FIN402	Finance II (3)
MGT411	Human Resource Management (3)
MGT413	Managing Change (3)
MGT414	Nonprofit and Governmental Organizations (3)
MGT432	Technology in Business II (3)
MGT441	Quality Assurance (3)
MKT402	Marketing II (3)

Core Course Requirements—21 Semester Credit Hours

Elective Requirements

Students are required to take 39 credit hours of elective courses. Students may take any 300- and 400-level elective courses from the undergraduate course offerings listed in the *Course Listings: Undergraduate Courses* section of this catalog, with the approval from the head of the business department. Elective coursework may also be earned by several other methods: transfer credit, standardized examinations such as the College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES). Contact the appropriate campus for a list of recommended electives for each program.

Healthcare Management Concentration Requirements

Students enrolled in the B.S. in Business Administration Degree Completion Program may take an optional concentration in Healthcare Management. The primary goal of the Healthcare Management concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in health sciences administration. Credit hour requirements for students pursuing this concentration are distributed as follows: Healthcare Management concentration required courses, 12 credit hours; and elective requirements (from the College of Business and Information Technology undergraduate course offerings), 27 credit hours.

Healthcare Management Concentration Required Courses— Students Are Required to Take the Following

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

Healthcare Management Concentration
Requirements—12 Semester Credit Hours

Information Technology Concentration Requirements

Students enrolled in the B.S. in Business Administration Degree Completion Program may take an optional concentration in Information Technology. The Information Technology concentration is designed to help students understand business combined with technology in a practice-oriented program. Credit hour requirements for students pursuing this concentration are distributed as follows: Information Technology concentration required courses, 12 credit hours; and elective requirements (from the College of Business and Information Technology undergraduate course offerings), 27 credit hours.

Information Technology Concentration Required Courses— Students Are Required to Take the Following

ISM401	Software Operating Systems and Business Applications (3)
ISM402	Web Programming and Website Design Fundamentals (3)
ISM403	Essentials of E-Business (3)
ISM404	Applied IT Project I (3)

Information Technology Concentration
Requirements—12 Semester Credit Hours

Bachelor of Science in E-Business Degree Completion Program

The Bachelor of Science (B.S.) in E-Business Degree Completion Program is designed to prepare students with the knowledge and skills needed to create and implement efficient and effective e-business systems—from the web-based customer interface to the behind-the-scenes transaction processing system.

Core Course Requirements

The following core courses are required for the Bachelor of Science in E-Business Degree Completion Program:

Core Course Requirements—Students Are Required to Take the Following

BUS450	Introduction to E-Business (3)
BUS451	Object-Oriented Programming with Java (3)
BUS452	Database Concepts (3)
BUS453	Telecommunications and Network Concepts (3)
BUS454	The Internet (3)
BUS455	Transaction Processing on the Web (3)
BUS456	Strategic Issues in E-Business (3)

Core Course Requirements—21 Semester Credit Hours

Elective Requirements

Students are required to take 39 credit hours of elective courses. Students may take any 300- and 400-level elective courses from the undergraduate course offerings listed in the *Course Listings: Undergraduate Courses* section of this catalog, with the approval from the head of the business department. Elective coursework may also be earned by several other methods: transfer credit, standardized examinations such as the College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES). Contact the appropriate campus for a list of recommended electives for each program.

Bachelor of Science in Organizational Management Degree Completion Program

The Bachelor of Science (B.S.) in Organizational Management Degree Completion Program is designed to prepare graduates to meet the organizational and human needs in business, government, healthcare, human services, and not-for-profit organizations.

Core Course Requirements

The following core courses are required for the Bachelor of Science in Organizational Management Degree Completion Program:

Core Course Requirements—Students Are Required to Take the Following

BUS412	Personnel Law (3)
FIN401	Finance I (3)
MGT411	Human Resource Management (3)
MGT413	Managing Change (3)

Students Choose Three from the Following

ACC401	Principles of Accounting I (3)
ACC402	Principles of Accounting II (3)
BUS401	Business Presentations I (3)
BUS423	Business Psychology (3)
ECO401	Economics I (3)
ECO402	Economics II (3)
ECO403	Contemporary Issues in Economics (3)
FIN402	Finance II (3)
MGT401	Principles of Management (3)
MGT402	Project Management (3)
MGT414	Nonprofit and Governmental Organizations (3)
MGT432	Technology in Business II (3)
MGT441	Quality Assurance (3)
MGT442	Quantitative Methods in Business II (3)
MKT402	Marketing II (3)

Core Course Requirements—21 Semester Credit Hours

Elective Requirements

Students are required to take 39 credit hours of elective courses. Students may take any 300- and 400-level elective courses from the undergraduate course offerings listed in the *Course Listings: Undergraduate Courses* section of this catalog, with the approval from the head of the business department. Elective coursework may also be earned by several other methods: transfer credit, standardized examinations such as the College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES). Contact the appropriate campus for a list of recommended electives for each program.

The College of Health Sciences (Argosy University/Twin Cities Only)

ASSOCIATE OF APPLIED SCIENCE PROGRAMS

Associate of Applied Science in Diagnostic Medical Sonography Program

Argosy University/Twin Cities offers an Associate of Applied Science (A.A.S.) degree in Diagnostic Medical Sonography Program, which prepares students to work as healthcare professionals, to interact with other healthcare professionals and patients in a professional and ethical manner, to develop the best possible technical skills in sonography, and to demonstrate at all times the utmost respect and concern for the well-being of the patients they serve.

Graduates will be prepared to provide healthcare services as sonographers. The diagnostic medical sonographer works under the direction of a physician, using ultrasound imaging techniques for purposes of diagnosis. The Diagnostic Medical Sonography Program offers two concentrations, a General concentration and a concentration in Echocardiography. Applicants must apply for admission into either the General or the Echocardiography concentration.

The program includes 69 credit hours of study. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an A.A.S. degree. There is a six-month clinical training component.

Full-time students who matriculate during the Fall Semester and follow the recommended curriculum outline can complete the program in 24 months. The maximum allowable timeframe to complete this program based upon full-time status and Fall matriculation is 36 months. Full-time students who matriculate during the Spring Semester and follow the recommended curriculum outline can complete the program in 26 months. The maximum allowable timeframe to complete this program based upon full-time status and Spring matriculation is 39 months.

Admissions Requirements

Because the field of diagnostic medical sonography is highly competitive, Argosy University/Twin Cities has established a set of objective criteria to identify applicants for admissions acceptance. Diagnostic medical sonography applicants will be evaluated on a number of criteria unique to the Diagnostic Medical Sonography Program. Applications will be evaluated by the Argosy University/Twin Cities Admissions Committee. A wait list will also be maintained. Final decisions regarding an applicant's point total, eligibility to make application, and acceptance into the program are made by the Argosy University/Twin Cities Admissions Committee.

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the General concentration of the Diagnostic Medical Sonography Program.

Students applying to the Echocardiography concentration must have an associate's or higher degree from a regionally accredited college, or a program approved by Argosy University.

Students accepted into either concentration must successfully complete the prerequisite courses which include high school or college algebra, college biology, communications, and physics before beginning program-specific coursework.

Admissions requirements include one of the following:

- ACT composite score of 18 or above.
- Combined Math and Verbal SAT score of 850 or above.
- Passing score on Argosy University Entrance Exam.
- Minimum TOEFL® scores of 173 (computer version) or 500 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

All applications for admission to the program must be submitted to the Admissions Department. An Admissions Representative will help interested students to complete the following documentation:

- Student Information Form
- Personal Interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED
- SAT/ACT, Argosy University Entrance Exam, or TOEFL® scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Graduation Requirements

- Satisfactory completion of all requirements in the program of study, including General Education requirements.
- Completion of all program-specific courses with a grade of “C-” or better.
- Successful completion of all clinical competencies.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

A.A.S. in Diagnostic Medical Sonography Program with General Concentration

Fall Semester Start

The A.A.S. in Diagnostic Medical Sonography Program with the General concentration and a Fall Semester start requires the satisfactory completion of 69 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
COM110 Medical Terminology	1
DMS100 Patient Care	1
ENG101 Composition I—General Education Requirement	3
MAT099 Math Review ¹ —General Education Requirement	3
–or–	
MAT101 College Mathematics—General Education Requirement	3
PHY105 General Physics	3
Total Credit Hours	14

Students must successfully complete the prerequisite courses ENG101, MAT099 or MAT101, BIO110, and PHY105 before proceeding to Semester Two.

Semester Two

DMS110 Ultrasound Physics I	2
DMS115 Abdominal I	3
DMS120 Ob/Gyn I	3
General Education Requirement	3
MAT101 College Mathematics—General Education Requirement	3
–or–	
General Education Requirement if MAT101 was taken in the first semester	3
Total Credit Hours	14

Semester Three

DMS155 Vascular I	2
DMS210 Ultrasound Physics II	2
DMS220 Ob/Gyn II	3
DMS225 Abdominal II	3
General Education Requirement	3
General Education Requirement	3
Total Credit Hours	16

Semester Four	Credit Hours
DMS250 Topics, Special Procedures and Scanning	2
DMS255 Vascular II	2
DMS326 Ob/Gyn III	3
DMS330 Abdominal III	3
General Education Requirement	3
MLE220 Medical Law and Ethics	3
Total Credit Hours	16

Semester Five

DMS280 Comprehensive Review, Diagnostic Medical Sonography	3
DMS290 Clinical Diagnostic Medical Sonography	3
Total Credit Hours	6

Semester Six

DMS300 Clinical Training	6
Total Credit Hours	6

A.A.S. in Diagnostic Medical Sonography Program with General Concentration

Spring Semester Start

The A.A.S. in Diagnostic Medical Sonography Program with the General concentration and a Spring Semester start requires the satisfactory completion of 69 semester credit hours distributed as follows:

Semester One

BIO110 Understanding Human Anatomy— General Education Requirement	3
ENG101 Composition I—General Education Requirement	3
MAT099 Math Review ¹ —General Education Requirement	3
–or–	
MAT101 College Mathematics—General Education Requirement	3
PHY105 General Physics	3
Total Credit Hours	12

Students must successfully complete the prerequisite courses ENG101, MAT099 or MAT101, BIO110, and PHY105 before proceeding to Semester Two.

Semester Two

COM110 Medical Terminology	1
DMS110 Ultrasound Physics I	2
DMS115 Abdominal I	3
DMS120 Ob/Gyn I	3
MAT101 College Mathematics—General Education Requirement	3
–or–	
General Education Requirement if MAT101 was taken in the first semester	3
Total Credit Hours	12

¹ Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course. Math Review (MAT099) is not assigned college credit.

Semester Three		Credit Hours
DMS155	Vascular I	2
DMS210	Ultrasound Physics II	2
DMS220	Ob/Gyn II	3
DMS225	Abdominal II	3
Total Credit Hours		10

Semester Four		Credit Hours
DSM100	Patient Care	1
DMS250	Topics, Special Procedures and Scanning	2
DMS255	Vascular II	2
DMS326	Ob/Gyn III	3
DMS330	Abdominal III	3
Total Credit Hours		11

Semester Five		Credit Hours
DMS280	Comprehensive Review, Diagnostic Medical Sonography	3
	General Education Requirement	3
	General Education Requirement	3
RTH210	Medical Law and Ethics	3
Total Credit Hours		12

Semester Six		Credit Hours
DMS301	Clinical Training	3
	General Education Requirement— Online Course (<i>Ethics Course Recommended</i>)	3
Total Credit Hours		6

Semester Seven		Credit Hours
DMS291	Clinical Training	6
Total Credit Hours		6

Course Prerequisite Requirements

The following courses have prerequisite requirements that must be satisfied before students may register for them.

Course Number	Prerequisite(s) Course Number
DMS110	BIO110, ENG101, MAT099 or MAT101, PHY105
DMS115	BIO110, ENG101, MAT099 or MAT101, PHY105
DMS120	BIO110, ENG101, MAT099 or MAT101, PHY105
DMS155	DMS115, DMS110
DMS210	DMS110, DMS115, DMS120
DMS220	DMS120, DMS 110
DMS225	DMS115, DMS110
DMS250	DMS155, DMS210, DMS220, DMS225
DMS255	DMS155, DMS210, DMS225
DMS326	DMS155, DMS210, DMS225
DMS330	DMS210, DMS220

A.A.S. in Diagnostic Medical Sonography Program with Echocardiography Concentration

Fall Semester Start

The A.A.S. in Diagnostic Medical Sonography Program with the Echocardiography concentration and a Fall Semester start requires the satisfactory completion of 69 semester credit hours distributed as follows:

Semester One		Credit Hours
BIO110	Understanding Human Anatomy— General Education Requirement	3
ENG101	Composition I—General Education Requirement	3
MAT099	Math Review ¹ —General Education Requirement	3
–or–		
MAT101	College Mathematics—General Education Requirement	3
PHY105	General Physics	3
Total Credit Hours		12

Students must successfully complete the prerequisite courses ENG101, MAT099 or MAT101, BIO110, and PHY105 before proceeding to Semester Two.

Semester Two		Credit Hours
COM110	Medical Terminology	1
DMS100	Patient Care	1
DMS110	Ultrasound Physics I	2
ECH110	Cardiac Anatomy and Physiology	3
ECH115	Cardiovascular Principles I	3
	General Education Requirement	3
Total Credit Hours		13

Semester Three		Credit Hours
DMS210	Ultrasound Physics II	2
ECH155	Cardiac I	4
ECH215	Cardiovascular Principles II	3
	General Education Requirement	3
	General Education Requirement	3
Total Credit Hours		15

Semester Four		Credit Hours
ECH200	Scanning Lab	2
ECH220	Congenital Heart Disease and Pediatric Echocardiography	2
ECH250	Topics, Special Procedures	3
ECH255	Cardiac II	4
	General Education Requirement	3
MLE220	Medical Law and Ethics	3
Total Credit Hours		17

Semester Five		Credit Hours
ECH280	Comprehensive Review	3
ECH290	Clinical Training	3
Total Credit Hours		6

Semester Six		Credit Hours
ECH300	Clinical Training	6
Total Credit Hours		6

¹ Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course. Math Review (MAT099) is not assigned college credit.

**A.A.S. in Diagnostic Medical Sonography Program
with Echocardiography Concentration**

Spring Semester Start

The A.A.S. in Diagnostic Medical Sonography Program with the Echocardiography concentration and a Spring Semester start requires the satisfactory completion of 69 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
ENG101 Composition I—General Education Requirement	3
MAT099 Math Review ¹ —General Education Requirement —or—	3
MAT101 College Mathematics—General Education Requirement	3
PHY105 General Physics	3
Total Credit Hours	12

Students must successfully complete the prerequisite courses ENG101, MAT099 or MAT101, BIO110 and PHY105 before proceeding to Semester Two.

Semester Two	Credit Hours
COM110 Medical Terminology	1
DMS100 Patient Care	1
DMS110 Ultrasound Physics I	2
ECH110 Cardiac Anatomy and Physiology	3
ECH115 Cardiovascular Principles I	3
Total Credit Hours	10

Semester Three	Credit Hours
DMS210 Ultrasound Physics II	2
ECH155 Cardiac I	4
ECH215 Cardiovascular Principles II General Education Requirement	3
Total Credit Hours	12

Semester Four	Credit Hours
ECH100 Scanning Lab	2
ECH220 Congenital Heart Disease and Pediatric Echocardiography	3
ECH250 Topics, Special Procedures	3
ECH255 Cardiac II General Education Requirement	4
Total Credit Hours	15

Semester Five	Credit Hours
ECH280 Comprehensive Review General Education Requirement	3
MLE220 Medical Law and Ethics	3
Total Credit Hours	9

Semester Six	Credit Hours
ECH290 Clinical Training General Education Requirement— Online Course (<i>Ethics Course recommended</i>)	3
Total Credit Hours	6

¹ Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course. Math Review (MAT099) is not assigned college credit.

Semester Seven	Credit Hours
ECH300 Clinical Training	6
Total Credit Hours	6

Clinical Training Requirement

Clinical Diagnostic Medical Sonography (DMS290) is a 960-hour internship. Students are in-residence in a clinic or hospital during this phase of training. A sample list of clinical training sites is available upon request.

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course.

Writing Competency

Writing competency is essential for successful completion of any coursework at Argosy University. Students who have not taken a college-level writing course must demonstrate competency by completing a writing placement test. Students who demonstrate competency through testing will register for Composition I (ENG101) to fulfill the General Education communications requirement. Students who do not demonstrate competency on the placement test must register for and successfully complete a developmental writing course before registering for a college-level writing course.

Associate of Applied Science in Histotechnology Program

Argosy University/Twin Cities offers an Associate of Applied Science (A.A.S.) in Histotechnology Program. The mission of this program is to teach students to work as healthcare professionals, to interact with other healthcare professionals and patients in a professional and ethical manner, to develop the best possible technical skills in histology, and to demonstrate at all times the utmost respect and concern for the well-being of the patients they serve.

Graduates will be prepared to provide healthcare services as histotechnicians. Histology is the study of cells, tissues, and body systems. Histotechnicians prepare tissue specimens for examination and diagnosis by pathologists. These tissue sections enable the pathologist to diagnose body dysfunction and malignancy.

The program requires the satisfactory completion of 64 credit hours. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an A.A.S degree. Students who successfully complete this program will be eligible to sit for the ASCP Histotechnician Board of Registry exam. Students who enter the program with a bachelor's degree that includes 30 credit hours in biology, chemistry or both and complete the program, including the additional 9 credit hours required, will be eligible to sit for the ASCP Histotechnology Board of Registry Exam.

Full-time students following the recommended Track I curriculum outline can complete the program in 22 months. The maximum allowable timeframe to complete the Track I curriculum based upon full-time status is 33 months. Full-time students following the recommended Track II curriculum outline can complete the program in 18 months. The maximum allowable timeframe to complete the Track II curriculum based upon full-time status is 27 months.

Admissions Requirements

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the A.A.S. in Histotechnology Program. Entrance requirements include one of the following:

- ACT composite score of 18 or above.
- Combined Math and Verbal SAT score of 850 or above.
- Passing score on Argosy University Entrance Exam.
- Minimum TOEFL® scores of 173 (computer version) or 500 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

Additional admissions criteria for the A.A.S. in Histotechnology Program—Track II are as follows:

- A bachelor's degree from a regionally accredited college/university.

All applications for admission to the A.A.S. in Histotechnology Program must be submitted to the Admissions Department. An Admissions Representative will help interested students to complete the following documentation:

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable of and willing to perform these tasks and assume these risks.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study.
- Completion of all program-specific courses with a grade of “C-” or better.
- Successful completion of all clinical competencies.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

A.A.S. in Histotechnology Program—Track I

The A.A.S. in Histotechnology Program—Track I requires the satisfactory completion of 64 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology General Education Requirement	1 3
HTT100 Introduction to Microtechnique	3
Total Credit Hours	13
Semester Two	Credit Hours
General Education Requirement	3
HTT130 Histochemistry	3
HTT140 Histology	3
HTT150 Microtechnique I	3
MAT101 College Mathematics—General Education Requirement	3
Total Credit Hours	15
Semester Three	Credit Hours
General Education Requirement	3
General Education Requirement	3
General Education Requirement	3
HTT160 Microtechnique II	3
HTT170 Special Procedures I	3
Total Credit Hours	15
Semester Four	Credit Hours
HTT240 Immunohistochemistry and Pathology	3
HTT250 Microtechnique III	3
HTT260 Techniques in Problem Solving: Case Studies	3
HTT270 Special Procedures II	3
Total Credit Hours	12
Semester Five	Credit Hours
HTT280 Comprehensive Review, Histotechnology	3
HTT290 Clinical Histotechnology	6
Total Credit Hours	9
Program Credit Distribution	Credit Hours
General Education	21
Program-Specific	37
Clinical Training	6
Total Credit Hours	64

*A.A.S. in Histotechnology Program—Track II
(Bachelor's Degree Required)*

The A.A.S. in Histotechnology Program—Track II requires the satisfactory completion of 52 semester credit hours distributed as follows:

Semester One		Credit Hours
BIO110	Understanding Human Anatomy	3
CHM100	General Chemistry	3
COM110	Medical Terminology	1
HTT100	Introduction to Microtechnique	3
HTT130	Histochemistry	3
HTT140	Histology	3
Total Credit Hours		16
Semester Two		
HTT120	Educational Methodology	3
HTT150	Microtechnique I	3
HTT160	Microtechnique II	3
HTT170	Special Procedures I	3
HTT230	Enzyme Histochemistry	3
Total Credit Hours		15
Semester Three		
HTT240	Immunohistochemistry and Pathology	3
HTT250	Microtechnique III	3
HTT270	Special Procedures II	3
HTT260	Techniques in Problem Solving: Case Studies	3
HTT210	Electron Microscopy	3
Total Credit Hours		15
Semester Four		
HTT280	Comprehensive Review, Histotechnology	3
HTT290	Clinical Histotechnology	6
Total Credit Hours		9
Program Credit Distribution		
Program-Specific		46
Clinical Training		6
Total Credit Hours		52

Additional A.A.S. in Histotechnology Program—Track II Requirements

Students enrolled in the A.A.S. in Histotechnology Program—Track II need to have taken college-level general chemistry and anatomy and physiology courses. These course requirements may be satisfied through transfer of credit, or one or both courses can be taken at Argosy University/Twin Cities.

Course Prerequisite Requirements

The following courses have prerequisite requirements that must be satisfied before students may register for them.

Course Number	Prerequisite(s) Course Number
HTT100	CHM100, or concurrent
HTT130	CHM100, HTT100
HTT140	BIO110
HTT150	HTT100, HTT150
HTT160	HTT150, or concurrent Track II
HTT170	HTT140, HTT150
HTT210	HTT150
HTT230	HTT130, HTT140
HTT240	HTT130, HTT170
HTT250	HTT160
HTT260	HTT150, HTT170, concurrent enrollment in HTT270
HTT270	HTT170
HTT280	All program coursework
HTT290	All program coursework

Clinical Training Requirement

Clinical Histotechnology (HTT290) is a three- to six-month competence-based internship. Students are in-residence in a pathology laboratory during this phase of training. A sample list of clinical training sites is available upon request. Students earn 6 credit hours for completing all required competencies satisfactorily.

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course.

Writing Competency

Writing competency is essential for successful completion of any coursework at Argosy University. Students who have not taken a college-level writing course must demonstrate competency by completing a writing placement test. Students who demonstrate competency through testing will register for Composition I (ENG101) to fulfill the General Education communications requirement. Students who do not demonstrate competency on the placement test must register for and successfully complete a developmental writing course before registering for a college-level writing course.

Associate of Applied Science in Medical Assisting Program

Argosy University/Twin Cities offers an Associate of Applied Science (A.A.S.) in Medical Assisting Program. The mission of this program is to prepare students to work in a healthcare environment as part of a professional team dedicated to providing top-quality medical care. In support of this, the Argosy University faculty and staff provide an educational environment in which the students develop their personal and technical skills to become dedicated, knowledgeable, and ethical caregivers demonstrating utmost respect and concern for the well-being of the patients and families they serve.

Medical assistants are trained to be multi-skilled allied healthcare professionals. Their responsibilities include patient care, laboratory testing, limited x-ray, office management, and assisting the physician. Their versatility keeps them in high demand in clinics and doctors offices.

The program is comprised of 60 credit hours of study. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an A.A.S. degree.

Full-time students following the recommended Track I curriculum outline can complete the program in 16 months. The maximum allowable timeframe to complete the Track I curriculum based upon full-time status is 24 months. Full-time students following the recommended Track II curriculum outline can complete the program in 12 months. The maximum allowable timeframe to complete the Track II curriculum based upon full-time status is 18 months.

Admissions Requirements

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the A.A.S. in Medical Assisting Program. Entrance requirements include one of the following:

- ACT composite score of 18 or above.
- Combined Math and Verbal SAT score of 850 or above.
- Passing score on Argosy University Entrance Exam.
- Minimum TOEFL® scores of 173 (computer version) or 500 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

Additional Admissions Criteria for the A.A.S. in Medical Assisting Program—Track II

- A bachelor's degree from a regionally accredited college/university.

All applications for admission to the A.A.S. in Medical Assisting Program must be submitted to the Admissions Department. An Admissions Representative will help interested applicants to complete the following required documentation:

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable and willing to perform these tasks and assume these risks.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study.
- Successful completion of all didactic instruction with a letter grade of “C” or better in all program-specific courses.
- A grade of “B” or better in Medical Assisting I, II, and III, and Pharmacology.
- Successful completion of all clinical training competencies and requirements.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

A.A.S. in Medical Assisting Program—Track I

The A.A.S. in Medical Assisting Program—Track I requires the satisfactory completion of 60 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
MED110 Medical Assisting I	3
MLT103 Urinalysis/Microbiology	3
Total Credit Hours	13

Semester Two		Credit Hours
COM102	Interpersonal Communications— General Education Requirement	3
	General Education Requirement	3
MAT101	College Mathematics—General Education Requirement	3
MED220	Medical Assisting II	3
MLT107	Hematology/Phlebotomy	3
Total Credit Hours		15

Semester Three		Credit Hours
	General Education Requirement	3
	General Education Requirement	3
MED150	Medical Pharmacology	3
MED155	Administrative Office Procedures I	3
MLT109	Immunology	2
PSY101	General Psychology— General Education Requirement	3
Total Credit Hours		17

Semester Four		Credit Hours
MED100	Accounting	3
MED160	Administrative Office Procedures II	3
MED260	Radiology	3
MED280	Medical Assisting III	3
MED290	Clinical Medical Assisting	3
Total Credit Hours		15

Program Credit Distribution		Credit Hours
General Education		21
Program-Specific		36
Clinical Training		3
Total Credit Hours		60

A.A.S. in Medical Assisting Program—Track II
(Bachelor's Degree Required)

The A.A.S. in Medical Assisting Program—Track II requires the satisfactory completion of 42 semester credit hours distributed as follows:

Semester One		Credit Hours
BIO110	Understanding Human Anatomy— General Education Requirement	3
CHM100	General Chemistry	3
MED110	Medical Assisting I	3
MLT103	Urinalysis/Microbiology	3
Total Credit Hours		12

Semester Two		Credit Hours
COM110	Medical Terminology	1
MED220	Medical Assisting II	3
MED150	Medical Pharmacology	3
MED155	Administrative Office Procedures I	3
MLT109	Immunology	2
MLT107	Hematology/Phlebotomy	3
Total Credit Hours		15

Semester Three		Credit Hours
MED100	Accounting (7 weeks)	3
MED160	Administrative Office Procedures II (7 weeks)	3
MED260	Radiology (7 weeks)	3
MED280	Medical Assisting III (7 weeks)	3
MED290	Clinical Medical Assisting (8 weeks)	3
Total Credit Hours		15

Program Credit Distribution		Credit Hours
Program-Specific		39
Clinical Training		3
Total Credit Hours		42

Course Prerequisite Requirements

The following courses have prerequisite requirements that must be satisfied before students may register for them.

Course Number	Prerequisite(s)	Course Number
MED100	MAT101	
MED110	BIO110	
MED150	MAT101	
MED160	MED155	
MED220	MED110, CHM100	
MED280	MED110, MED150, MED220	

Clinical Training Requirement

Clinical Medical Assisting (MED290) is a supervised eight-week internship. Students are in-residence at a medical facility during this phase of training. A sample list of clinical training sites is available upon request.

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for, and successfully complete, a developmental mathematics course before registering for a college-level mathematics course.

Writing Competency

Writing competency is essential for successful completion of any coursework at Argosy University. Students who have not taken a college-level writing course must demonstrate competency by completing a writing placement test. Students who demonstrate competency through testing will register for Composition I (ENG 101) to fulfill the General Education communications requirement. Students who do not demonstrate competency on the placement test must register for and successfully complete a developmental writing course before registering for a college-level writing course.

Associate of Applied Science in Radiologic Technology Program

Argosy University offers an Associate of Applied Science (A.A.S.) in Radiologic Technology Program. The mission of the program is to provide the medical community with entry-level radiologic technologists competent to perform diagnostic medical radiography. Consistent with the institutional mission, the program is committed to the student's educational and professional growth. The program integrates both general and technical education to ensure that graduates can meet the multiple demands of rapidly changing technology in medical practice.

Radiographers are highly skilled professionals qualified by education to perform imaging examinations and accompanying responsibilities at the request of physicians qualified to prescribe and/or perform radiologic procedures.

The program includes 72 credit hours of study. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an A.A.S. degree.

Full-time students following the recommended curriculum outline can complete the program in 24 months. The maximum allowable timeframe to complete this program based upon full-time status is 36 months.

Admissions Requirements

Individuals making application to the A.A.S. in Radiologic Technology Program are required to fulfill all Argosy University/Twin Cities admissions requirements, including completion of the following:

- ACT composite score of 18 or above.
- Combined Math and Verbal SAT score of 850 or above.
- Passing score on Argosy University Entrance Exam.
- Minimum TOEFL® scores of 173 (computer version) or 500 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

In addition, because this program is highly competitive, Argosy University/Twin Cities has established a set of objective criteria to identify applicants for admissions acceptance. Applications will be evaluated by the Argosy University/Twin Cities Admissions Committee and representatives of the relevant department. A wait list will be maintained.

Final decisions regarding point total and acceptance into the program are made by the Argosy University/Twin Cities Admissions Committee.

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED
- SAT/ACT, Argosy University Entrance Exam, or TOEFL® scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable of and willing to perform these tasks and assume these risks.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study.
- Pass all program-specific courses with a grade of "C" or better.
- Pass all General Education courses with a grade of "C-" or better.
- Completion of all required clinical competencies and clinical training hours.
- A completed Petition to Graduate submitted to campus administration.
- ARRT registry application and fee

Program Requirements

The A.A.S. in Radiologic Technology Program requires the satisfactory completion of 72 semester credit hours distributed as follows:

Review Courses (See Course Listing for Requirements)	Credit Hours
MAT099 Math Review	3
ENG099 Writing Review	3

Semester One

BIO110 Understanding Human Anatomy— General Education Requirement	3
Mathematics—General Education Requirement	3
RAD100 Intro to Radiologic Technology	3
SCI110 The Rise of Modern Science	
—or—	
SCI115 The Ecological Perspective— General Education Requirement	3
Total Credit Hours	12

Semester Two		Credit Hours
ENG101	Composition I—General Education Requirement	3
COM110	Medical Terminology	1
PSY101	General Psychology or General Sociology— General Education Requirement	3
RAD105	Radiologic Procedures I	3
RAD115	Sectional Anatomy	2
Total Credit Hours		12

Semester Three		Credit Hours
	Communications Elective— General Education Requirement	3
RAD110	Radiologic Physics	3
RAD120	Principles of Exposure I	3
RAD205	Radiologic Procedures II	3
Total Credit Hours		12

Semester Four		Credit Hours
PHI101	Ethics in Contemporary Society— General Education Requirement	3
RAD130	Radiobiology/Radiation Protection	1
RAD140	Radiographic Pathology	3
RAD225	Principles of Exposure II	2
RAD255	Radiologic Procedures III	3
Total Credit Hours		12

Semester Five		Credit Hours
RAD240	Advanced Imaging	3
RAD270	Clinical Education I	9
Total Credit Hours		12

Semester Six		Credit Hours
RAD280	Comprehensive Review	3
RAD290	Clinical Education II	9
Total Credit Hours		12

Program Credit Distribution		Credit Hours
General Education		21
Program-Specific		33
Clinical Internship		18
Total Credit Hours		72

Course Prerequisite Requirements

The following courses have prerequisite requirements that must be satisfied before students may register for them.

Course Number	Prerequisite(s) Course Number
RAD105	BIO110, RAD100
RAD110	MAT101, RAD105
RAD115	BIO110
RAD120	MAT101, RAD105
RAD130	RAD110, RAD120
RAD140	RAD205
RAD205	RAD105
RAD225	RAD120
RAD240	RAD140, RAD225, RAD255, concurrent: RAD 270, all General Education Courses
RAD255	RAD205
RAD270	All General Education Courses, CPR and all Radiologic Technology technical courses except RAD280 and RAD290; concurrent: RAD240
RAD280	RAD240, RAD270, concurrent: RAD290
RAD290	RAD240, RAD270, concurrent: RAD280

Clinical Training Requirement

Clinical Education I and II (RAD270 and RAD290) are full-semester internships in a hospital, consisting of 37 hours per week of day, evening, and weekend rotations. A sample list of clinical training sites is available upon request.

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course. See Math Review (MAT099) in the *Course Listings: Undergraduate Courses* section later in this catalog.

Writing Competency

Writing competency is essential for successful completion of any coursework at Argosy University. Students who have not taken a college-level writing course must demonstrate competency by completing a writing placement test. Students who demonstrate competency through testing will register for Composition I (ENG101) to fulfill the General Education communications requirement. Students who do not demonstrate competency on the placement test must register for, and successfully complete, a developmental writing course before registering for a college-level writing course. See Writing Review (ENG099) in the *Course Listings: Undergraduate Courses* section later in this catalog.

Associate of Applied Science in Veterinary Technology Program

Argosy University offers an Associate of Applied Science (A.A.S.) in Veterinary Technology Program. The mission of this program is to teach students to work as healthcare professionals, to interact with veterinarians, other technicians; and animal owners in a professional and ethical manner; to develop the best possible technical skills in the handling and care of animals; and to demonstrate at all times the utmost respect and concern for the well-being of the animal patients they serve.

Veterinary technicians provide critical and ongoing care to all types of animals, from companion animals such as dogs, cats, and horses to farm animals and exotic animals. Veterinary technicians may choose to specialize or participate in a general practice, serving the healthcare needs of all types of animals.

The program includes 69 credit hours of study. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an A.A.S. degree.

Full-time students following the recommended curriculum outline can complete the program in 21 months. The maximum allowable timeframe to complete this program based upon full-time status is 30 months.

Admissions Requirements

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the A.A.S. in Veterinary Technology Program. Entrance requirements include one of the following:

- ACT composite score of 18 or above.
- Combined Math and Verbal SAT score of 850 or above.
- Passing score on Argosy University Entrance Exam.
- Minimum TOEFL® scores of 173 (computer version) or 500 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

All applications for admission to the A.A.S. in Veterinary Technology Program must be submitted to the Admissions Department. An Admissions Representative will help interested applicants complete the following required documentation:

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable of and willing to perform these tasks and assume these risks.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study.
- Completion of all courses with a grade of “C-” or better.
- Successful completion of all clinical competencies.
- Completion of five animal care rotations.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The A.A.S. in Veterinary Technology Program requires the satisfactory completion of 69 semester credit hours distributed as follows:

Review Courses (See Course Listing for Requirements)	Credit Hours
MAT099 Math Review	3
ENG099 Writing Review	3

Semester One

COM110 Medical Terminology	1
General Education Requirement	3
General Education Requirement	3
VET001 Animal Care I	0
VET100 Comparative Anatomy	2
VET110 Small Animal Medicine I	3
VET115 Veterinary Laboratory Procedures	3
Total Credit Hours	15

Semester Two

General Education Requirement	3
ENG101 Composition I—General Education Requirement	3
MAT101 College Mathematics—General Education Requirement	3
VET002 Animal Care II	0
VET130 Veterinary Diseases	3
VET140 Parasitology	3
Total Credit Hours	15

Semester Three

COM102 Interpersonal Communication—General Education Requirement	3
VET003 Animal Care III	0
VET105 Veterinary Pharmacology	3
VET120 Veterinary Hematology	3
VET240 Small Animal Medicine II	3
Total Credit Hours	12

Semester Four

PHI101 Ethics in a Contemporary Society—General Education Requirement	3
VET004 Animal Care IV	0
VET210 Large Animal Medicine	3
VET215 Microbiology	3
VET220 Anesthesiology and Surgical Assisting	3
VET235 Veterinary Imaging	3
Total Credit Hours	15

Semester Five

VET005 Animal Care V	0
VET230 Laboratory and Exotic Animals	3
VET280 Comprehensive Review	3
VET290 Clinical Veterinary Training	6
Total Credit Hours	12

Program Credit Distribution	Credit Hours
General Education	21
Program-Specific	42
Clinical Training	6
Total Credit Hours	69

Electives (Optional)¹

VET125	Animal Behavior	3
VET160	Veterinary Ultrasonography	3
VET250	AZEW Aquatics, Zoology, Exotics, and Wildlife ²	3
VET260	AZEW Wildlife Handling	3
VET270	AZEW Ecology	3
Total Credit Hours		15

Course Prerequisite Requirements

The following courses have prerequisite requirements that must be satisfied before students may register for them.

Course Number	Prerequisite(s) Course Number
VET105	MAT101, VET100
VET120	VET115
VET125	VET110
VET130	VET100, VET110, VET115
VET140	VET115
VET160	VET100, VET110
VET210	VET100, VET120, VET140, concurrent: VET235
VET215	VET115
VET220	VET105, VET240
VET230	VET120
VET235	VET100, VET110
VET240	VET130
VET250	VET100, VET120, concurrent: VET235
VET260	VET100
VET280	All VET courses except VET290, electives, concurrent: VET230
VET290	VET280 and all General Education course requirements

Course Failure

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

Clinical Training Requirement

Clinical Veterinary Training (VET290) is a three-month, full-time internship. Students are in-residence at a veterinary facility during this phase of training. A sample list of clinical training sites is available upon request.

All didactic coursework must be completed prior to clinical training.

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course. See Math Review (MAT099) in the *Course Listings: Undergraduate Courses* section later in this catalog.

Writing Competency

Writing competency is essential for successful completion of any coursework at Argosy University. Students who have not taken a college-level writing course must demonstrate competency by completing a writing placement test. Students who demonstrate competency through testing will register for Composition I (ENG101) to fulfill the General Education communications requirement. Students who do not demonstrate competency on the placement test must register for and successfully complete a developmental writing course before registering for a college-level writing course. See Writing Review (ENG099) in the *Course Listings: Undergraduate Courses* section later in this catalog.

ASSOCIATE OF SCIENCE DEGREE PROGRAMS

Associate of Science in Dental Hygiene Program

Argosy University offers an Associate of Science (A.S.) in Dental Hygiene Program. The mission of this program is to provide the community with qualified dental hygienists prepared to perform effectively and productively within the allied health arena. Enrolled students will experience an integrated curriculum providing opportunities for building skills in assessment, cognitive, and lifelong learning, as well as technical skills.

Graduates will be prepared to provide preventative dental services as dental hygienists under the supervision of the dentist.

The program includes 90 credit hours of study. In addition to the program-specific courses, students are required to complete 30 credit hours in General Education to fulfill the requirements of an A.S. degree. Students applying for this program will be selected for acceptance based on an objective point system.

Students have the option to matriculate into the program beginning with the Summer Semester to complete prerequisite requirements. Students who enter during the Summer Semester and follow the recommended curriculum outline can complete the program in 24 months. The maximum allowable timeframe for students entering during the Summer Semester based upon full-time status is 36 months. Students who enter during the Fall Semester and follow the recommended curriculum outline can complete the program in 20 months. The maximum allowable timeframe for students entering during the Fall Semester based upon full-time status is 30 months.

¹ VET electives do not fulfill the General Education electives requirements.

² AZEW denotes wildlife track. Completion of two of the three courses will qualify students to receive a letter of recognition stating that they have successfully completed additional studies in wildlife.

Admissions Requirements

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the A.S. in Dental Hygiene Program. Entrance requirements include one of the following:

- ACT composite score of 18 or above.
- Combined Math and Verbal SAT score of 850 or above.
- Passing score on Argosy University Entrance Exam.
- Minimum TOEFL® scores of 173 (computer version) or 500 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

All applications for admission to the Dental Hygiene Program must be submitted to the Admissions Department. An Admissions Representative will help interested applicants complete the following required documentation:

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

In addition, because this program is highly competitive, Argosy University/Twin Cities has established a set of objective criteria to identify applicants for admissions acceptance. Applications will be evaluated by the Argosy University/Twin Cities Admissions Committee and representatives of the department. A wait list will be maintained.

Once provisionally or fully admitted to the Dental Hygiene Program, the student must achieve a minimum grade of “C” in all General Education and dental hygiene courses.

Any student who has been in the program and fails a class may be considered for readmission and will be evaluated based on readmission criteria.

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable of and willing to perform these tasks and assume these risks.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study.
- Successful completion of CPR training prior to entrance into the program.
- Successful completion of all didactic instruction.
- Successful completion of all General Education courses.
- Successful completion of a General Education course, Ethics in Contemporary Society (PHI101).
- A minimum of 75 percent in all technical courses. Failure to achieve 75 percent in any dental hygiene course will result in dismissal from the program.
- Successful completion of all clinical competencies.
- A completed Petition to Graduate submitted to campus administration.
- Completion of all General Education courses with a grade of “C-” or better.

Program Requirements

Summer Semester Start

The A.S. in Dental Hygiene Program with a Summer Semester start requires the satisfactory completion of 90 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry General Education Requirement	3
MAT099 Math Review ^{1,2} —or—	3
MAT101 College Math—General Education Requirement	3
ENG099 Writing Review ^{2,3} —or—	3
ENG101 Composition I—General Education Requirement	3
Total Credit Hours	15
Semester Two	Credit Hours
COM110 Medical Terminology	1
DEN100 Dental Hygiene I	3
DEN110 Dental Anatomy/Embryology/Histology	2
DEN111 Head and Neck Anatomy	2
DEN121 Clinic I—Preclinical Experience	3
DEN125 Dental Radiology	3
Total Credit Hours	14

¹ Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course.

² Not for Argosy University credit.

³ Students who do not demonstrate competency on the placement test must register for and successfully complete a developmental writing course before registering for a college-level writing course.

Semester Three		Credit Hours
BIO115	Fundamentals of Human Physiology— General Education Requirement	3
DEN120	Biomaterials	3
DEN122	Clinic II	3
DEN130	Dental Hygiene II	3
DEN135	Biochemistry/Microbiology	3
DEN170	Periodontology	3
Total Credit Hours		18

Semester Four		Credit Hours
DEN123	Clinic III	3
DEN150	General and Oral Pathology	2
DEN160	Pain Management	3
	General Education Requirement	3
	General Education Requirement	3
Total Credit Hours		14

Semester Five		Credit Hours
DEN200	Dental Hygiene III	3
DEN210	Nutrition	3
DEN211	Pharmacology	3
DEN221	Clinic IV	3
	General Education Requirement	3
Total Credit Hours		15

Semester Six		Credit Hours
DEN222	Clinic V	3
DEN230	Dental Hygiene IV	2
DEN240	Community Dental Health	3
	General Education Requirement	3
	General Education Requirement	3
Total Credit Hours		14

Program Credit Distribution		Credit Hours
General Education		30
Program-Specific		60
Total Credit Hours		90

Fall Semester Start

The A.S. in Dental Hygiene Program with a Fall Semester start requires the satisfactory completion of 90 semester credit hours distributed as follows:

Semester One		Credit Hours
BIO110	Understanding Human Anatomy— General Education Requirement	3
CHM100	General Chemistry	3
COM110	Medical Terminology	1
DEN100	Dental Hygiene I	3
DEN110	Dental Anatomy/Embryology/Histology	2
DEN111	Head and Neck Anatomy	2
DEN121	Clinic I—Preclinical Experience	3
DEN125	Dental Radiology	3
Total Credit Hours		20

Semester Two		Credit Hours
BIO115	Fundamentals of Human Physiology— General Education Requirement	3
DEN120	Biomaterials	3
DEN122	Clinic II	3
DEN130	Dental Hygiene II	3
DEN135	Microbiology/Biochemistry	3
DEN170	Periodontology	3
Total Credit Hours		18

Semester Three		Credit Hours
DEN123	Clinic III	3
DEN150	General and Oral Pathology	2
DEN160	Pain Management	3
	General Education Requirement	3
	General Education Requirement	3
	General Education Requirement	3
Total Credit Hours		17

Semester Four		Credit Hours
DEN200	Dental Hygiene III	3
DEN210	Nutrition	3
DEN211	Pharmacology	3
DEN221	Clinic IV	3
	General Education Requirement	3
	General Education Requirement	3
Total Credit Hours		18

Semester Five		Credit Hours
DEN222	Clinic V	3
DEN230	Dental Hygiene IV	2
DEN240	Community Dental Health	3
	General Education Requirement	3
	General Education Requirement	3
	General Education Requirement	3
Total Credit Hours		17

Program Credit Distribution		Credit Hours
General Education		30
Program-Specific		60
Total Credit Hours		90

Course Prerequisite Requirements

The following courses have prerequisite requirements that must be satisfied before students may register for them.

Course Number and Name	Prerequisite(s) Course Number
BIO115 Human Physiology	All previous dental courses, BIO110, CHM100
DEN120 Dental Materials	All previous dental courses, BIO110, CHM100
DEN122 Clinic II	All previous dental courses, BIO110, CHM100
DEN123 Clinic III	All previous dental courses
DEN130 Dental Hygiene II	All previous dental courses, BIO110, CHM100
DEN135 Biochemistry/ Microbiology	All previous dental courses, BIO115, CHM100
DEN150 Oral Pathology	All previous dental courses, BIO115
DEN160 Pain Management	All previous dental courses, BIO115
DEN170 Periodontology	All previous dental courses, BIO110, CHM100
DEN200 Dental Hygiene III	All previous dental courses
DEN210 Nutrition	All previous dental courses, CHM100
DEN211 Pharmacology	All previous dental courses, BIO115, CHM100
DEN221 Clinic IV	All previous dental courses
DEN222 Clinic V	All previous dental courses
DEN230 Dental Hygiene IV	All previous dental courses
DEN240 Community Dental Health	All previous dental courses

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course.

Writing Competency

Writing competency is essential for successful completion of any coursework at Argosy University. Students who have not taken a college-level writing course must demonstrate competency by completing a writing placement test. Students who demonstrate competency through testing will register for Composition I (ENG101) to fulfill the General Education communications requirement. Students who do not demonstrate competency on the placement test must register for and successfully complete a developmental writing course before registering for a college-level writing course.

Associate of Science in Medical Laboratory Technology Program

Argosy University offers an Associate of Science (A.S.) in Medical Laboratory Program. The mission of this program is to teach students to work as healthcare professionals; to interact with pathologists, technologists, other medical personnel and patients in a professional and ethical manner; to develop the best possible technical skills in laboratory analysis; and to demonstrate at all times the utmost respect and concern for the well being of the patients they serve.

The modern medical laboratory is a technologically advanced working environment that offers outstanding career opportunities for medical laboratory technicians. Technicians perform extensive laboratory testing procedures and often participate in medical research leading to advancements in healthcare.

The program includes 75 credit hours of study. In addition to the program-specific courses, students are required to complete 30 credit hours in General Education to fulfill the requirements of an A.S. degree.

Full-time students following the recommended Track I curriculum outline can complete the program in 24 months. The maximum allowable timeframe to complete the Track I curriculum based upon full-time status is 36 months. Full-time students following the recommended Track II curriculum outline can complete the program in 16 months. The maximum allowable timeframe to complete the Track II curriculum based upon full-time status is 24 months.

Admissions Requirements

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the A.S. in Medical Laboratory Technology Program. Entrance requirements include one of the following:

- ACT composite score of 18 or above.
- Combined Math and Verbal SAT score of 850 or above.
- Passing score on Argosy University Entrance Exam.
- Minimum TOEFL® scores of 173 (computer version) or 500 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

Additional admissions criteria for the A.S. in Medical Laboratory Technology Program—Track II are as follows:

- A bachelor's degree from a regionally accredited college/university.

All applications for admission to the A.S. in Medical Laboratory Technology Program must be submitted to the Admissions Department. An Admissions Representative will help interested applicants complete the following required documentation:

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable and willing to perform these tasks and assume these risks.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study.
- Satisfactory completion of all courses according to program requirements.
- Successful completion of all clinical competencies.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

A.S. in Medical Laboratory Technology Program—Track I

The A.S. in Medical Laboratory Technology Program—Track I requires the satisfactory completion of 75 semester credit hours distributed as follows:

Semester One (See Course Listing for Requirements)	Credit Hours
MAT099 Math Review	3
ENG099 Writing Review	3

Semester One

BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology General Education Requirement	1 3
MAT101 College Mathematics—General Education Requirement	3
MLT103 Urinalysis/Microbiology	3
Total Credit Hours	16

Semester Two	Credit Hours
General Education Requirement	3
General Education Requirement	3
MLT107 Hematology/Phlebotomy	3
MLT109 Immunology	2
MLT130 Clinical Chemistry I	3
Total Credit Hours	14

Semester Three

General Education Requirement	3
General Education Requirement	3
MLT150 Clinical Microbiology I	3
MLT170 Clinical Hematology I	3
MLT209 Clinical Immunology	3
Total Credit Hours	15

Semester Four

General Education Requirement	3
General Education Requirement	3
MLT230 Clinical Chemistry II	3
MLT250 Clinical Microbiology II	3
MLT270 Clinical Hematology II	3
Total Credit Hours	15

Semester Five

General Education Requirement	3
MLT279 Immunohematology	3
MLT280 Clinical Simulated Lab	3
Total Credit Hours	9

Semester Six

MLT290 Clinical Medical Laboratory	6
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Program Credit Distribution

General Education	30
Program-Specific	39
Clinical Training	6
Total Credit Hours	75

A.S. in Medical Laboratory Technology Program—Track II

The A.S. in Medical Laboratory Technology Program—Track II requires a bachelor's degree and the satisfactory completion of 51 semester credit hours distributed as follows:

Semester One

BIO110 Understanding Human Anatomy	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
MLT103 Urinalysis/Microbiology	3
MLT107 Hematology/Phlebotomy Lab	3
MLT109 Immunology	2
Total Credit Hours	15

Semester Two

MLT130 Clinical Chemistry I	3
MLT150 Clinical Microbiology I	3
MLT170 Clinical Hematology I	3
MLT209 Clinical Immunology	3
PHI101 Ethics in Contemporary Society— General Education Requirement	3 3
Total Credit Hours	15

Semester Three		Credit Hours
MLT230	Clinical Chemistry II	3
MLT250	Clinical Microbiology II	3
MLT270	Clinical Hematology II	3
MLT279	Immunohematology	3
MLT280	Clinical Simulated Lab	3
Total Credit Hours		15

Semester Four		Credit Hours
MLT290	Clinical Medical Laboratory	6
Total Credit Hours		6

Program Credit Distribution		Credit Hours
Program-Specific		42
Required General Education Course		3
Clinical Training		6
Total Credit Hours		51

Course Prerequisite Requirements

The following courses have prerequisite requirements that must be satisfied before students may register for them.

Course Number	Prerequisite(s) Course Number
MLT107	BIO110, COM110, MAT101
MLT109	BIO110, COM110
MLT130	BIO110, CHM100, COM110, MAT101, MLT103
MLT150	MLT103
MLT170	BIO110, CHM100, COM110, MLT107
MLT209	MLT109
MLT230	MLT130
MLT250	MLT150
MLT270	MLT170
MLT279	MLT170, MLT209
MLT280	All technical courses except MLT230, MLT250, MLT270, MLT279 (concurrent)
MLT290	All coursework must be completed

Clinical Training Requirement

Clinical Training (MLT290) is a four- to six-month internship. Students are in-residence in clinical laboratories during this phase of training. A sample list of clinical training sites is available upon request. Students must pass a criminal background check prior to clinical training.

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course. See Math Review (MAT099) in the *Course Listings: Undergraduate Courses* section later in this catalog.

Writing Competency

Writing competency is essential for successful completion of any coursework at Argosy University. Students who have not taken a college-level writing course must demonstrate competency by completing a writing placement test. Students who demonstrate competency through testing will register for Composition I (ENG101) to fulfill the General Education communications requirement. Students who do not demonstrate competency on the placement test must register for and successfully complete a developmental writing course before registering for a college-level writing course. See Writing Review (ENG099) in the *Course Listings: Undergraduate Courses* section later in this catalog.

Associate of Science in Radiation Therapy Program

Argosy University offers an Associate of Science (A.S.) in Radiation Therapy Program. The mission of the program is to provide the medical community with entry-level radiation therapists by providing them with knowledge and technical skills, a broad-based general education, and an understanding of, and compassion for, cancer patients and their families.

Radiation Therapists prepare patients for radiation treatment, position patients under a linear accelerator, and administer prescribed doses of ionizing radiation to specific parts of the body. They may also assist in treatment planning, patient support and care, and brachytherapy.

The program includes 78 credit hours of study. In addition to the program-specific courses, students are required to complete 30 credit hours in General Education to fulfill the requirements of an A.S. degree.

Full-time students following the recommended Track I curriculum outline can complete the program in 28 months. The maximum allowable timeframe to complete the Track I curriculum based upon full-time status is 42 months. Full-time students following the recommended Track II curriculum outline can complete the program in 20 months. The maximum allowable timeframe to complete the Track II curriculum based upon full-time status is 30 months.

Admissions Requirements

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the A.S. in Radiation Therapy Program. Entrance requirements include one of the following:

- ACT composite score of 18 or above.
- Combined Math and Verbal SAT score of 850 or above.
- Passing score on Argosy University Entrance Exam.
- Minimum TOEFL® scores of 173 (computer version) or 500 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

Because the field of radiation therapy is highly competitive, Argosy University/Twin Cities has established a set of objective criteria to identify applicants for admissions acceptance. Radiation therapy applicants will be evaluated on a number of criteria unique to the A.S. in Radiation Therapy Program. Applications will be evaluated by the Argosy University/Twin Cities Admissions Committee and the Radiation Therapy Department Committee. A wait list will also be maintained.

All applications for admission to the A.S. in Radiation Therapy Program must be submitted to the Admissions Department. An Admissions Representative will help interested applicants complete the following required documentation:

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED
- SAT/ACT or Argosy University Entrance Exam scores
- Official transcripts from all postsecondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Written essay
- Health forms

Allied health professionals perform a wide range of physical tasks and assignments, and they must accept certain risks that are inherent in healthcare delivery. In applying for admission to Argosy University, prospective students are given information regarding these tasks, and applicants agree that they are capable of and willing to perform these tasks and assume these risks.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study.
- Successful completion of all program-specific coursework scoring at least 75 percent (“C”) or higher on assignments.
- Successful completion of all required clinical training competencies as outlined in the *Clinical Training Handbook* and receiving a passing grade of a “C” or better during each monthly clinical rotation.
- Completion of the Portfolio Project, receiving a passing grade of “C” or better.
- Completion of 1440 hours of documented clinical training time (36 weeks at 40 hours per week).
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

A.S. in Radiation Therapy Program—Track I

The A.S. in Radiation Therapy Program—Track I requires the satisfactory completion of 78 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
COM110 Medical Terminology General Education Requirement	1 3
PSY101 General Psychology— General Education Requirement	3
RTH100 Introduction to Radiation Therapy	2
Total Credit Hours	12

Semester Two	Credit Hours
General Education Requirement	3
MAT101 College Mathematics—General Education Requirement	3
RTH110 Radiologic Physics	3
RTH115 Sectional Anatomy	3
RTH130 Radiation Protection/Radiobiology	3
Total Credit Hours	15

Semester Three	Credit Hours
General Education Requirement	3
RTH120 Radiation Therapy Physics	3
RTH135 Principles and Practices I	3
RTH150 Treatment Planning I	3
Total Credit Hours	12

Semester Four	Credit Hours
General Education Requirement	3
General Education Requirement	3
RTH220 Treatment Planning II	3
RTH230 Building Clinical Skills	3
RTH240 Principles and Practices II	3
Total Credit Hours	15

Semester Five	Credit Hours
COM102 Interpersonal Communications— General Education Requirement	3
General Education Requirement	3
RTH210 Medical Law and Ethics	3
RTH280 Radiation Therapy Comprehensive Review	3
Total Credit Hours	12

Semester Six	Credit Hours
RTH290 Clinical Training, Radiation Therapy	6
Total Credit Hours	6

Semester Seven	Credit Hours
RTH291 Clinical Training, Radiation Therapy	6
Total Credit Hours	6

Program Credit Distribution	Credit Hours
General Education	30
Program Specific	36
Clinical Training	12
Total Credit Hours	78

A.S. in Radiation Therapy Program—Track II
(A.A.S. in Radiologic Technology Required)

The A.S. in Radiation Therapy Program—Track II requires the satisfactory completion of 45 semester credit hours distributed as follows:

Semester One	Credit Hours
COM110 Medical Terminology	1
RTH100 Introduction to Radiation Therapy	2
RTH135 Principles and Practices I	3
RTH120 Radiation Therapy Physics	3
RTH150 Treatment Planning I	3
Total Credit Hours	12
Semester Two	
RTH115 Sectional Anatomy	3
RTH130 Radiation Protection/Radiobiology	3
RTH220 Treatment Planning II	3
RTH240 Principles and Practices II	3
Total Credit Hours	12
Semester Three	
RTH210 Medical Law and Ethics	3
RTH230 Building Clinical Skills	3
RTH280 Radiation Therapy Comprehensive Review	3
Total Credit Hours	9
Semester Four	
RTH 290 Clinical Training, Radiation Therapy	6
Total Credit Hours	6
Semester V	
RTH291 Clinical Training, Radiation Therapy	6
Total Credit Hours	6
Program Credit Distribution	
Program Specific	33
Clinical Training	12
Total Credit Hours	45

Additional A.S. in Radiation Therapy Program—Track II Requirements

- Students enrolled in the A.S. in Radiation Therapy Program—Track II must have completed a college-level mathematics course.
- Students must complete a total of 30 credit hours in General Education to receive the Associate of Science in Radiation Therapy degree.
- Interpersonal Communications (COM102) is a requirement for students who have not completed a college-level course in Interpersonal Communication.
- Students must have successfully graduated from a radiologic technology program.

Course Prerequisite Requirements

The following courses have prerequisite requirements that must be satisfied before students may register for them.

Radiation Therapy—Track I Course Prerequisites

Course Numbers	Prerequisite(s) Course Numbers
RAD110	RTH100
RTH120	MAT101, RTH100, RTH110, RTH130
RTH115	BIO110, COM110, RTH100
RTH130	BIO110, MAT101, RTH100, RTH110 (or concurrent)
RTH135	BIO110, RTH100, RTH115, RTH120 (or concurrent), RTH130, RTH150 (or concurrent)
RTH150	MAT101, RTH100, RAD110, RTH115, RTH 120 (or concurrent), RTH130
RTH210	PHI101
RTH220	MAT101, RTH100, RTH110, RTH115, RTH120, RTH150
RTH230	RTH100, RTH115, RTH120, RTH130, RTH135, RTH150
RTH240	BIO110, RTH100, RTH115, RTH120, RTH135, RTH150, RTH220 (or concurrent)
RTH280	All technical courses are prerequisites for this course.

Radiation Therapy—Track II Course Prerequisites

Course Numbers	Prerequisite(s) Course Numbers
RTH135	BIO110, RTH130 (or concurrent)
RTH220	RTH120, RTH135, RTH150
RTH230	RTH115, RTH120, RTH130, RTH135, RTH150, RTH240
RTH240	RTH135, RTH150, RTH220
RTH280	ALL technical courses except RTH210, and RTH230 (concurrent) are prerequisites for this course.

Clinical Training Requirement

Clinical Training, Radiation Therapy (RTH290) is a nine-month internship in a hospital or clinic radiation oncology department. Students register for clinical training for two semesters. A sample list of clinical training sites is available upon request.

Students may be placed outside the Twin Cities Metro Area, including possible out-of-state locations, for clinical training.

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete a developmental mathematics course before registering for a college-level mathematics course.

Writing Competency

Writing competency is essential for successful completion of any coursework at Argosy University. Students who have not taken a college-level writing course must demonstrate competency by completing a writing placement test. Students who demonstrate competency through testing will register for Composition I (ENG101) to fulfill the General Education communications requirement. Students who do not demonstrate competency on the placement test must register for and successfully complete a developmental writing course before registering for a college-level writing course.

The College of Professional Psychology and Behavioral Sciences

BACHELOR OF ARTS IN PSYCHOLOGY DEGREE COMPLETION PROGRAM

In the Bachelor of Arts in Psychology Degree Completion Program, individuals who have earned some college credit follow a practical path to degree completion. Through previous college credit and completion of a dynamic group of psychology core and elective courses, students can choose to prepare for immediate employment, career advancement, or graduate study. The Bachelor of Arts (B.A.) in Psychology degree prepares students for careers in human services in positions such as entry-level counselor, case manager, human resources administrator, management, and business services. A number of states also offer opportunities for credentialing or certification at the bachelor's level. This program provides sufficient core and elective course flexibility to allow students to pursue such opportunities. The program also prepares students for graduate study in the diverse fields of psychology, such as counseling, social work, and marriage/family therapy.

The program is structured to enable students to complete their degrees rapidly. It is designed for individuals who have begun their studies in a community college, junior college, or other university. The program offers a high-quality, application-oriented program of study scheduled to permit busy professionals to balance the demands of career, family, and school. The program's academic calendar includes accelerated classes, both online and in-residence, providing flexibility for students to complete their degree program at a pace that suits them best. All students admitted to the bachelor's degree completion programs are expected to possess the following basic academic skills:

- The ability to use standard written and spoken English effectively.
- Basic calculation skills (pre-algebra) and the ability to use a calculator to perform basic operations.

At some campuses, students in the B.A. in Psychology Degree Completion Program may choose an optional concentration in either:

- Organizational Psychology
- Substance Abuse

Admissions Requirements

- 42 credit hours of qualified transfer credit with grade of "C-" or better from a regionally accredited institution or a nationally accredited institution approved and documented by the faculty and dean of the College of Professional Psychology and Behavioral Sciences at Argosy University, or completion of an Associate of Arts (A.A.) or Associate of Science (A.S.) degree from a regionally accredited institution. The A.A. or A.S. degree transfers in its entirety, including "D" grades, as long as cumulative GPA is 2.0 or better. A maximum of 78 lower division or 90 total credit hours may be transferred.
- Grade point average of 2.0 (on a scale of 4.0) for all academic work completed. Exceptions may be made for extenuating circumstances.
- 3 credit hours of college English composition coursework prior to enrollment with a grade of "C-" or better.
- Six of the required 42 credit hours may be completed concurrently in the first semester of enrollment if approved by the Argosy University Registrar. The transfer institution must be a regionally accredited or nationally accredited institution approved and documented by Argosy University.
- Remedial or developmental courses are not applicable to the 42 credit hour requirements.
- Proof of high school graduation or earned college degree.
- Minimum TOEFL® scores of 173 (computer version) or 500 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

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

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

- Student Information Form
- Personal interview
- Written essay
- Current résumé

Exceptions to Admissions Requirements

Exceptions to the 2.0 GPA Requirement

- Exceptions to the minimum GPA requirement for undergraduate degree completion students may only be granted if approved by the academic members of the campus' Undergraduate Admissions Committee and the campus dean or program chair. Exceptions must be justified, documented, signed, and placed in the student's academic file.
- Additional exceptions to the GPA requirement are not allowed.

Exceptions to the 42 Semester Credit Hour Requirement

- Up to 6 credit hours may be completed concurrently in the first semester of enrollment. Courses must be taken at an external institution and approved by the Argosy University Registrar (Central Argosy University Administration).
- The transfer institution must be a regionally accredited or a nationally accredited institution approved and documented by the faculty and dean of the College of Professional Psychology and Behavioral Sciences at Argosy University.
- A plan for the completion of missing credit hours must be submitted to and approved by the Argosy University Registrar and should include the following:
 - Number and title of course(s) to be taken
 - College name and accreditation
 - Course completion date(s)

A final, approved Exception Form must be signed by the student and campus dean or program chair and maintained in the student's academic file.

Students admitted under the "Exceptions to the 2.0 GPA Requirement" or "Exceptions to the Transfer Credit Hour Requirement" must be tracked separately for satisfactory progress.

Graduation Requirements

- Satisfactory completion of all required courses within the program major with a grade of "C-" or better.
- Completion of 120 credit hours, including 42 credit hours of General Education courses, as outlined in the preceding table labeled "General Education and Credit Distribution Requirements for Undergraduate Programs."
- A minimum of 42 credit hours of upper-division courses.
- Satisfactory completion of all required psychology courses at Argosy University within the program major, including electives, with a grade of "C-" or better.
- An Argosy University grade point average of 2.0 or higher.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

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

General Education Curriculum Requirements

- 6 credit hours in communications (including 3 credit hours of English Composition (ENG101)).
- 6 credit hours in humanities¹
- 6 credit hours in social sciences (other than psychology)
- 6 credit hours in natural science²
- 6 credit hours in mathematics³
- 12 credit hours in elective courses (which can be in any distribution area including psychology).

Psychology Requirements

- 45 credit hours, including:
 - Eight required courses (24 credit hours)
 - Six elective courses (18 credit hours)
 - The Capstone Project (3 credit hours)
- Other electives, 33 credit hours.⁴

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

¹ Total credit hour requirements for General Education courses varies at Argosy University/Twin Cities, which requires 9 credit hours in social sciences courses (other than psychology) and 9 credit hours in humanities.

² In the natural sciences, a minimum of 3 credit hours must be completed in either Human Anatomy and Physiology (BIO120) or its equivalent.

³ 3 credit hours in mathematics must be taken no later than the first year of enrollment at Argosy University, unless accepted as a transfer course.

⁴ The total for elective courses at Argosy University/Twin Cities is 30 credit hours.

Required Courses

There are 24 credit hours of required courses needed for the Bachelor of Arts in Psychology Degree Completion Program. These credit hours are distributed as follows: foundation requirements, 9 credit hours; social sciences base requirements, 3 credit hours; natural sciences base requirements, 3 credit hours; and applied psychology requirements, 9 credit hours.

Foundation Requirements—Students Are Required to Take the Following

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

Foundation Requirements—9 Credit Hours

Social Sciences Base Requirement—Students Choose One of the Following

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

Social Sciences Base Requirement—3 Credit Hours

Natural Sciences Base Requirement—Students Choose One of the Following

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

Natural Sciences Base Requirement—3 Credit Hours

Applied Psychology Requirements—Students Are Required to Take the Following

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

Applied Psychology Requirements—9 Credit Hours

Psychology Electives Requirements

Students in the Bachelor of Arts in Psychology Degree Completion Program are required to complete 18 credit hours of elective courses in psychology and behavioral sciences. The following is a partial list of the available courses.

Psychology Electives Requirements —Students Choose Six of the Following

PSY300	Developmental Psychology ¹ (if not taken as the required social sciences base) (3)
PSY304	Human Sexuality (3)
PSY306	Psychology of Aging (3)
PSY310	Social Psychology ¹ (if not taken as the required social sciences base) (3)
PSY312	Diversity (3)
PSY314	Psychology of Women (3)
PSY350	Physiological Psychology ¹ (if not taken as the required natural sciences base) (3)
PSY360	Cognition and Learning ¹ (if not taken as the required natural sciences base) (3)
PSY361	Personality Theory (3)
PSY410	Maladaptive Behavior and Psychopathology ¹ (3)
PSY415	Psychological Assessment ¹ (3)
PSY420	Disabilities (3)
PSY422	Forensic Psychology (3)
PSY450	History and Systems of Psychology (3)
PSY493	Crime and Causes (3)
PSY495	Independent Study (3)
Other	Psychology elective courses as determined by the campus

Psychology Electives Requirements—18 Credit Hours

Capstone Seminar Requirements

Students will select a Capstone Seminar (3 credit hours) appropriate to their occupational goals. The options are an internship or volunteer experience with a portfolio assignment, or Advanced General Psychology (PSY492) and a portfolio assignment.

Capstone Seminar Requirements—Students Choose One of the Following

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

Capstone Seminar Requirements—3 Credit Hours

Organizational Psychology Concentration Requirements

Students enrolled in the B.A. in Psychology Degree Completion Program may take an optional concentration in Organizational Psychology. The primary goal of the Organizational Psychology concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in a variety of organizations.

Organizational Psychology Concentration Required Courses—Students Are Required to Take the Following

BUS301	Organizational Communications (3)
BUS423	Business Psychology (3)
BUS463	Human Factors in Information (3)
MGT302	Organizational Behavior (3)
MGT312	Leadership in Organizations (3)
MGT411	Human Resource Management (3)
MGT413	Managing Change (3)
MGT450	Managing Cultural Diversity in the Workplace (3)

Organizational Psychology Concentration Requirements—24 Credit Hours

Substance Abuse Concentration Requirements

Students enrolled in the B.A. in Psychology Degree Completion Program may take an optional concentration in Substance Abuse. The primary goal of the Substance Abuse concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in a variety of health-related organizations. Credit hour requirements for students pursuing this concentration are distributed as follows: Substance Abuse concentration required courses, 12 credit hours; and elective requirements (from the College of Professional Psychology and Behavioral Sciences undergraduate course offerings), 27 credit hours.

In addition to the four required courses, other courses already available in the Argosy University system may be required on individual campuses to meet specific state regulations for licensure of substance abuse/dependency counselors.

Students in this concentration also select the Human Services Internship (PSY490) course as their Capstone Seminar, which is more appropriate to their occupational goals.

Substance Abuse Concentration Required Courses—Students Are Required to Take the Following

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

Substance Abuse Concentration Requirements—12 Credit Hours

¹ These courses are recommended for students considering pursuing graduate-level education in psychology.

SECTION NINE

Graduate Programs

The College of Business and Information Technology

The College of Business and Information Technology serves industry and academic professionals who wish to further develop the knowledge and skills they need to manage, lead, teach, and mentor in ethical organizations and to control organizational resources in the context of dynamic business environments. Faculty members with relevant academic and practical business experience serve as mentors and advisors to facilitate student learning in class and in the business community. The programs are based on well-established theoretical and applied business principles, are flexible in delivery to accommodate working students, are committed to the traditions of scholarship and research, and are diverse to include regional, national, and international communities.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

Argosy University's Master of Business Administration (M.B.A.) Program connects knowledge and application. The curriculum strikes a balance between the art and science of management. The program focuses not only on theory and application, but on the skills required to make a difference. It provides students the skills to manage organizations, without losing sight of the importance of the individuals who comprise them. It embraces diversity and human difference and fosters skills in communication, analysis, synthesis, problem solving and decision making. Students are taught to understand people, human integration, motivation, and the relationship-building skills necessary for business success. Students develop the foundation for growth and learning through their careers.

The program is designed to serve the needs of talented students, regardless of their undergraduate degrees. The College of Business and Information Technology welcomes and encourages students from diverse academic backgrounds. The M.B.A. Program is a practice-oriented program of study scheduled to permit busy professionals to balance the demands of career, family, and school. Students can complete the M.B.A. Program in as little as 12 months of directed study.

In the M.B.A. Program, students develop an understanding of basic management disciplines including finance, accounting, marketing, operations, research statistics, and technology. However, unique to the Argosy University program is the coupling of these basic functional areas with an applied multidisciplinary approach that draws heavily from the fields of human behavior and the behavioral sciences. Accordingly, The Master of Business Administration Program is designed to help students develop competencies in critical thinking, persuasive communication, systems thinking, change management, leadership, diversity and business ethics. The M.B.A. Program enhances the student's current career, aids in changing their career, and prepares the student for post-graduate work in business.

Each course in the program focuses upon building the knowledge, skills and attitudes necessary for business success. Courses are organized with a knowledge component and an application component.

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

After completing the core requirements, students develop expertise and specific insights in an area of concentration. Students must select one of the following concentrations offered within the M.B.A. program:

- Accounting
- Finance
- Forensic Accounting
- Healthcare Administration
- Human Resources
- Information Technology
- International Business
- Leadership
- Marketing
- Public Administration

The M.B.A. program culminates in a Capstone Project that integrates the core competencies with the concentration area applications.

At select campuses, a combined M.B.A./D.B.A. Program in Leadership, which totals 90 credit hours in length, is offered. It is designed to meet the specific needs of students pursuing a position of leadership in business. This option enables students with a bachelor's degree to enter the program and to conclude their studies with an M.B.A. and a D.B.A. degree in Leadership. This program is structured to enable students to finish all coursework within three years and then begin the dissertation process.

This program and its format are more fully explained later in this section.

Argosy University campuses provide a variety of formats designed to accommodate working professionals, including on campus, online, weekend and week-long intensive sessions and sessions that combine multiple formats. Check with your Argosy University campus for additional information on formats available locally.

Option to Earn Professional Graduate Business Certificate

At some campuses, Argosy University M.B.A. students can earn a Professional Graduate Business Certificate in addition to their M.B.A. degree, by taking four courses within a concentration area of the M.B.A. Program.

Admissions Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent graduate study.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of prerequisite courses, if necessary.
- Satisfactory completion of eight core courses and four concentration courses for a total of 12 courses or 36 credit hours.
- A grade point average of 3.0 or higher (on a scale of 4.0).
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

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

Prerequisite Course Requirements

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

Prerequisite Courses—Students May Be Required to Take the Following

MGT341	Quantitative Methods in Business I (3)
B6006	Business Principles (3)
B6007	Psychology Foundations for Leadership (3)
B6102	Economic Analysis (3)

Prerequisite Course Requirements—12 Credit Hours

Core Course Requirements

Students in the M.B.A. Program are required to take the following eight core courses.

Required Core Courses—Students Are Required Take the Following

B6021	Applied Accounting and Managerial Applications (3)
B6022	Applied Finance and Managerial Applications (3)
B6023	Strategy Through Operations: the People, the Process, the Culture (3)
B6024	Managing Technology and the Environment (3)
B6025	The Application of Quantitative Analysis: Principles and Methods (3)
B6026	Focused Marketing: Planning and Strategy (3)
B6027	Leading Organizations: Understanding Culture, Structure and Behavior (3)
B6028	Managing Organizations [Capstone Course] (3)

Core Course Requirements—24 Credit Hours

Concentration Requirements

Students are required to take four courses (12 credit hours) in the area of their concentration. In some instances, students may elect to take a combination of 6000-level courses to fulfill the concentration area requirements if approved by the campus dean or program chair. The dean of the College of Business and Information Technology must approve all such exceptions.

Accounting Concentration Requirements—Students Choose Four of the Following

B6002	Financial Accounting for Managers (3)
B6010	Practicum in Business (3)
B6106	Managerial Accounting (3)
B6190	Independent Study in Accounting (3)
B6202	Corporate Taxation (3)
B6205	Advanced Accounting (3)
B6252	Accounting Theory and Practice (3)
B6253	Auditing (3)
B6254	Accounting Information Systems (3)

Accounting Concentration Requirements—12 Credit Hours

Finance Concentration Requirements—Students Choose Four of the Following

B6002	Financial Accounting for Managers (3)
B6010	Practicum in Business (3)
B6105	Managerial Finance (3)
B6201	Investment/Portfolio Management (3)
B6203	Money and Banking (3)
B6204	Advanced Finance (3)
B6206	International Finance (3)
B6208	Case Studies in Finance (3)
B6210	Special Topics in Finance (3)
B6290	Independent Study in Finance (3)

Finance Concentration Requirements—12 Credit Hours

Forensic Accounting Concentration Requirements—Students Choose Four of the Following

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

Forensic Accounting Concentration Requirements—12 Credit Hours

Healthcare Administration Concentration Requirements—Students Choose Four of the Following

B6010	Practicum in Business (3)
B6501	Finance and Accounting in Healthcare Organizations (3)
B6502	Legal Perspectives in Healthcare Organizations (3)
B6503	Risk Management (3)
B6504	Quality Assurance in Healthcare Organizations (3)
B6505	Government Regulation in the Healthcare Industry (3)
B6509	Special Topics in Healthcare Administration (3)
B6590	Independent Study in Healthcare Administration (3)

Healthcare Administration Concentration Requirements—12 Credit Hours

Human Resources Concentration—Students Choose Four of the Following

B6010	Practicum in Business (3)
B6401	HRM/Personnel Administration (3)
B6402	Personnel Law and Regulations (3)
B6403	Labor and Management Relations (3)
B6404	Compensation Management (3)
B6405	Training and Human Resources Development (3)
B6409	Special Topics in Human Resources (3)
B6490	Independent Study in Human Resources (3)

Human Resources Concentration Requirements—12 Credit Hours

Information Technology Concentration Requirements—Students Choose Four of the Following

B6004	E-Business (3)
B6010	Practicum in Business (3)
B6107	Management Information Systems (3)
B6700	Object-Oriented Languages (3)
B6701	Database Management (3)
B6733	Team Strategies (3)

Information Technology Concentration Requirements—12 Credit Hours

International Business Concentration Requirements—Students Choose Four of the Following

B6010	Practicum in Business (3)
B6601	International Business Practice (3)
B6602	International Economics (3)
B6604	International Marketing (3)
B6206	International Finance (3)
B6608	International Organizations (3)
B6609	Special Topics in International Business (3)

International Business Concentration Requirements—12 Credit Hours

Leadership Concentration Requirements—Students Choose Four of the Following

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

Leadership Concentration Requirements—12 Credit Hours

Marketing Concentration Requirements—Students Choose Four of the Following

B6010	Practicum in Business (3)
B6301	Promotion Management (3)
B6302	Consumer Behavior (3)
B6303	Marketing Research (3)
B6304	Advanced Marketing Management (3)
B6309	Special Topics in Marketing (3)
B6390	Directed Independent Study (Marketing) (3)
B6604	International Marketing (3)

Marketing Concentration Requirements—12 Credit Hours

Public Administration Concentration Requirements—Students Choose Four of the Following

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

Public Administration Concentration Requirements—12 Credit Hours

COMBINED M.B.A./D.B.A. PROGRAM FORMAT

At select campuses, a combined M.B.A./D.B.A. in Leadership Program format, which totals 90 semester credit hours in length, is offered. It is designed to meet the specific needs of students pursuing a position of leadership in business. This option enables students with a bachelor's degree to enter the program and to conclude their studies with an M.B.A. and a D.B.A. degree in Leadership. This program is structured to enable students to finish all coursework within three years and then begin the dissertation process.

Program Requirements

Students in the M.B.A./D.B.A. in Leadership Program format must complete 90 semester credit hours distributed as follows: M.B.A. in Leadership Program requirements—core course requirements, 24 credit hours; Leadership concentration requirements, 6 credit hours; and doctorate-level course requirements, 6 credit hours. D.B.A. Program requirements—research foundation requirements, 12 credit hours, program format course requirements, 27 credit hours; and dissertation requirements, 15 credit hours.

M.B.A. in Leadership Program

Core Course Requirements

Students in the M.B.A. Program are required to take the following eight core courses:

Core Course Requirements—Students Are Required Take the Following

B6021	Applied Accounting and Managerial Applications (3)
B6022	Applied Finance and Managerial Applications (3)
B6023	Strategy Through Operations: the People, the Process, the Culture (3)
B6024	Managing Technology and the Environment (3)
B6025	The Application of Quantitative Analysis: Principles and Methods (3)
B6026	Focused Marketing: Planning and Strategy (3)
B6027	Leading Organizations: Understanding Culture, Structure and Behavior (3)
B6028	Managing Organizations [Capstone Course] (3)

Core Course Requirements—24 Credit Hours

Concentration Requirements

Students are required to take two courses (6 credit hours) in the Leadership concentration.

Leadership Concentration Requirements—Students Are Required Take the Following

B6731	Understanding and Managing Human Differences (3)
B6735	Power, Culture, and Leadership (3)

Leadership Concentration Requirements—6 Credit Hours

Doctorate-Level Course Requirements

After completing 30 of the 36 credit hours required for M.B.A. in Leadership Program, students are required to take two courses (6 credit hours) of doctorate-level business courses, which will transfer into the D.B.A. in Leadership Program.

Doctorate-Level Course Requirements—Students Are Required Take the Following

B7406	Ethics in Business and Management (3)
B7438	Team Management (3)

Doctorate-Level Course Requirements—6 Credit Hours

D.B.A. in Leadership Program

Research Foundation Requirements

Students in the D.B.A. in Leadership are required to take 12 credit hours of research foundation courses.

Research Foundation Requirements—Students Are Required to Take the Following

B7001	Business Research Writing (3)
R7034	Advanced Statistical Methods (3)
R7103	Business Research Methods (3)

Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7035	Qualitative Research and Evaluation (3)
R7037	Survey Techniques (3)

Research Foundation Requirements—12 Credit Hours

Program Course Requirements

Students enrolled in the M.B.A./D.B.A. in Leadership Program format must complete 27 credit hours of program courses.

Program Course Requirements—Students Are Required to Take the Following

B7401	Advanced Organizational Behavior (3)
B7404	Stress Management Control (3)
B7405	Business Policy Seminar (3)
B7408	Organizational Development (3)
B7418	Management Decision-Making Models (3)
B7419	Application of Leadership Skills [Capstone Course] (3)
B7602	Global Management Models (3)
L7101	Seminar in Leadership (3)
L7438	Team Management (3)

Program Course Requirements—27 Credit Hours

Dissertation Requirements

Following successful completion of all courses, and passage of the Comprehensive Written Examination, students begin the dissertation process. Students are required to take a minimum of 15 credit hours (five semesters) of dissertation.

Dissertation Requirements—Students Are Required to Take the Following

B7935	Dissertation—Business (3)
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Dissertation Requirements—15 Credit Hours

DOCTOR OF BUSINESS ADMINISTRATION PROGRAMS

In the Doctor of Business Administration (D.B.A.) degree, industry and academic professionals build upon master's-level core skills and knowledge to develop a higher level of competence in conducting applied research, in the comprehension of theoretical and applied literature in a chosen business discipline, and in the attributes essential to university teaching. The following D.B.A. Programs are offered by Argosy University:

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

The Doctor of Business Administration student will develop critical knowledge and skills for success, in service to the profession and the community, in future professional development, and in attaining credentials and skills essential to business consulting and management.

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

At select campuses, the D.B.A. degree is also offered in the Executive Doctor of Business Administration in Management (Executive D.B.A.) format. This format is designed specifically for the experienced, practicing executive who possesses a master's degree in business and seeks an advanced level of competence in business and leadership. This is an accelerated program format that focuses on management competencies strengthened by leadership courses, which are particularly suited to help the executive in the managerial stage of his or her career.

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

The D.B.A. Programs are scheduled to permit busy professionals to balance the demands of career, family, and school. Students meet the programs' requirements by completing courses in-residence and online. Students can complete the D.B.A. degree in as little as 30 months of dedicated study. Argosy University campuses offer a variety of formats, including on-campus, online, weekend and intensive week-long sessions that combine multiple formats. Check with your Argosy University campus for additional information on course formats available.

Each of the D.B.A. Programs consists of four research foundation courses, seven program-specific courses, and four elective courses. Following successful completion of all courses, and passage of the Comprehensive Written Examination, students begin the dissertation process.

Admissions Requirements

- A master's degree in business or a related field from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Business and Information Technology at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree, and in any subsequent graduate study.

- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Significant work experience is required for students entering the Executive D.B.A. format. This includes 10 years of work experience, of which five must be in a managerial position.

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

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 credit hours beyond the master's degree, including four research foundation courses, seven program-specific courses, up to four elective courses, and a dissertation.
- A grade point average of 3.0 or higher (on a scale of 4.0)
- Satisfactory performance on the Comprehensive Examination.
- Successful completion and defense of the dissertation.
- A completed Petition to Graduate submitted to campus administration.

Degree Requirements

The D.B.A degree requires the completion of 60 semester credit hours distributed as follows: research foundation requirements, 12 credit hours; program course requirements, 21 credit hours; electives requirements, 12 credit hours; and dissertation requirements, 15 credit hours.

Prerequisite Course Requirements

Students are required to complete the following three business prerequisite courses and one program-specific prerequisite course at the graduate level. Students must complete these courses or transfer in their equivalent prior to beginning the core requirements of the program. The student will be notified during the admissions process if one or more of these courses are needed.

**Prerequisite Business Course Requirements—
Students Are Required to Take the Following**

B6006	Business Principles (3)
B6102	Economic Analysis (3)
B6025	The Application of Quantitative Analysis: Principles and Methods (3)

Prerequisite Course Requirements—9 Credit Hours

Program-Specific Prerequisite Course Requirements

**Accounting Program Prerequisite Course—
Students Are Required to Take the Following**

B6021	Applied Accounting and Managerial Applications (3)
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**Information Systems Program Prerequisite Course—
Students Are Required to Take the Following**

B6024	Managing Technology and the Environment (3)
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**International Business Program Prerequisite Course—
Students Are Required to Take the Following**

B6601	International Business Practices (3)
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**Management Program Prerequisite Course—
Students Are Required to Take the Following**

B6027	Leading Organizations: Understanding Culture, Structure and Behavior (3)
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**Marketing Program Prerequisite Course—
Students Are Required to Take the Following**

B6026	Focused Marketing: Planning and Strategy (3)
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Research Foundation Course Requirements

Students in all D.B.A. Programs are required to take 12 credit hours of research foundation courses.

**Research Foundation Requirements—
Students Are Required to Take the Following**

B7001	Business Research Writing (3)
R7034	Advanced Statistical Methods (3)
R7103	Business Research Methods (3)
Students Choose One of the Following	
R7032	Experimental Research Methods (3)
R7033	Computer Methods for Data Analysis (3)
R7035	Qualitative Research and Evaluation (3)
R7037	Survey Techniques (3)

Research Foundation Course Requirements—12 Credit Hours

Program Course Requirements

Students must take at least seven courses from within their chosen D.B.A. Program.

**D.B. A. in Accounting Program Course Requirements—
Students Are Required to Take the Following**

B7251	Research Methodology in Accounting ¹ (3)
B7253	Advanced Seminar in Managerial Accounting (3)
B7254	Advanced Seminar in Financial Accounting (3)
B7255	Development of Accounting History and Theory (3)
B7260	Expert Accounting Systems (3)
B7261	Advanced Seminar in Auditing (3)

Students Choose One of the Following

B7202	Advanced Corporate Taxation (3)
B7205	Advanced Accounting (3)
B7252	International Accounting and Taxation (3)
B7258	Selected Accounting Topics (3)
B7259	Independent Study in Accounting (3)
B7352	Advanced Studies in Accounting Theory and Practice (3)
B7353	Advanced Auditing (3)
B7354	Advanced Accounting Information Systems (3)

D.B.A. in Accounting Program Course Requirements—21 Credit Hours

**D.B. A. in Information Systems Program Course Requirements—
Students Are Required to Take the Following**

B7403	Management Science (3)
B7704	Information Resource Management (3)
B7706	Systems Analysis, Design, and Implementation (3)
B7709	Research in Information Systems (3)
B7710	Advanced Information Systems Seminar ¹ (3)

Students Choose Two of the Following

B7701	Advanced Database Management (3)
B7702	Decision Support Models (3)
B7703	Artificial Intelligence (3)
B7705	Telecommunications and Computer Networks (3)
B7708	Selected Information Systems Topics (3)
B7711	Independent Study in Information Systems (3)

D.B.A. in Information Systems Program Course
Requirements—21 Credit Hours

**D.B.A. in International Business Program Course Requirements—
Students Are Required to Take the Following**

B7601	Multinational Marketing Strategy (3)
B7602	Global Management Models ¹ (3)
B7603	International Financial Management (3)
B7606	International Monetary Economics (3)
B7607	Comparative Economic Systems (3)

Students Choose Two of the Following

B7407	International Human Resource Management (3)
B7604	Seminar in International Business (3)
B7605	International Trade Law (3)
B7608	Advanced International Organizations (3)
B7609	International Project (3)
B7610	Advanced International Trade Practices (3)
B7611	Independent Study in International Business (3)
B7612	Advanced International Economics (3)

D.B.A. in International Business Program Course
Requirements—21 Credit Hours

¹ This course should be taken after the student has completed some research foundation courses and required program courses.

**D.B.A. in Leadership Program Course Requirements—
Students Are Required to Take the Following**

B7404	Stress Management Control (3)
B7406	Ethics in Business and Management (3)
B7419	Application of Leadership Skills [Capstone Course] (3)
L7101	Seminar in Leadership (3)
L7438	Team Management (3)

Students Choose Two of the Following

B7405	Business Policy Seminar (3)
B7408	Organizational Development (3)
B7410	Advanced Organizational Behavior (3)
B7418	Management Decision-Making Models (3)
B7602	Global Management Models (3)

D.B.A. in Leadership Program Course Requirements—21 Credit Hours

**D.B.A. in Management Program Course Requirements—
Students Are Required to Take the Following**

B7401	Advanced Organizational Behavior (3)
B7402	Advanced Human Resource Management ¹ (3)
B7403	Management Science (3)
B7404	Stress Management Control (3)
B7405	Business Policy Seminar (3)

Students Choose Two of the Following

B7406	Ethics in Business and Management (3)
B7407	International Human Resource Management
B7408	Organizational Development (3)
B7410	Selected Management Topics (3)
B7411	Independent Study in Management (3)
B7412	Advanced Human Resources Management/Personnel Administration (3)
B7414	Advanced Personnel Law and Regulations (3)
B7415	Advanced Compensation Management (3)
B7416	Advanced Training and Human Resources Development (3)
B7602	Global Management Models (3)
L7101	Seminar in Leadership (3)

D.B.A. in Management Program Course Requirements—21 Credit Hours

**D.B.A. in Marketing Program Course Requirements—
Students Are Required to Take the Following**

B7301	Marketing Decision Models (3)
B7302	Marketing Management Seminar (3)
B7303	Advanced Consumer Information Processing (3)
B7304	Advanced Marketing Research ¹ (3)
B7305	Advanced Marketing Seminar (3)

Students Choose Two of the Following

B7306	Advanced Promotion Management (3)
B7307	Advanced Consumer Behavior (3)
B7308	Advanced Marketing Research (3)
B7310	Selected Marketing Topics (3)
B7311	Independent Study in Marketing (3)
B7601	Multinational Marketing Strategy (3)

D.B.A. in Marketing Program Course Requirements—21 Credit Hours

Elective Requirements

Students in the D.B.A. Programs are required to take 12 credit hours of elective courses. Students choose up to four electives from the courses listed above. Students may also select electives from 7000-level courses in other schools of Argosy University, with permission of the campus dean or program chair.

Dissertation Requirements

Following successful completion of all courses, and passage of the Comprehensive Written Examination, students begin the dissertation process. Students are required to take a minimum of 15 credit hours (five semesters) of dissertation.

Dissertation Requirements—Students Are Required to Take the Following

B7935	Dissertation—Business (3)
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Dissertation Requirements—15 Credit Hours

***Executive Doctor of Business Administration
in Management Format***

The Executive Doctor of Business Administration in Management (Executive D.B.A. in Management) format was designed specifically for the experienced, practicing executive who possesses a master's degree in business and seeks an advanced level of competence in business and leadership. The courses are delivered in both blended and online formats using a cohort model. The blended courses meet once a month for 12 hours over a single weekend. In addition to class time, the student should be able to devote up to 25 hours of out-of-class time monthly. In addition to the monthly meetings, the students are required to meet weekly in an online environment. The weekly online meetings include reading assignments, discussion questions, written summaries, and discussion among learners.

Format Requirements

Students enrolled in the Executive D.B.A. in Management format must have a minimum of five years of managerial experience. Students are required to complete 60 semester credit hours distributed as follows: research foundation course requirements, 15 credit hours; program course requirements, 30 credit hours; and dissertation requirements, 15 credit hours.

**Research Foundation Course Requirements—
Students Are Required to Take the Following**

B7001	Business Research Writing (3)
R7034	Advanced Statistical Methods (3)
R7032	Experimental Research Methods (3)
R7035	Qualitative Research and Evaluation (3)
R7103	Business Research Methods (3)

Research Foundation Course Requirements—12 Credit Hours

¹ This course should be taken after the student has completed some research foundation courses and required program courses.

Program Course Requirements—Students Are Required to Take the Following

B7401	Advanced Organizational Behavior (3)
B7402	Advanced Human Resource Management (3)
B7405	Business Policy Seminar (3)
B7406	Ethics in Business and Management (3)
B7408	Organizational Development (3)
B7602	Global Management Models (3)
B7704	Information Resource Management (3)
L7101	Seminar in Leadership (3)
L7438	Team Management (3)
L7451	Leading Through and Beyond Change (3)

Program Course Requirements—45 Credit Hours

Dissertation Requirements

Following successful completion of all courses, and passage of the Comprehensive Written Examination, students begin the dissertation process. Students are required to take a minimum of 15 credit hours (three semesters) of dissertation.

Dissertation Requirements—Students Are Required to Take the Following

B7935	Dissertation—Business (1–5)
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Dissertation Requirements—15 Credit Hours

CERTIFICATE PROGRAMS**Advanced Professional Graduate Business Certificate Program**

The Advanced Professional Graduate Business Certificate is available to professionals who want to be more competitive in their industries. The Advanced Graduate Business Certificate is offered in the six subject areas of the D.B.A. programs:

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

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

Admissions Requirements

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

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

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

Certificate Completion Requirements

The Advanced Professional Graduate Business Certificate requires the satisfactory completion of four courses for a total of 12 credit hours. Two of the four courses must be courses required for completion of the D.B.A. degree concentration area.

Advanced Professional Graduate Business Certificate in Accounting Requirements—Students Are Required to Take a Minimum of Two from the Following

B7251	Research Methodology in Accounting (3)
B7253	Advanced Seminar in Managerial Accounting (3)
B7254	Advanced Seminar in Financial Accounting (3)
B7255	Development of Accounting History and Theory (3)
B7260	Expert Accounting Systems (3)
B7261	Advanced Seminar in Auditing (3)

Students May Choose a Maximum of Two from the Following

B7202	Advanced Corporate Taxation (3)
B7205	Advanced Accounting (3)
B7252	International Accounting and Taxation (3)
B7258	Selected Accounting Topics (3)
B7259	Independent Study in Accounting (3)
B7352	Advanced Accounting Theory and Policy (3)
B7353	Advanced Auditing (3)
B7354	Advanced Accounting Information Systems (3)

Certificate in Accounting Requirements—12 Credit Hours

Advanced Professional Graduate Business Certificate in Information Systems Requirements—Students Are Required to Take a Minimum of Two from the Following

B7403	Management Science (3)
B7704	Information Resource Management (3)
B7706	Systems Analysis, Design, and Implementation (3)
B7709	Research in Information Systems (3)
B7710	Advanced Information Systems Seminar (3)

Students May Choose a Maximum of Two from the Following

B7701	Advanced Database Management (3)
B7702	Decision Support Models (3)
B7703	Artificial Intelligence (3)
B7705	Telecommunications and Computer Networks (3)
B7708	Selected Information System Topics (3)
B7711	Independent Study in Information Systems (3)

Certificate in Information Systems Requirements—12 Credit Hours

Advanced Professional Graduate Business Certificate in International Business Requirements—Students Are Required to Take a Minimum of Two from the Following

B7601	Multinational Marketing Strategy (3)
B7602	Global Management Models (3)
B7603	International Financial Management (3)
B7606	International Monetary Economics (3)
B7607	Comparative Economic Systems (3)

Students May Choose a Maximum of Two from the Following

B7407	International Human Resource Management (3)
B7604	Seminar in International Business (3)
B7605	International Trade Law (3)
B7608	Advanced International Organizations (3)
B7609	International Project (3)
B7611	Independent Study in International Business (3)
B7610	Advanced International Trade Practice (3)
B7612	Advanced International Economics (3)

Certificate in International Business Requirements—12 Credit Hours

Advanced Professional Graduate Business Certificate in Leadership Requirements—Students Are Required to Take a Minimum of Two from the Following

B7406	Ethics in Business and Management (3)
B7418	Management Decision-Making Models (3)
B7438	Team Management (3)
B7602	Global Management Models (3)
L7101	Seminar in Leadership (3)

Students May Choose a Maximum of Two from the Following

B7401	Advanced Organizational Behavior (3)
B7404	Stress Management Control (3)
B7405	Business Policy Seminar (3)
B7408	Organizational Development (3)

Certificate in Leadership Requirements—12 Credit Hours

Advanced Professional Graduate Business Certificate in Management Requirements—Students Are Required to Take a Minimum of Two from the Following

B7401	Advanced Organizational Behavior (3)
B7402	Advanced Human Resource Management (3)
B7403	Management Science (3)
B7404	Stress Management Control (3)
B7405	Business Policy Seminar (3)

Students May Choose a Maximum of Two from the Following

B7406	Ethics in Business and Management (3)
B7407	International Human Resource Management (3)
B7408	Organizational Development (3)
B7410	Selected Management Topics (3)
B7411	Independent Study in Management (3)
B7412	Advanced Human Resources Management/Personnel Administration (3)
B7414	Advanced Personnel Law and Regulations (3)
B7415	Advanced Compensation Management (3)
B7416	Advanced Training and Human Resources Development (3)
B7602	Global Management Models (3)
L7101	Seminar in Leadership (3)

Certificate in Management Requirements—12 Credit Hours

Advanced Professional Graduate Business Certificate in Marketing Requirements—Students Are Required to Take a Minimum of Two from the Following

B7301	Marketing Decision Models (3)
B7302	Marketing Management Seminar (3)
B7303	Advanced Consumer Information Processing (3)
B7304	Advanced Marketing Research (3)
B7305	Advanced Marketing Seminar (3)

Students May Choose a Maximum of Two from the Following

B7310	Selected Marketing Topics (3)
B7311	Independent Study in Marketing (3)
B7306	Advanced Promotion Management (3)
B7307	Advanced Consumer Behavior (3)
B7308	Advanced Marketing Research (3)
B7601	Multinational Marketing Strategy (3)

Certificate in Marketing Requirements—12 Credit Hours

Professional Graduate Business Certificate Program

Since organizations increasingly require more specialization, working professionals may make themselves more valuable to their employers by earning the Professional Graduate Business Certificate in one of nine business concentrations:

- Accounting
- Finance
- Forensic Accounting
- Human Resources
- Healthcare Administration
- Information Technology
- International Business
- International Trade
- Leadership
- Marketing
- Public Administration

This certificate program is for professionals with either a bachelor's or a master's degree who desire additional knowledge in one specialty area. This 12-credit hour certificate program requires completion of any four courses in one of the eleven concentrations, plus a prerequisite if required.

Admissions Requirements

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

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

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

Certificate Completion Requirements

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

Professional Graduate Business Certificate with Accounting Concentration Requirements—Students Choose Four of the Following

B6002	Financial Accounting for Managers (3)
B6106	Managerial Accounting (3)
B6202	Corporate Taxation (3)
B6205	Advanced Accounting (3)
B6252	Accounting Theory and Practice (3)
B6254	Accounting Information Systems (3)

Certificate with Accounting Concentration Requirements—12 Credit Hours

Professional Graduate Business Certificate with Finance Concentration Requirements—Students Choose Four of the Following

B6002	Financial Accounting for Managers (3)
B6105	Managerial Finance (3)
B6201	Investment/Portfolio Management (3)
B6203	Money and Banking (3)
B6204	Advanced Finance (3)
B6206	International Finance (3)

Certificate with Finance Concentration Requirements—12 Credit Hours

Professional Graduate Business Certificate with Forensic Accounting Concentration Requirements—Students Choose Four of the Following

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

Certificate with Forensic Accounting Concentration Requirements—12 Credit Hours

Professional Graduate Business Certificate with Healthcare Administration Concentration Requirements—Students Choose Four of the Following

B6501	Finance and Accounting in Healthcare Organizations (3)
B6502	Legal Perspectives in Healthcare Organizations (3)
B6503	Risk Management (3)
B6504	Quality Assurance in Healthcare Organizations (3)
B6505	Government Regulation in the Healthcare Industry (3)

Certificate in Healthcare Administration Concentration Requirements—12 Credit Hours

Professional Graduate Business Certificate with Human Resources Concentration Requirements—Students Choose Four of the Following

B6401	HRM/Personnel Administration (3)
B6402	Personnel Law and Regulations (3)
B6403	Labor and Management Relations (3)
B6404	Compensation Management (3)
B6405	Training and Human Resources Development (3)

Certificate with Human Resources Concentration Requirements—12 Credit Hours

Professional Graduate Business Certificate with Information Technology Concentration Requirements—Students Choose Four of the Following

B6004	E-Business (3)
B6010	Practicum in Business (3)
B6107	Management Information Systems (3)
B6700	Object-Oriented Languages (3)
B6701	Database Management (3)

Certificate with Information Technology Concentration Requirements—12 Credit Hours

Professional Graduate Business Certificate with International Business Concentration Requirements—Students Choose Four of the Following

B6601	International Business Practice (3)
B6602	International Economics (3)
B6604	International Marketing (3)
B6206	International Finance (3)
B6608	International Organizations (3)

Certificate with International Business Concentration Requirements—12 Credit Hours

Professional Graduate Business Certificate with Leadership Concentration Requirements—Students Choose Four of the Following

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

Certificate with Leadership Concentration Requirements—12 Credit Hours

Professional Graduate Business Certificate with Marketing Concentration Requirements—Students Choose Four of the Following

B6301	Promotion Management (3)
B6302	Consumer Behavior (3)
B6303	Marketing Research (3)
B6304	Advanced Marketing Management (3)
B6604	International Marketing (3)

Certificate with Marketing Concentration Requirements—12 Credit Hours

Professional Graduate Business Certificate with Public Administration Concentration Requirements—Students Choose Four of the Following

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

Certificate with Public Administration Concentration Requirements—12 Credit Hours

The College of Education and Human Development

MASTER OF ARTS IN EDUCATION PROGRAMS

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

In the M.A.Ed. 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 M.A.Ed. 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.

While courses and curricula are designed to satisfy prevailing state licensure and certification requirements in many states, students are responsible for checking with the teaching certification agency in the state in which they teach (or plan to work) to confirm the applicability of program courses and degrees to meet local requirements.

Admissions Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved by the faculty and dean of the College of Education and Human Development at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

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

Graduation Requirements

A student is eligible for graduation in the M.A.Ed. Program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study (a minimum of 36 credit hours), including foundation, general program or concentration, Capstone Project, and elective requirements.
- A grade point average of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration.

Master of Arts in Education in Curriculum & Instruction Program

The M.A.Ed. in Curriculum & Instruction Program is for those students who wish to develop or enhance classroom skills, become curriculum supervisors, or become educational leaders with instruction as their main focus. Depending on Argosy University campus-specific requirements, M.A.Ed. in Curriculum & Instruction students must specialize in one of the following concentrations:

- General Program
- Instructional Technology
- Special Education
- Single Subject Teacher Credential Preparation
- Single Subject Teacher Credential Preparation with BCLAD
- Multiple Subject Teacher Credential Preparation
- Multiple Subject Teacher Credential Preparation with BCLAD

Check with the program director at your campus of record to determine the available concentrations.

Program Requirements

The M.A.Ed. in Curriculum & Instruction Program requires the satisfactory completion of 36 semester credit hours distributed as follows: foundation requirements, 12 credit hours; elective requirements, 9 credit hours; Capstone Project, 3 credit hours; and general program or concentration requirements, 12 credit hours.

Foundation Requirements—Students Are Required to Take the Following

E6100	Research in Education (3)
E6032	Historical and Philosophical Foundations of Education (3)
–or–	
E6901	Foundations of Education (3)
E6420	Multicultural Education in Contemporary Society (3)
–or–	
E6900	Cultural Diversity (3)
	A course in educational technology (3)

Foundation Requirements—12 Credit Hours

Elective Requirements

Students choose three courses as electives with the approval of their advisor. The following is a sampling of elective courses from our current *Academic Catalog*. Some courses may be offered within a concentration area.

Sample of Courses for Elective Requirements—Students Choose Three of the Following

E6010	Practicum in Education (3)
E6033	Foundations of Intellectual Development (3)
E6232	Educational Law (3)
E6233	Educational Finance (3)
E6235	Interpersonal Communication (3)
E6339	School Organization and Curriculum (3)
E6341	Child and Adolescent Development (3)
E6350	Advanced Supervision of Instruction (3)
E6352	Guidance and Counseling for Talent Development and Giftedness (3)
E6361	Foundations of Exceptional Student Education (3)
E6363	Educational Management of Exceptional Students (3)
E6366	Behavior Management in the Classroom (3)
E6373	Teaching Reading to Exceptional Students (3)
E6425	Diversity Issues in Education (3)
E6510	Measurement and Assessment in Education (3)
E6620	Supervision of Curriculum (3)
E6705	Human Resource Management and Development (3)
E6710	Organizational Management and Development (3)
E6802	Instructional Development and Delivery (3)
E6803	The Internet for Educators (3)
E6804	Managing and Evaluating Instructional Technology and Distance Education (3)
E6805	Integrating Technology into the Classroom Curriculum (3)

Elective Requirements—9 Credit Hours

Capstone Project Requirements

A Capstone Project (3 credit hours), which focuses on learning outcomes, is determined by the advisor and campus. The project may include a comprehensive examination, 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

General Program and Concentration Requirements

Students in the M.A.Ed. in Curriculum & Instruction Program must complete either the general program, or one of the other concentrations offered in the program.

With the exception of the Teacher Credential preparation concentrations, concentrations in the Curriculum & Instruction Program require the satisfactory completion of 12 credit hours. A student in the Curriculum & Instruction Program may elect to take one of following concentrations (not applicable at all campuses):

General Program Requirements—Students Are Required to Take the Following

E6331	Curriculum Theory and Design (3)
E6333	Curriculum Planning: Elementary School (3)
–or–	
E6334	Curriculum Planning: Secondary School (3)
E6501	Current Trends in School Curriculum (3)
E6610	Learning Theories and Teaching Strategies (3)

General Program Requirements—12 Credit Hours

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

E6331	Curriculum Theory and Design (3)
E6336	Technology in K–12 Education (3)
–or–	
E6337	Instructional Technology in Higher Education (3)
E6501	Current Trends in School Curriculum (3)
E6801	Instructional Technology and Distance Education Trends (3)

Instructional Technology Concentration Requirements—12 Credit Hours

Special Education Concentration—Students Are Required to Take the Following

E6331	Curriculum Theory and Design (3)
E6362	Assessment of Exceptional Students (3)
E6501	Current Trends in Curriculum (3)
E6610	Learning Theories and Teaching Strategies (3)

Special Education Concentration Requirements—12 Credit Hours

Multiple and Single Subject Teacher Credential Preparation Concentrations (Orange County and San Francisco Bay Area Campuses Only)

Argosy University/Orange County and Argosy University/San Francisco Bay Area have been approved by the California Commission on Teacher Credentialing (CCTC) to offer the Single Subject and Multiple Subject Teacher Credential preparation concentrations. The Single and Multiple Subject Teacher Credential preparation concentrations are designed to fulfill the Teacher Credential requirements for the State of California. 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 M.A.Ed. in Curriculum & Instruction Program before beginning coursework. Please see the Argosy University/Orange County or Argosy University/San Francisco Bay Area *Academic Catalog Addenda* for details regarding unique admissions, program, and graduation requirements for these concentrations.

Additional Concentration Requirements

Students applying to the M.A.Ed. Program with a concentration in Single or Multiple Subject Teacher Credential preparation must meet the following requirements in addition to those listed for the M.A.Ed. Program. Applicants must:

- Possess a grade point average (GPA) of 2.75 (on a scale of 4.0). Applicants with a GPA below 2.75 may be admitted based on their academic potential. These students are admitted conditionally for the first semester.
- Possess proof of Certificate of Clearance and have passed the California Basic Education Skills Test (CBEST) before they can begin their 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 public schools, he/she must file for Certificate of Clearance through Argosy University. Applications can be obtained from the CCTC Office. Students must obtain clearance before beginning student teaching, without exception.
- Possess qualities deemed to be suitable for the field of teaching. 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.

Transfer Student Requirements

Students transferring into the program from an institution other than Argosy University/Orange County or San Francisco Bay Area must meet the following requirements:

- A residency requirement of 9 credits is mandatory for all candidates who enter into the M.A.Ed. program with the Teacher Credential preparation concentration from another institution. Students transferring are expected to complete 9 credits prior to directed teaching.
- Teacher preparation coursework will not automatically be transferred to Argosy University/Orange County or Argosy University/San Francisco Bay Area. Special circumstances may be petitioned; however, only coursework completed in the last seven years will be considered.

Academic Probation

A student receiving a grade of “C+” or less 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 a 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 and Human Development will monitor the progress of the student.

Students will be dismissed from the concentration for the following:

- Receiving a second grade of “C+” or below.
- Failure to earn a grade of “Pass” (P) in the Field Experience portion of the concentration.
- Receiving a grade of “D+” or below.

U.S. Constitution Requirement

- All Teacher Credential preparation concentration candidates must complete an approved course with a grade of “C” or better covering the U.S. Constitution or pass a college-level exam in this area. This course may be taken at the undergraduate or graduate level.

Candidate Dismissal

According to 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 concentration, informs candidates of their strengths and weaknesses, provides opportunities for learning, and emphasizes that candidates possess high standards of personal conduct.

Multiple Subject Credential Concentration Requirements

The Multiple Subject Credential authorizes the holder to teach all subjects in a self-contained classroom, K–12, as well as in preschool and adult education. It is the credential sought by those who wish to teach elementary school (K–6). The M.A.Ed. Program with the Multiple Subject Teacher Credential preparation concentration requires the successful completion of 39 semester credit hours distributed as follows: foundation requirements, 6 credit hours; preliminary credential course requirements, 30 credit hours; and Capstone Project requirements, 3 credit hours.

Examination Requirements

- Passing score on CBEST examination.
- Passing score on RICA exam
- Passing CSET or MAST scores
- CPR Certification (valid at time of matriculation into concentration).

Prerequisite Course Requirements

Prerequisite courses may be waived if equivalent undergraduate or graduate courses are completed. These courses may be completed at either the undergraduate or graduate level.

Prerequisite Course Requirements— Students Must Have Completed the Following Prior to Beginning Concentration

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

Prerequisite Course Requirements—6 Credit Hours

Multiple Subject Credential Course Requirements

Students in the M.A.Ed. Program with the Multiple Subject Teacher Credential preparation concentration must complete the following courses:

Foundation Requirements—Students Are Required to Take the Following

E6100	Research in Education (3)
E6032	Historical and Philosophical Foundations of Education (3)

Foundation Requirements—6 Credit Hours

Preliminary Credential Course Requirements— Students Are Required to Take the Following

E6902	Curriculum and Instruction for Diverse Elementary School Settings (3)
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 Practice Teaching (6)
E6908	Field Experience II: Advanced Practice Teaching (6)
E6914	Theories and Methods of Bilingual Multicultural Education (3)

Students Enrolled in the BCLAD Program Are Also Required to Take the Following

E6915	Pedagogy in the Primary Languages (3)
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Preliminary Credential Course Requirements—30 Credit Hours

Capstone Project Requirements—Students Are Required to Take the Following

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

Single Subject Credential Concentration Requirements

The Single Subject Credential authorizes the holder to teach in a specific subject area. The M.A.Ed. Program with the Single Subject Teacher Credential preparation concentration requires the successful completion of 39 credit hours distributed as follows: foundation requirements, 6 credit hours; preliminary credential course requirements, 30 credit hours; and Capstone Project requirements, 3 credit hours.

Examination Requirements

- Passing score on CBEST examination
- Subject matter competence can be met by passage of appropriate Single Subject Assessments for Teaching (CSET/SSAT) and PRAXIS examinations; or completion of an approved plan of subject matter coursework, verified by a signed waiver from an accredited California four-year college or university.

Prerequisite Course Requirements

Prerequisite courses may be waived if equivalent undergraduate or graduate courses are completed. These courses may be completed at either the undergraduate or graduate level.

Prerequisite Course Requirements— Students Must Have Completed the Following Prior to Beginning Concentration

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

Prerequisite Course Requirements—6 Credit Hours

Single Subject Credential Course Requirements

Students in the M.A.Ed. Program with the Single Subject Teacher Credential preparation concentration must complete the following courses:

Foundation Requirements—Students Are Required to Take the Following

E6100	Research in Education (3)
E6032	Historical and Philosophical Foundations of Education (3)

Foundation Requirements—6 Credit Hours

Preliminary Credential Course Requirements— Students Are Required to Take the Following

E6907	Field Experience I: Beginning Practice Teaching (6)
E6908	Field Experience II: Advanced Practice Teaching (6)
E6909	The Adolescent Learner (3)
E6910	Curriculum and Instruction for Diverse Secondary Settings (3)
E6911	Language and Literacy Education in Secondary Schools (3)
E6912	Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools (3)
E6913	The Reflective Professional: Special Topics Seminar (3)
E6914	Theories and Methods of Bilingual Multicultural Education (3)

Students Enrolled in the BCLAD Program Are Also Required to Take the Following

E6915	Pedagogy in the Primary Languages (3)
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Preliminary Credential Course Requirements—30 Credit Hours

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 Program

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

Program Requirements

The M.A.Ed. in Educational Leadership Program requires the satisfactory completion of 36 semester credit hours distributed as follows: core requirements, 12 credit hours; foundation requirements, 12 credit hours; elective requirements, 9 credit hours; and Capstone Project requirement, 3 credit hours.

Core Requirements—Students Are Required to Take the Following

E6137	Educational Leadership (3)
E6331	Curriculum Theory and Design (3)
E6501	Current Trends in Curriculum (3)
E6703	School Organizational Communication Skills (3)

Core Requirements—12 Credit Hours

Foundation Requirements—Students Are Required to Take the Following

E6100	Research in Education (3)
E6032	Historical and Philosophical Foundations of Education (3)
–or–	
E6901	Foundations of Education (3)
E6420	Multicultural Education in Contemporary Society (3)
–or–	
E6900	Cultural Diversity (3)
	A course in educational technology (3)

Foundation Requirements—12 Credit Hours

Elective Requirements

Students in the M.A.Ed. in Educational Leadership Program choose three elective courses with the approval of their advisor. The following is a sampling of elective courses from our current *Academic Catalog*.

Sample of Courses for Elective Requirements— Students Choose Three of the Following

E6010	Practicum in Education (3)
E6033	Foundations of Intellectual Development (3)
E6232	Educational Law (3)
E6233	Educational Finance (3)
E6235	Interpersonal Communication (3)
E6336	Technology in K–12 Education (3)
E6339	School Organization and Curriculum (3)
E6341	Child and Adolescent Development (3)
E6350	Advanced Supervision of Instruction (3)
E6352	Guidance and Counseling for Talent Development and Giftedness (3)
E6361	Foundations of Exceptional Student Education (3)
E6363	Educational Management of Exceptional Students (3)
E6366	Behavior Management in the Classroom (3)
E6373	Teaching Reading to Exceptional Students (3)
E6425	Diversity Issues in Education (3)
E6510	Measurement and Assessment in Education (3)
E6620	Supervision of Curriculum (3)
E6705	Human Resource Management and Development (3)
E6710	Organizational Management and Development (3)
E6801	Instructional Technology and Distance Learning Trends (3)
E6802	Instructional Development and Delivery (3)
E6803	The Internet for Educators (3)
E6804	Managing and Evaluating Instructional Technology and Distance Education (3)
E6805	Integrating Technology into the Classroom Curriculum (3)

Elective Requirements—9 Credit Hours

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, 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

EDUCATION SPECIALIST PROGRAMS

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

Admissions Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education and Human Development at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Teaching experience in a K–12 public or private school.

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

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

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 grade point average of 3.0 or higher (on a scale of 4.0)
- Successful passing of the Comprehensive Examination
- A completed Petition to Graduate submitted to campus administration.

Education Specialist in Curriculum & Instruction Program

Within the Ed.S. in Curriculum & Instruction Program, students must choose to focus on one of the following concentrations:

- Gifted/Talented Education: K–12
- K–12 Education
- Special Education: K–12

Program Requirements

The Education Specialist in Curriculum & Instruction Program requires the satisfactory completion of 30 semester credit hours distributed as follows: cognate core requirements, 18 credit hours; research requirements, 3 credit hours; and concentration requirements, 9 credit hours.

Cognate Core Requirements—Students Are Required to Take the Following

E7034	Contemporary Problems and Issues (3)
E7134	Comprehensive Planning (3)
E7233	Organizational Communication Systems (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7338	Multicultural Education for the 21st Century (3)

Cognate Core Requirements—18 Credit Hours

Research Requirements—Students Are Required to Take the Following

R7036	Program Evaluation Methods (3)
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Research Requirements—3 Credit Hours

Concentration Requirements

Students complete the following courses based on their choice of concentration.

Gifted/Talented Education: K–12 Concentration Requirements—Students Choose Three from the Following¹

E7135	Middle School Organization and Curriculum (3)
E7334	Staff and Professional Development (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7350	Talent Development and Giftedness: Nature and Needs (3)
E7351	Curriculum and Instructional Development for Gifted/Talented (3)
E7352	Talent Development and Giftedness in Special Populations (3)
E7353	Theory and Development of Creativity (3)
E7354	Theory and Development of Multiple Intelligences (3)
E7355	Advanced Multiple Intelligence Theory and Applications (3)
E7357	Assessment of Productive Thinking (3)
E7358	Methods and Tools: Productive Thinking and Creative Problem Solving (3)
E7359	Leadership and Facilitation: Creative Problem Solving (3)
E7360	Curriculum and Instructional Planning: Creativity and Talent Development (3)
E7361	Trends and Issues: Creativity and Talent Development (3)
E7362	Practicum: Creativity and Talent Development (3)

Gifted/Talented Education: K–12 Concentration Requirements—9 Credit Hours

¹ Students choose these three courses in consultation with their advisor.

**K–12 Education Concentration Requirements—
Students Choose Three from the Following¹**

C7450	Adolescent Psychology (3)
E7033	Managing Change (3)
E7135	Middle School Organization and Curriculum (3)
E7332	Unique Curriculum Structures (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7340	Curriculum Design (K–12) (3)
E7341	The Montessori Method of Education (3)
E7354	Theory and Development of Multiple Intelligences (3)
E7365	Early Identification of At-Risk Students (3)
E7801	Instructional Technology and Distance Education Trends (3)
E7802	Instructional Development and Delivery (3)
E7803	The Internet for Educators (3)
E7804	Managing and Evaluating Instructional Technology and Distance Learning (3)
E7805	Integrating Technology into the Classroom Curriculum (3)

K–12 Education Concentration Requirements—9 Credit Hours

**Special Education: K–12 Education Concentration Requirements—
Students Choose Three From the Following¹**

E7135	Middle School Organization and Curriculum (3)
E7332	Unique Curriculum Structures (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7340	Curriculum Design (K–12) (3)
E7354	Theory and Development of Multiple Intelligences (3)
E7364	Nature and Needs of Handicapped Students (3)
E7365	Early Identification of At-Risk Students (3)
E7380	Critical Issues in Special Education (3)
E7384	Research in Special Education (3)

Special Education K–12 Education Concentration Requirements—9 Credit Hours

Education Specialist in Educational Leadership Program

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

Program Requirements

The Education Specialist in Educational Leadership Program requires the satisfactory completion of 30 credit hours distributed as follows: cognate core requirements, 18 credit hours; research requirements, 3 credit hours; and elective requirements, 9 credit hours.

Cognate Core Requirements—Students Are Required to Take the Following

E7033	Managing Change (3)
E7134	Comprehensive Planning (3)
E7231	Administrative Theory and Practice (3)
E7233	Organizational Communication Systems (3)

Students Choose One of the Following

E7132	Public School Finance (3)
E7138	School Site-Based Budgeting (3)

Students Choose One of the Following

E7238	Educational Law: The School (3)
E7239	Educational Law: The District (3)

Cognate Core Requirements—18 Credit Hours

Research Requirements—Students Are Required to Take the Following

R7036	Program Evaluation Methods (3)
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Research Requirements—3 Credit Hours

Elective Requirements—Students Choose Three of the Following

E7034	Contemporary Problems and Issues (3)
E7135	Middle School Organization and Curriculum (3)
E7137	Educational Leadership (3)
E7237	Special Topics in Educational Leadership (3)
E7331	Curriculum Theory and Design (3)
E7334	Staff and Professional Development (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7336	The Adult Learner (3)
E7338	Multicultural Education for the 21st Century (3)
E7354	Theory and Development of Multiple Intelligences (3)
E7705	Human Resources Management and Development (3)
E7801	Instructional Technology and Distance Education Trends (3)
E7802	Instructional Development and Delivery (3)
E7803	The Internet for Educators (3)
E7804	Managing and Evaluating Instructional Technology and Distance Learning (3)
E7805	Integrating Technology into the Classroom Curriculum (3)

Elective Requirements—9 Credit Hours

DOCTOR OF EDUCATION PROGRAMS

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

Admissions Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved by the faculty and dean of the College of Education and Human Development at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Other requirements as determined by the program of study.

¹ Students choose these three courses in consultation with their advisor.

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

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor.
- Satisfactory completion of 60 credit hours beyond the master's degree, including 45 credit hours of coursework and 15 credit hours of dissertation.
- A grade point average of 3.0 or higher (on a scale of 4.0).
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation.
- A completed Petition to Graduate submitted to campus administration.

Doctor of Education in Curriculum & Instruction Program

The Ed.D. in Curriculum & Instruction Program is for those students who wish to master teaching methodologies, become curriculum supervisors, or become educational leaders with curriculum and instruction as their main focus. Students must choose one of the following areas of concentration:

- Gifted/Talented Education
- Higher Education
- K–12 Education
- Special Education

Program Requirements

The Doctor of Education in Curriculum & Instruction Program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; research requirements, 9 credit hours; concentration requirements, 12 credit hours; and dissertation requirements, 15 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7034	Contemporary Problems and Issues (3)
E7134	Comprehensive Planning (3)
E7233	Organizational Communication Systems (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7338	Multicultural Education for the 21st Century (3)
E7354	Theory and Development of Multiple Intelligences (3)
E7834	Writing for Research (3)

Cognate Core Requirements—24 Credit Hours

Research Requirements — Students Are Required to Take the Following

R7031	Descriptive Research Methods (3)
R7036	Program Evaluation Methods (3)

Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7035	Qualitative Research Methods (3)
R7037	Survey Techniques (3)

Research Requirements—9 Credit Hours

Concentration Requirements

Students in the Ed.D. in Curriculum & Instruction Program complete 12 credit hours of concentration courses. The courses vary based on their choice of concentration, as listed below:

Gifted/Talented Education Concentration Requirements — Students Choose Four From the Following

E7135	Middle School Organization and Curriculum (3)
E7334	Staff and Professional Development (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7350	Talent Development and Giftedness:Nature and Needs (3)
E7351	Curriculum and Instructional Development for the Gifted/Talented (3)
E7352	Talent Development and Giftedness in Special Populations (3)
E7353	Theory and Development of Creativity (3)
E7354	Theory and Development of Multiple Intelligences (3)
E7355	Advanced Multiple Intelligence Theory and Application (3)
E7357	Assessment of Productive Thinking (3)
E7358	Methods and Tools for Productive Thinking and Creative Problem Solving (3)
E7359	Leadership and Facilitation of Creative Problem Solving (3)
E7360	Curriculum and Instructional Planning: Creativity and Talent Development (3)
E7361	Trends and Issues: Creativity and Talent Development (3)
E7362	Practicum: Creativity and Talent Development (3)
E7832	Directed Independent Study (Curriculum and Instruction) (3)

Gifted/Talented Education Concentration Requirements—12 Credit Hours

Higher Education Concentration Requirements — Students Choose Four from the Following

E7136	Higher Education in the United States (3)
E7137	Educational Leadership (3)
E7336	The Adult Learner (3)
E7236	The Community College (3)
E7240	Education Law: Higher Education (3)
E7334	Staff and Professional Development (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7356	Curriculum Design in Higher Education (3)
E7400	Instructional Technology (3)
E7832	Directed Independent Study (Curriculum and Instruction) (3)

Higher Education Concentration Requirements—12 Credit Hours

**K–12 Education Concentration Requirements—
Students Choose Four From the Following**

C7450	Adolescent Psychology (3)
E7033	Managing Change (3)
E7135	Middle School Organization and Curriculum (3)
E7332	Unique Curriculum Structures (3)
E7334	Staff and Professional Development (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7340	Curriculum Design K–12 (3)
E7341	The Montessori Method of Education (3)
E7365	Early Identification of At-Risk Students (3)
E7801	Instructional Technology and Distance Education Trends (3)
E7802	Instructional Development and Delivery (3)
E7803	The Internet for Educators (3)
E7804	Managing and Evaluating Instructional Technology and Distance Learning (3)
E7805	Integrating Technology into the Classroom Curriculum (3)
E7832	Directed Independent Study (Curriculum and Instruction) (3)

K–12 Education Concentration Requirements—12 Credit Hours

**Special Education Concentration Requirements—
Students Choose Four From the Following**

E7135	Middle School Organization and Curriculum (3)
E7332	Unique Curriculum Structures (3)
E7337	Special Topics in Curriculum and Instruction (3)
E7340	Curriculum Design (K–12) (3)
E7354	Theory and Development of Multiple Intelligences (3)
E7364	Nature and Needs of Handicapped Students (3)
E7365	Early Identification of At-Risk Students (3)
E7380	Critical Issues in Special Education (3)
E7384	Research in Special Education (3)
E7832	Directed Independent Study (Curriculum and Instruction) (3)

Special Education Concentration Requirements—12 Credit Hours

Dissertation Requirements

Students in the Ed.D. in Curriculum & Instruction Program are required to take a minimum of 15 credit hours (three semesters) of dissertation.

Dissertation Requirements—Students Are Required to Take the Following

E7935	Dissertation — Education (1–5)
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Dissertation Requirements—15 Credit Hours

Doctor of Education in Educational Leadership Program

The Doctor of Education (Ed.D.) in Educational Leadership Program is for those students preparing for or advancing their careers as educational leaders in professional positions as school district, regional, state, or national administrators. The Ed.D. in Educational Leadership Program offers a general program and two optional concentrations. Students may complete either the general program or the requirements for one of the following concentrations:

- Higher Education Administration
- K–12 Education

Initial State Certification in Educational Administration

Non-Florida students seeking admission to the Educational Leadership Program, whose master's degrees are out-of-field and who intend to pursue an administrative position in the

K–12 education system may wish to acquire an initial certificate in Educational Administration from the state in which they intend to practice prior to applying.

General Program Requirements

The Doctor of Education in Educational Leadership Program with the General Program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 18 credit hours; research requirements, 9 credit hours; elective requirements, 18 credit hours; and dissertation requirements, 15 credit hours.

Cognate Core Requirements—Students Are Required to Take the Following

E7033	Managing Change (3)
E7134	Comprehensive Planning (3)
E7136	Higher Education in the United States (3)
E7137	Educational Leadership (3)
E7233	Organizational Communication Systems (3)
E7834	Writing for Research ¹ (3)

Cognate Core Requirements—18 Credit Hours

Research Requirements—Students Are Required to Take the Following

R7031	Descriptive Research Methods (3)
R7036	Program Evaluation Methods (3)
Students Choose a Minimum of One of the Following	
R7035	Qualitative Research and Evaluation (3)
R7037	Survey Techniques (3)

Research Requirements—9 Credit Hours

Elective Requirements—Students Choose Six of the Following

E7034	Contemporary Problems and Issues (3)
E7132	Public School Finance (3)
E7135	Middle School Organization and Curriculum (3)
E7138	School Site-Based Budgeting (3)
E7231	Administrative Theory and Practice (3)
E7232	Educational Policy (3)
E7236	The Community College (3)
E7237	Special Topics in Educational Leadership (3)
E7238	Education Law: The School (3)
E7239	Education Law: The District (3)
E7240	Education Law: Higher Education (3)
E7331	Curriculum Theory and Design (3)
E7334	Staff and Professional Development (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7336	The Adult Learner (3)
E7338	Multicultural Education for the 21st Century (3)
E7801	Instructional Technology and Distance Education Trends (3)
E7802	Instructional Development and Delivery (3)
E7803	The Internet for Educators (3)
E7804	Managing and Evaluating Instructional Technology and Distance Learning (3)
E7805	Integrating Technology into the Classroom Curriculum (3)
E7831	Directed Independent Study (Educational Leadership) (3)
L7131	Human Resource Management (3)
L7438	Team Management (3)
R7032	Experimental Research Methods (3)

Elective Requirements—18 Credit Hours

¹ Must be taken as the last course.

Dissertation Requirements

Students are required to take a minimum of 15 credit hours (three semesters) of dissertation.

Dissertation Requirements—Students Are Required to Take the Following

E7935 Dissertation — Education (1–5)

Dissertation Requirements—15 Credit Hours

Higher Education Administration Concentration Requirements

The Doctor of Education in Educational Leadership Program with a concentration in Higher Education Administration requires the satisfactory completion of 60 credit hours distributed as follows: cognate core requirements, 18 credit hours; research requirements, 9 credit hours; elective requirements, 18 credit hours; and dissertation requirements, 15 credit hours.

Cognate Core Requirements—Students Are Required to Take the Following

E7033 Managing Change (3)

E7134 Comprehensive Planning (3)

E7136 Higher Education in the United States (3)

E7137 Educational Leadership (3)

E7233 Organizational Communication Systems (3)

E7834 Writing for Research¹ (3)

Cognate Core Requirements—18 Credit Hours

Research Requirements—Students Are Required to Take the Following

R7031 Descriptive Research Methods

R7036 Program Evaluation Methods

Students Choose a Minimum of One of the Following

R7035 Qualitative Research Methods (3)

R7037 Survey Techniques (3)

Research Requirements—9 Credit Hours

Elective Requirements—Students Choose Six from the Following

E7231 Administrative Theory and Practice (3)

E7232 Educational Policy (3)

E7236 The Community College (3)

E7237 Special Topics in Educational Leadership (3)

E7240 Education Law: Higher Education (3)

E7334 Staff and Professional Development (3)

E7335 Advanced Supervision of Curriculum and Instruction (3)

E7336 The Adult Learner (3)

E7338 Multicultural Education for the 21st Century (3)

E7353 Theory and Development for Creativity (3)

E7356 Curriculum Design for Higher Education (3)

E7357 Assessment of Productive Thinking

E7801 Instructional Technology and Distance Education Trends (3)

E7802 Instructional Development and Delivery (3)

E7803 The Internet for Educators(3)

E7804 Managing and Evaluating Instructional Technology and Distance Learning (3)

E7805 Integrating Technology into the Classroom Curriculum (3)

E7831 Directed Independent Study (Educational Leadership) (3)

L7131 Human Resource Management (3)

R7032 Experimental Research Methods (3)

Elective Requirements—18 Credit Hours

Dissertation Requirements

Students are required to take a minimum of 15 credit hours (three semesters) of dissertation.

Dissertation Requirements—Students Are Required to Take the Following

E7935 Dissertation — Education (1–5)

Dissertation Requirements—15 Credit Hours

K–12 Education Concentration Requirements

The Doctor of Education in Educational Leadership Program with a concentration in K–12 Education requires the satisfactory completion of 60 credit hours distributed as follows: cognate core requirements, 27 credit hours; research requirements, 9 credit hours; elective requirements, 9 credit hours; and dissertation requirements, 15 credit hours.

Cognate Core Requirements—Students Are Required to Take the Following

E7033 Managing Change (3)

E7134 Comprehensive Planning (3)

E7137 Educational Leadership (3)

E7231 Administrative Theory and Practice (3)

E7232 Educational Policy (3)

E7233 Organizational Communication Systems (3)

E7834 Writing for Research¹ (3)

Students Choose a Minimum of One of the Following

E7132 Public School Finance (3)

E7138 School Site-Based Budgeting (3)

Students Are Required to Take a Minimum of One of the Following

E7238 Education Law: The School (3)

E7239 Education Law: The District (3)

Cognate Core Requirements—27 Credit Hours

Research Requirements—Students Are Required to Take the Following

R7031 Descriptive Research Methods (3)

R7036 Program Evaluation Methods (3)

Students Are Required to Take a Minimum of One of the Following

R7035 Qualitative Research Methods (3)

R7037 Survey Techniques (3)

Research Requirements—9 Credit Hours

¹ *Must be taken as the last course.*

Elective Requirements—Students Choose Three from the Following

E7034	Contemporary Problems and Issues (3)
E7135	Middle School Organization and Curriculum (3)
E7331	Curriculum Theory and Design (3)
E7334	Staff and Professional Development (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7336	The Adult Learner (3)
E7237	Special Topics in Educational Leadership (3)
E7338	Multicultural Education for the 21st Century (3)
E7354	Theory and Development of Multiple Intelligences (3)
E7705	Human Resource Management and Development (3)
E7801	Instructional Technology and Distance Education Trends (3)
E7802	Instructional Development and Delivery (3)
E7803	The Internet for Educators(3)
E7804	Managing and Evaluating Instructional Technology and Distance Learning (3)
E7805	Integrating Technology into the Classroom Curriculum (3)
E7831	Directed Independent Study (Educational Leadership) (3)
R7032	Experimental Research Methods (3)

Elective Requirements—9 Credit Hours

Dissertation Requirements

Students in the Ed.D. in Educational Leadership Program with a concentration in K–12 Education are required to take a minimum of 15 credit hours (three semesters) of dissertation.

Dissertation Requirements—Students Are Required to Take the Following

E7935	Dissertation — Education (1–5)
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Dissertation Requirements—15 Credit Hours

GRADUATE-LEVEL CONTINUING EDUCATION COURSES

The graduate-level continuing education courses listed below are designed to meet the professional development needs of K–12 educators. They are offered in conjunction with The Connecting Link, which provides marketing and logistics services for Argosy University. Students interested in registering for any of these courses should contact The Connecting Link at 1.888.550.LINK or <http://www.connectinglink.com>.

Students who register for graduate level continuing education courses must hold a bachelor's degree. Credits earned through graduate-level continuing education courses meet requirements for K–12 teacher license/certificate renewal in many states; students wishing to apply these credits toward renewal are advised to consult their state teacher certification board or district professional development representative prior to registration. The academic credit offered for these courses is graduate-level continuing education credit, is reported in credit hours, and is designated on Argosy University transcripts with a "CE." A limited number of credits earned through graduate-level continuing education courses may also apply as transfer credits to Argosy University graduate degree programs in accordance with the transfer policies of the College of Education and Human Development. Students seeking to transfer credits to an Argosy University graduate degree program in education should contact the campus dean of the College of Education and Human Development at their campus of record.

Any student seeking to transfer Argosy University graduate-level continuing education credits into a graduate program at another institution is advised to obtain prior approval from the academic advisor or dean at that institution.

Graduate-Level Continuing Education Courses

CE6150	Transforming Students into Writers
CE6151	Impacting Teaching and Learning w/Brain Research
CE6152	Communities of Character
CE6153	Desktop Publishing for Educators
CE6154	Discovering Computers for Educators
CE6155	Internet Applications for Educators
CE6166	Microsoft Windows for Educators
CE6167	Microsoft Office for Educators
CE6168	Microsoft Excel for Educators
CE6169	Microsoft PowerPoint for Educators
CE6170	Web Publishing for Educators
CE6171	Advanced Microsoft Office for Educators
CE6172	Advanced Microsoft Word for Educators
CE6190	Developing Curriculum for Online Courses
CE6191	Facilitating Online Courses
CE6210	Informed Educators for the Information Age
CE6211	The Power of Brain-Compatible Learning

The College of Professional Psychology and Behavioral Sciences

MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM

Responding to the needs of those in the community who wish to pursue career in clinical psychology, Argosy University has established a Master of Arts in Clinical Psychology Program. The Master of Arts (M.A.) degree presents students with the opportunity for training as professionals in the mental health field.

This program serves several purposes. First, it introduces students to basic clinical skills that enable them to serve the mental health needs of populations with diverse backgrounds. Students who use the master's degree as a means of entering a professional career receive theoretical background and professional training under the supervision of a highly qualified, practitioner-oriented faculty. The graduates of this program are then able to apply theoretical and clinical knowledge to individuals and groups in need of mental healthcare. Second, the Master of Arts degree often serves as a preliminary step to the doctorate degree. For these students, the program serves as a foundation for work beyond the master's degree level and enables them to determine their interest in, and suitability for, the pursuit of more advanced study. In certain states, students holding an M.A. in Clinical Psychology are eligible to sit for licensure.

Admissions Requirements

- Applicants must have graduated with a bachelor's or advanced degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Professional Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- Applicants are expected to meet the minimum GPA requirements of the campus to which they are applying.
- Applicants are expected to meet the foundation course requirements of the campus to which they are applying, if applicable.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Campus or phone interview.
- Other requirements as determined by the program of study.

For information on additional admissions requirements, please consult the campus-specific *Academic Catalog Addendum*.

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)
- A two- to three-page personal statement
- Current résumé or curriculum vitae
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended

Graduation Requirements

To receive the Master of Arts in Clinical Psychology degree, the student must fulfill the degree requirements of the campus attended. Graduation requirements include:

- Satisfactory completion of all requirements in the program of study.
- A minimum grade point average as defined by the campus of attendance.
- A completed Petition to Graduate submitted to campus administration.

For more detailed information, refer to the program information published in the campus-specific *Academic Catalog Addenda*.

Program Requirements—Based on Campus Requirements

The master's program in clinical psychology emphasizes a practitioner-oriented philosophy, and integrates applied theory and field experience. The master's in clinical psychology curriculum shares a common core with most of the first- and second-year course offerings of the doctorate in clinical psychology.

Professionalization Group Requirements

Students participate in Professionalization Groups that focus on topics related to professional psychology. Through independent reading and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in clinical 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.

Practicum Requirements

Supervised practice in clinical skills is an essential aspect of professional education and development. In order to meet this requirement, students in the master's program in clinical psychology engage in a supervised field experience. The practicum is taken concurrently with coursework during the second academic year, continues for a minimum of one academic year, and requires a specified number of hours of clinical field training. Students may not be excused from the practicum, nor may they complete the practicum at their place of employment.

Those individuals responsible for the clinical field training of master's students meet with each student to determine the type of experience they need before seeking a placement that will meet those needs. Most training sites are located within reasonable traveling distance from the campus or the student's residence and include a variety of facilities that provide mental healthcare.

Practicum and Seminar Requirements

All students participating in a practicum are enrolled concurrently in a regularly scheduled practicum seminar that meets throughout the academic year. The content and emphasis of the seminars vary according to the practicum setting of the enrolled students and the professional expertise of the faculty member leading the group.

The seminars offer experiences such as:

- Analysis of audio/video material relating to student diagnostic interviewing and therapy
- Training in diagnostic interviewing
- Training in therapy
- Didactic presentations of clinical issues

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes. A thorough review of site and seminar evaluations is conducted by those responsible for student training, and an overall grade of "Credit/No Credit" is included in the student's academic record.

Clinical Presentation Evaluation Requirements

The Clinical Presentation Evaluation (CPE) consists of competency-based tasks, in which the student demonstrates to the faculty their mastery of major clinical assessment and therapy skills. The purpose of the CPE is to monitor the student's growth and development of clinical competence in accordance with the standards of the profession and to ensure student acquisition of appropriate skill levels for subsequent training and clinical practice. Students generally complete the CPE during the practicum year of the program. In the CPE, students must demonstrate clinical competency in psychotherapy and professional ethics. Successful completion of the clinical master's program is based upon the student's successful performance of clinical tasks. A student who does not demonstrate proficiency in the overall CPE performance may not

graduate with the master of arts degree. The faculty may require further intensive training and demonstration of competency before approving a student's program completion.

Final Project Requirements

Most campuses require Master of Arts in Clinical Psychology students to complete a significant project as the integrating element of the program. This project may take the form of a thesis, comprehensive examination, or an integrative paper. Specific campus requirements are listed in the campus-specific *Academic Catalog Addenda*.

Master of Arts in Clinical Psychology Program with a Concentration in School Psychology

The School Psychology concentration is designed to provide students with the necessary theoretical and clinical elements to become effective school psychologists and human services workers with a specific focus on the needs of youth in the academic setting. Please see the Argosy University/Honolulu *Academic Catalog Addendum* for details regarding the admissions process and graduation requirements for the concentration.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY/ MARRIAGE & FAMILY THERAPY PROGRAM

Argosy University offers interested individuals a Master of Arts (M.A.) in Clinical Psychology/Marriage & Family Therapy Program. Currently only offered at Argosy University/Orange County, the coursework and practicum for this degree program are based on the M.A. in Professional Counseling Program. Designed for students who wish to pursue the Clinical Psychology track while receiving graduate-level training in the core curricular areas, including supervised clinical practice, required for licensure as a marriage and family therapist in the state in which the program is located. Licensing requirements differ from state to state, so students should verify the current licensing requirements of the state in which they plan to become licensed.

Program Requirements—Based on Campus Requirements

The Master of Arts in Clinical Psychology/Marriage & Family Therapy Program emphasizes a practitioner-oriented philosophy, and integrates applied theory and field experience. The Master of Arts in Clinical Psychology/Marriage & Family Therapy curriculum shares a common core with most of the first- and second-year course offerings of the doctorate in clinical psychology. More detailed information can be found in the program information published in the campus-specific *Academic Catalog Addenda*.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM

The Master of Arts (M.A.) in Counseling Psychology Program is intended to continue the professional development of those currently functioning, or desiring to function, in a counseling role. This program is currently only offered at Argosy University/San Francisco Bay Area and Argosy University/Washington DC. The coursework and practicum for this degree program are based on the M.A. in Professional Counseling Program. In order to meet the requirements for licensure, graduates will be conferred a Master of Arts in Counseling Psychology in California and Virginia. Students at Argosy University/Washington DC. may choose an optional concentration in Forensic Counseling. Since licensing may change and often varies from state to state, students should verify the current requirements of the state in which they plan to become licensed.

Program Requirements—Based on Campus Requirements

The M.A. in Counseling Psychology Program is designed to educate and train students who are currently functioning, or wish to function, as counseling practitioners. Students are introduced to basic counseling skills that integrate individual and group theoretical foundations of professional counseling into appropriate client interaction and intervention skills. More detailed information can be found in the program information published in the campus-specific *Academic Catalog Addendum*.

Master of Arts in Counseling Psychology Program with a Concentration in Forensic Counseling

Students enrolled in the M.A. in Counseling Psychology Program are offered an optional concentration in Forensic Counseling. This concentration is intended for individuals who are interested in pursuing licensure/certification as a professional counselor and developing a knowledge base in the forensic area. For more detailed information and concentration requirements, please refer to the *Academic Catalog Addendum* for your campus of record.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY/MARRIAGE & FAMILY THERAPY PROGRAM

Argosy University offers interested individuals a Master of Arts (M.A.) in Counseling Psychology/Marriage & Family Therapy Program. Currently only available at Argosy University/Orange County, the coursework and practicum for this degree program are based on the M.A. in Counseling Psychology Program. This program is designed for students who wish to pursue the Counseling Psychology track while receiving graduate-level training in the core curricular areas, including supervised clinical practice, required for licensure as a marriage and family therapist in the state of California. Licensing requirements differ from state to state, so students should verify the Marriage and Family Therapist (MFT) licensing requirements of the state in which they plan to become licensed.

Program Requirements—Based on Campus Requirements

The master's program in Counseling Psychology/Marriage & Family Therapy emphasizes a practitioner-oriented philosophy, and integrates applied theory and field experience. More detailed information can be found in the program information published in the Argosy University/Orange County *Academic Catalog Addendum*.

MASTER OF ARTS IN FORENSIC PSYCHOLOGY PROGRAM

Currently, the Master of Arts (M.A.) in Forensic Psychology is offered only at Argosy University/Washington DC and Argosy University/San Francisco Bay Area. The master's program in forensic psychology is designed to educate and train individuals who are currently functioning, or wish to be trained to function, in fields that utilize the study and practice of forensic psychology. The curriculum provides for an understanding of theory, training, and practice of forensic psychology. The program emphasizes the development of students who are committed to the ethical provision of quality services to diverse clients and organizations. The program maintains policies and delivery formats suitable for working adults.

The Forensic Psychology Program provides coursework in forensic psychology for application to law enforcement, legal and organizational consultation, and program analysis.

Forensic Psychophysiology Track (Argosy University/Washington DC Only)

The Forensic Psychophysiology track of the program is offered only at Argosy University/Washington DC. This track has been designed for the continued professional development of Department of Defense (DoD) personnel, non-DoD federal personnel, and state and local criminal justice and intelligence agency employees. This program provides the opportunity for students to receive the theoretical and empirical foundation to apply techniques of forensic psychophysiology and to understand the role of these methods in the broader forensic psychology systems.

Admissions Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by Argosy University, or an appropriately certified foreign institution.
- Evidence of scholastic ability and commitment to graduate study.
- Possess and demonstrate interest in the area of forensic psychology.
- Indication of strong personal character.

The application process for admission into the M.A. in Forensic Psychology Program requires the submission of material that will enable the admissions department to verify the applicant's academic qualifications for enrollment in the program. Applicants to the program must submit the following materials by the application deadline:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all postsecondary schools attended.
- Personal statement describing the applicant's interest in forensic psychology, career and professional goals, and experience in the field of psychology or law (two–three pages typed).
- Current résumé
- Three completed Applicant Recommendation Forms
- TOEFL® scores are required for all applicants who do not have a baccalaureate or master's degree from an English speaking postsecondary institution.

The Admissions Office reserves the right to require a personal interview of its applicants. Additional documentation may be required.

Enrollment Requirements

Students must remain continuously enrolled once matriculated in the program. If a student will not be enrolled in a course or seminar during any semester, a leave of absence must be requested through the Student Services Department.

Course/Credit Transfer

Students may transfer a maximum of three courses toward the master's degree in forensic psychology. (For students in the Forensic Psychophysiology Track up to 3 credit hours may be transferred.) For further information on course/credit transfer criteria, please refer to the *Academic Policies and Procedures* section of this catalog.

Graduation Requirements

To be eligible for graduation in the M.A. in Forensic Psychology Program, students must meet the following requirements:

- Satisfactory completion of 36 credit hours by the end of the fourth year of matriculation. The total credit hours must include:
 - 30 credit hours of required core courses
 - 6 credit hours of elective courses
- Successful completion of the practicum seminar.
- Successful completion of the Comprehensive Examination.
- Grade point average (GPA) of at least 3.0 (on a scale of 4.0).
- Completion of all requirements within five years of matriculation into the program.
- Submission of Petition to Graduate.

For students in the Forensic Psychophysiology Track the credit hour requirements are as follows:

- Satisfactory completion of 39 credit hours by the end of the fourth year of matriculation. The total credit hours must include the following:
 - 21 credit hours of required core courses.
 - 15 credit hours of required courses in the Forensic Psychophysiology emphasis area (earned through DoDPI).
 - 3 credit hours of elective courses.

Program Requirements

The M.A. in Forensic Psychology Program requires the satisfactory completion of 36 semester credit hours distributed as follows: required core course requirements, 30 credit hours; and elective requirements, 6 credit hours. Greater than 50 percent of coursework must be completed in a face-to-face or blended course delivery format.

Year One

Core Course Requirements—Students Must Take the Following

FP6005	Maladaptive Behavior and Psychopathology (3)
FP6010	Psychology and the Legal System (3)
FP6015	Psychology of Criminal Behavior (3)
FP6020	Individual Assessment (3)
FP6030	Research and Evaluation (3)
FP6035	Evaluation and Treatment of Offenders (3)

Core Course Requirements — 18 Credit Hours

Year Two

Core Course Requirements—Students Are Required to Take the Following

FP6500	Professional and Ethical Issues in Forensic Psychology (3)
FP6525	Psychology of the Victim (3)
FP6535	Consultation, Triage and Testimony in Forensic Psychology (3)
FP6540	Forensic Psychology Seminar [to include choice of Field Placement or Special Topics Paper] (3)

Core Course Requirements — 12 Credit Hours

Elective Requirements— Students Choose a Minimum of Two of the Following¹

PC6000	Counseling Theory (3)
PC6001	Counseling Skills (3)
PC6005	Group Counseling (3)
FP6530	Forensic Program Development and Evaluation (3)
FP6901	Sex Offender Evaluation and Treatment (3)
FP6900	Substance Abuse Interventions (3)
FP6902	Issues in Psychological Profiling (3)

Elective Requirements — 6 Credit Hours

Forensic Psychophysiology Track Requirements (Argosy University/Washington DC Only)

The M.A. in Forensic Psychology Program with the Forensic Psychophysiology Track requires the satisfactory completion of 39 semester credit hours distributed as follows: required core course requirements, 21 credit hours; DoDPI course requirements, 15 credit hours; and elective requirements, 3 credit hours. Greater than 50 percent of coursework must be completed in a face-to-face or blended course delivery format.

Core Course Requirements—Students Must Take the Following

FP6010	Psychology and the Legal System (3)
FP6005	Maladaptive Behavior and Psychopathology (3)
FP6015	Psychology of Criminal Behavior (3)
FP6020	Individual Assessment (3)
FP6035	Evaluation and Treatment of Offenders (3)
FP6030	Research and Evaluation (3)
FP6500	Professional and Ethical Issues in Forensic Psychology (3)

Core Course Requirements — 21 Credit Hours

¹ Additional electives might be added. Not all electives are available at both campuses.

**Department of Defense Polygraph Institute Course Requirements—
Students Choose Five of the Following**

LAW501	Legal and Ethical Aspects of PDD
PDD501	PDD Analysis I
PDD503	PDD Analysis II
PDD504	PDD Methods I
PDD504	PDD Methods II
PDD506	Laboratory
PDD506	Field Familiarization Lab
PHY501	Physiology of PDD
PSY501	Psychology of PDD
RES501	Research Theories and Issues in PDD

Department of Defense Polygraph Institute Course
Requirements— 15 Credit Hours

Elective Requirements—Students Choose One of the Following Options

Option 1	PDD600 PDD Internship (offered through DoDPI)
Option 2	One additional course from the Argosy University/Washington DC Forensic Psychology Program [must be completed in a face-to-face or blended format]

Elective Requirements —3 Credit Hours

Forensic Psychology Seminar Requirements

This seminar (not for students in the Forensic Psychophysiology Track) will include students that are either completing field experience or who wish to conduct a review of a special topic in the field of forensic psychology. During the end of the first year of study, the student will determine with their advisor if they will select a Forensic Field Experience or a Special Topics Paper. Students completing the Special Topics Paper review an issue related to forensic psychology that becomes the focus of their contribution to the seminar. Field Experience students gain training in a forensic setting which becomes the focus of their contribution to the seminar.

Comprehensive Examination Requirements

All students must successfully complete a Comprehensive Examination. The content of the Comprehensive Examination includes the material covered during the student's study. The examination requires students to integrate the course material into a form demonstrating both mastery and the ability to organize the material coherently and logically. Students who do not pass the Comprehensive Examination will receive feedback concerning their performance on the examination and assistance in constructing additional experience aimed at enabling them to pass this program requirement.

Prior to taking the Comprehensive Examination, the student must successfully complete all required first- and second-year courses, excluding the Forensic Seminar, as demonstrated by the achievement of a grade of "B-" or better in all coursework. Also, an application to take the exam must be returned to the campus dean or program chair. Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must be in good academic standing, having a GPA of 3.0 (on a scale of 4.0).

Comprehensive Examination Procedures

The Comprehensive Examination consists of an in-class exam. This examination is offered a minimum of two times a year and the schedule of the exams will be distributed by Student Services. Students interested in taking the Comprehensive Examination should fill out a request form to do so at least two months before they intend to take the exam and return it to Student Services. More information concerning preparation for the Comprehensive Examination will be provided as students become eligible to take the exam.

MASTER OF ARTS IN GUIDANCE COUNSELING PROGRAM

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 professionals to pursue their personal and professional goals through completion of a Master of Arts (M.A.) in Guidance Counseling Program. Courses and curricula are designed to parallel prevailing licensure and certification requirements as closely as possible. Because of variations among states, each student should check with regional authorities to confirm such requirements.

Admissions Requirements

- Strong personal character
- 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 Professional Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent graduate study.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

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

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

For further information concerning admissions requirements for the M.A. in Guidance Counseling Program, please consult the campus-specific *Academic Catalog Addenda*.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with a faculty member.
- Satisfactory completion of 48 credit hours beyond the bachelor's degree, with at least seven courses taken on-campus.
- A grade point average of 3.0 or higher (on a scale of 4.0).
- A completed Petition to Graduate submitted to campus administration.

Program Requirements—Based on Campus Requirements

The Master of Arts in Guidance Counseling Program is designed to prepare students for eventual licensure, credentialing, or certification in the profession. More detailed information can be found in the program information published in the campus-specific *Academic Catalog Addenda*.

MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY PROGRAM

Argosy University offers interested individuals a Master of Arts (M.A.) in Marriage & Family Therapy Program. Marriage and family therapy is recognized by the Public Health Service Act as one of the five core mental health professions, and the National Institute of Mental Health accepts marriage and family therapists as qualified mental health professionals. Argosy University's program provides graduate-level training in the core curricular areas, including supervised clinical practice, required for licensure as a marriage and family therapist in the state in which the program is located. Licensing requirements differ from state to state, so students should verify the current licensing requirements of the state in which they plan to become licensed.

Currently, the the M.A. in Marriage & Family Therapy Program is offered at Argosy University/Honolulu, Argosy University/Sarasota, Argosy University/Tampa, and Argosy University/Twin Cities.

Admissions 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 Professional Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- Applicants are expected to meet the minimum degree requirements of the campus to which they are applying.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of the institution.

For information on additional admissions requirements, please consult the campus-specific *Academic Catalog Addenda*.

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

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

An Admissions Representative at the campus to which students are applying is available to help in the timely completion of the required application documents and to answer any questions about the program or the application process.

Graduation Requirements

To receive the Master of Arts in Marriage & Family Therapy degree, the student must fulfill the graduation requirements of the campus attended.

Graduation requirements include:

- Satisfactory completion of all requirements in the program of study as detailed in the campus-specific *Academic Catalog Addenda*.
- Satisfactory completion of 45 credit hours, which includes practicum.
- A minimum grade point average as defined by the campus of attendance.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements—Based on Campus Requirements

The Master of Arts in Marriage & Family Therapy Program is designed to prepare students for eventual licensure in the profession. The curriculum at the various campuses offering a graduate degree in marriage and family therapy includes the core curricular content required to meet licensing requirements for that state. However, each campus at a minimum will offer courses in systemic theory, human development, psychopathology, assessment, clinical practice, and systemic intervention skills, ethics and research.

For more detailed information, refer to the campus-specific *Academic Catalog Addendum* for your campus of record.

Practicum Requirements

The practicum engages students in the supervised practice of the clinical skills and methods they learn from the coursework.

Comprehensive Examination Requirements

Each campus requires some type of comprehensive program evaluation project or Capstone Project. Students should refer to the campus-specific *Academic Catalog Addendum* at the campus to which they are applying for specific information about program completion requirements.

MASTER OF ARTS IN MENTAL HEALTH COUNSELING PROGRAM

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 professionals to pursue their personal and professional goals through completion of a Master of Arts (M.A.) in Mental Health Counseling Program. Courses and curricula are designed to parallel prevailing licensure and certification requirements as closely as possible. Because of variations among states, each student should check with regional authorities to confirm such requirements.

The Master of Arts in Mental Health Counseling Program should not be confused with the Master of Arts in Professional Counseling Program.

Admissions 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 Professional Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent graduate study.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

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

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 credit hours beyond the bachelor's degree, with at least eight courses taken on campus.
- A grade point average of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration.

For additional graduation requirements for the M.A. in Mental Health Counseling Program, please consult the campus-specific *Academic Catalog Addenda*.

Program Requirements—Based on Campus Requirements

The Master of Arts in Mental Health Counseling Program is designed to prepare students for eventual licensure in the profession. The curriculum at the various campuses offering a graduate degree in mental health counseling includes the core curricular content required to meet licensing requirements for that state. However, each campus at a minimum will offer courses in systemic theory, human development, psychopathology, assessment, clinical practice, and systemic intervention skills, ethics and research. More detailed information can be found in the program information published in the campus-specific *Academic Catalog Addenda*.

MASTER OF ARTS IN PROFESSIONAL COUNSELING PROGRAM¹

The field of professional counseling has grown significantly within recent years, and as a result a larger number of settings are requiring professional counselors. In order to help meet society's need for professional counselors, Argosy University offers the Master of Arts (M.A.) in Professional Counseling Program. This degree is intended to continue the professional development of those currently functioning, or desiring to function, in a counseling role.

The coursework and practicum are designed to meet the current educational requirements for the appropriate master's-level licensure in the state in which the program is located. Since licensing may change and often varies from state to state, students should verify the current requirements of the state in which they plan to become licensed.

¹ In order to meet the requirements for licensure, graduates will be conferred a Master of Arts in Psychology, Professional Counseling Specialty in Georgia, a Master of Arts in Counseling Psychology in California and a Master of Arts in Mental Health Counseling in the state of Washington.

Admissions 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 Professional Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- Applicants are expected to meet the minimum degree requirements of the campus to which they are applying.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

For information on additional admissions requirements, please consult the campus-specific *Academic Catalog Addendum*.

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

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

Graduation Requirements

To receive the Master of Arts in Professional Counseling degree, the student must fulfill the degree requirements of the campus attended. Graduation requirements include:

- Satisfactory completion of all requirements in the program of study.
- A minimum grade point average as defined by the campus of attendance.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements—Based on Campus Requirements

The Master of Arts in Professional Counseling Program is designed to educate and train students who are currently functioning, or wish to function, as counseling practitioners. Students are introduced to basic counseling skills that integrate individual and group theoretical foundations of professional counseling into appropriate client interaction and intervention skills. For more detailed information on the requirements of the M.A. in Professional Counseling Program, please refer to the information published in the campus-specific *Academic Catalog Addenda*.

Practicum Requirements

The practicum engages students in the supervised practice of the clinical skills and methods they learn from the coursework. Matriculating students will receive advisement and assistance in arranging the practicum experiences.

MASTER OF ARTS IN SCHOOL PSYCHOLOGY PROGRAM

The Master of Arts (M.A.) in School Psychology Program is dedicated to producing ethical, responsible, and competent school psychologists who are able to function effectively in a number of professional roles. During their graduate training, students develop core competencies in psychological assessment, intervention, consultation/education, as well as cultural and individual diversity. Graduates of the program may be eligible for Department of Education certification and will be prepared to be employed as school psychologists. The program is designed to prepare students to become Nationally Certified School Psychologists in accordance with criteria developed by the National Association of School Psychologists.

To ensure that students are adequately prepared, the curriculum provides for the meaningful integration of theory, training, and practice. The 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 the following:

- The student has knowledge of varied models and methods of assessment and will be able to use appropriate data gathering procedures to diagnose and determine appropriate intervention techniques.
- The student has knowledge of behavioral, mental health, collaborative and/or other consultation models and of their application to particular solutions.
- The student will be able to identify human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.
- The student has knowledge of human developmental processes, techniques to assess these processes, and can implement appropriate and effective therapeutic interventions (both direct and indirect) to facilitate the development of behavioral, affective, adaptive, and social skills.
- The student will demonstrate an appreciation of basic diversity and multicultural issues and of the potential influence of biological, social, cultural, ethnic, experiential socio-economic, gender-related, and linguistic factors in development and learning.
- The student will demonstrate an understanding of educational and other systems and be able to successfully perform in the school environment.
- The student will be able to select and implement appropriate and effective therapeutic interventions as they relate to prevention, wellness promotion, and crisis needs.
- The student has an understanding of family influences on development, learning, and behavior, and can utilize techniques to involve the family in the educational partnership.
- The student will perform in accordance with recognized practices in school psychology and will demonstrate knowledge of relevant ethical and legal issues in school psychology.

- The student will be able to utilize information sources and technology to gain new knowledge relevant to the study of school psychology.
- The student will demonstrate knowledge of research, statistics, and evaluation methods.

The 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 Training Overview

School Psychology training involves both in-class and fieldwork out-of-class contact of students with a school and/or clinical population. Through this contact, students apply their 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 their training in school psychology, Argosy University students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During their school psychology training, students advance through progressively more challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. Students in the M.A. 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.

Admissions Requirements

The application process for admission into the M.A. 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 admissions 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 M.A. 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 Professional Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.

- Applicants are expected to have a minimum GPA of 3.0 on a scale of 4.0, or the equivalent, for the following:

Cumulative coursework

Junior/senior coursework

Coursework in psychology

Highest degree attained

Where appropriate, graduate-level coursework will be examined.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal statement with a self-appraisal of qualifications for the profession.
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended.
- GRE scores (recommended, but not required)

Prerequisites for Admission

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 M.A. in School Psychology Program:

Abnormal psychology

General psychology

Tests and measures or psychological assessment

Statistics or research methods

Personality theories

These courses provide a foundation for the required curriculum and offer perspectives and information that complement those of the 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 their program for which one or more of the foundation courses serve as prerequisites.

Argosy University offers courses in the above subject areas through the in-residence Bachelor of Arts in Psychology Degree Completion Program and online. Students may also take these courses at another accredited institution of higher education. Students who have completed one or more foundation 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, and if they

have not successfully passed the exam on the second attempt, they will be required to take a course to fulfill the foundation course requirement. Students who have not completed the foundation course requirements by the end of their first year after matriculation in the program may not be allowed to register for program courses until the requirement is completed.

Individuals applying for admission to the M.A. in School Psychology Program must submit the following materials:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal statement with self-appraisal of qualification for the profession.
- Current résumé or curriculum vitae
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended.
- GRE scores (recommended, but not required)

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 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.

Application Deadlines

All admissions materials for the School Psychology Program should be submitted by the following dates. However, exceptions for special circumstances may be made.

Application Deadlines for Fall 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)

Application Deadline for Spring Admission

November 15	Final deadline
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Application Deadline for Summer I Admission

April 15	Final deadline (applications may be accepted after this date dependent on space availability)
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Application Deadline for Summer II Admission

June 15	Final deadline (applications may be accepted after this date dependent on space availability)
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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, along with the required non-refundable tuition deposit, by the deadline indicated in the acceptance letter. If deferral is granted, an additional \$500 non-refundable deposit is required, for a total deposit of \$1,000.

Enrollment Requirements

Matriculated students must be continuously enrolled in their program from the time of matriculation through graduation with the exception of an approved leave of absence. Students who do not register for the current semester, or who do not return from a leave of absence at the specified time, will be considered withdrawn from the program.

All masters' students must enroll for the equivalent of 6 credit hours in the Fall and Spring Semesters and 3 credit hours in the Summer Semester, except during internship. Master's students wishing to be enrolled for less than 6 credit hours must petition the campus dean or program chair. No pre-internship doctoral students will be permitted to take less than the equivalent of 6 credit hours per semester except those students who have fewer than 6 credit hours of required coursework to take prior to internship.

Course Waiver

Students may waive up to 15 additional credits if they have taken an equivalent course at another accredited graduate institution. For every course waived, another appropriate Argosy University course must be substituted. All waivers and course substitutions must be approved by the campus dean or program chair of the School Psychology Program.

Satisfactory Academic Progress

Students must make satisfactory progress toward their degree by maintaining a GPA of 3.0 (on a scale of 4.0). A grade of "NC" ("No Credit") is considered a grade lower than "B-" for purposes of academic warning, dismissal, or academic standing matters other than calculation of GPA. This applies to all courses that are graded as "Credit/No Credit" ("CR/NC"). Students taking an approved leave of absence will have the maximum time-frame for completion of the program extended for the length of the leave period, up to a period of one year. The leave period will not be counted in the determination of the student's year in the program.

Retaking Courses

Students who receive a grade below “B-” in a core course must retake this course no later than the end of the next calendar year. Core courses in the M.A. in School Psychology Program include all courses except electives, which need not be retaken unless a grade of “F” is received. Students who receive an “F” in an elective course may either retake the same course or substitute another elective in order to satisfy the credit hour requirement for the program. However, it is in the student’s best interest to retake the same course, since the original grade of “F” is not used to calculate the cumulative grade point average.

Graduation Requirements

Students admitted into the M.A. 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 master’s degree, students must meet the following requirements:

- Satisfactory completion of 60 credit hours which include:
 - 54 credit hours of required coursework (all required courses are 3 credit hours)
 - Two semesters of Ethics and Conduct in School Psychology: Ethics, History and Practice (PS7009), or Professionalization Group (PS7110/PS711).
 - 6 credit hours of practicum and practicum seminar
- Successful completion of the required practicum.
- Successful completion of the School Psychology Evaluation Competency (SPEC).
- 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 a full-year 1200-hour internship.
- Submission of a Petition to Graduate Form and a \$150 graduation fee.

Petition to Graduate

Argosy University holds a commencement ceremony annually in the Fall Semester. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremony, must submit the appropriate forms and fees to the Student Services Department.

Although commencement is held annually, students who complete graduation requirements at other times during the year will be recognized as graduated students and receive a letter of completion, provided the Petition for Program Completion is submitted.

Non-Academic Competence

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils of the American Psychological Association. 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).

Program Requirements

The M.A. in School Psychology Program requires the satisfactory completion of 60 semester credit hours distributed as follows:

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)
PS7835	Personality Assessment (3)

Data-Based Decision-Making and Accountability (Assessment) Requirements—12 Credit Hours

Consultation and Collaboration Requirement—Students Are Required to Take the Following

PS8100	School Consultation and Supervision: Theory and Procedure (3)
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Consultation and Collaboration Requirement—3 Credit Hours

Effective Instruction and Development of Cognitive and Academic Skills Requirement—Students Are Required to Take the Following

PS7040	Cognition and Affective Processes (3)
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Effective Instruction and Development of Cognitive and Academic Skills Requirement—3 Credit Hours

School Psychology Practice and Development/Professional Issues, Ethics and Professional Conduct Requirements—Students Are Required to Take the Following

PS7009	Professional Issues in School Psychology: Ethics, History and Practice (3)
PS7110	Professionalization Group I (0)
PS7111	Professionalization Group II (0)
PS8201	Practicum I and Seminar I (3)
PS8202	Practicum and Seminar II (3)

School Psychology Practice and Development/Professional Issues, Ethics and Professional Conduct Requirements—9 Credit Hours

Socialization and Development of Life Skills/Treatment Modalities Requirements—Students Are Required to Take the Following

PS8010	Cognitive Behavioral Theory and Therapy (3)
PS8710	Child Therapy (3)

Socialization and Development of Life Skills/Treatment Modalities Requirements—9 Credit Hours

School Systems Organization, Policy, Development and Climate Requirement—Students Are Required to Take the Following

PS7080	School Organization and Curriculum (3)
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School Systems Organization, Policy, Development and Climate Requirement—3 Credit Hours

Home/School/Community Collaboration Requirement—Students Are Required to Take the Following

PS8050	Family and Couples Therapy (3)
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Home/School/Community Collaboration Requirement—3 Credit Hours

Research and Program Evaluation Requirement—Students Are Required to Take the Following

PP7200	Statistics and Research Methods I (3)
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Research and Program Evaluation Requirement—3 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)
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Diversity in Development and Learning Requirement—3 Credit Hours

Psychological Foundations Requirements

Biological Basis Requirement—Students Are Required to Take the Following

PS7050	Physiological Psychology (3)
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Biological Basis Requirement—3 Credit Hours

Social Basis Requirement—Students Are Required to Take the Following

PS7060	Social Psychology (3)
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Social Basis Requirement—3 Credit Hours

Human Development Requirement—Students Are Required to Take the Following

PS7010	Lifespan Development (3)
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Human Development Requirement—3 Credit Hours

Individual Differences Requirement—Students Are Required to Take the Following

PS7070	Foundations of Exceptional Student Education (3)
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PS7330	Child and Adolescent Psychopathology (3)
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Individual Differences Requirement—3 Credit Hours

Note: No electives are required in the Master of Arts in School Psychology Program.

Professionalization Group Requirements

During their 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 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 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.

Master's students in the School Psychology Program are placed in a practicum and seminar for 6 credit hours. Each practicum requires a minimum of 83.33 practicum hours to equal 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 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), 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 director of Clinical Training or program chair of the School Psychology Program regarding their eligibility to continue practicum.

Practicum Prerequisites

To be eligible for Practicum I (PSS201), students must have successfully completed (or transferred, if applicable) the following courses (unless special arrangements have been made with the program chair of the School Psychology Program):

Practicum Course Prerequisites

PS7010	Lifespan Development (3)
PS7110	Professionalization Group (3)
PS7111	Professionalization Group (3)
PS7330	Child and Adolescent Psychopathology (3)
PS7331	Psychological Assessment of Children and Adolescents (3)
PS7370	Cognitive Assessment (3)
PP7385	Personality Assessment (3)
PS8010	Cognitive Behavioral Therapy (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, and
- 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 their 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 their practicum.

Practicum Evaluation

Student progress in practicum training is evaluated through the use of Evaluation Forms that are forwarded to each site supervisor and seminar faculty by the Training Department each semester. The Evaluation Form asks the supervisor to assess student progress in the basic areas of psychological functioning. It is expected that supervisors will review this written Evaluation Form with the students and provide direct feedback regarding the student's strengths and weaknesses. Supervisors are responsible for returning this form to the director of Training on a timely basis. Seminar leaders will maintain primary responsibility for monitoring student progress and will evaluate student progress each semester. The seminar leader will discuss each student's progress in site visits with the site supervisor. If students are having difficulty of any kind on their practicum, they are encouraged and expected to consult with their seminar leader and the director of Training and the program chair of the School Psychology Program. Supervisors are advised to contact the director of Training and the program chair with concerns as they arise. Based upon the site and faculty evaluations, the director of Training assigns a grade of "Credit/No Credit" for the practicum and practicum seminar.

Internship Requirements

All students in the M.A. in School Psychology Program are required to complete at least a 1,200-hour internship as a condition for graduation. Students should investigate the requirements for the state in which they wish to obtain certification and make certain that they meet the specific requirements of that state. The internship must be completed within 10 to 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. 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 handicapping conditions in both regular and special education. The internship experience allows

students to integrate all of their previously learned skills and knowledge in a comprehensive service delivery system. The 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 will begin the internship during their third year of enrollment. Meetings held each Spring Semester provide a comprehensive overview of the policies, procedures, and requirements of the internship.

To be eligible to begin internship, students must be in good 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 Training Department or program chair of the School Psychology Program actively provides guidance and support for students throughout the internship search process—in both group and individual formats.

The following are the general steps in the application process:

1. The students arranges to have Argosy University faculty members and practicum supervisors write letters of recommendation on his/her behalf.
2. The student meets with the director of Training, the assistant director of Training, 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 to apply to. The Training Department and program chair of the 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 his/her approved sites. The Training Department 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 those sites where they are offered interviews.
7. In the event a student does not receive an internship, the Training Department and program chair of the School Psychology Program provide guidance and assistance to the student in continuing the search process.

Students will be permitted to begin their 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 Training Department and/or program chair to make certain that the student is making satisfactory academic progress.

The Training Department and program chair of the 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 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 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 Training Department 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.

School Psychology Evaluation Competency Examination (SPEC) Requirements

The School Psychology 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 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 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 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.

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 credit hours required for graduation, though students are encouraged to take it.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN SCHOOL PSYCHOLOGY PROGRAM

Year One

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
PS7009	Professional Issues in School Psychology: Ethics, History and Practice (3)	PS7330	Child and Adolescent Psychopathology (3)	PS7070	Foundations of Exceptional Student Education (3)
PS7010	Lifespan Development (3)	PS7331	Psychological Assessment of Children and Adolescents (3)	PS7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PS7370	Cognitive Assessment (3)	PS7835	Personality Assessment (3)		
PS7040	Cognition and Affective Processes (3)	PS8010	Cognitive Behavioral Theory and Therapy (3)		
PS7110	Professionalization Group I (0)	PS7111	Professionalization Group II (0)		

Year Two

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
PS7050	Physiological Psychology (3)	PS7060	Social Psychology (3)	PS7080	School Organization and Curriculum (3)
PP7200	Statistics and Research Methods I (3)	PS8100	School Consultation and Supervision: Theory and Procedure (3)	PS8050	Family and Couples Therapy (3)
PS7373	Integrative Assessment (3)	PS8710	Child Therapy (3)		
PS8201	Practicum and Seminar I (3)	PS8202	Practicum and Seminar II (3) School Psychology Evaluation Competency Examination		

Year Three

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
PS8900	Internship (3)	PS8900	Internship (3)	PS8900	Internship (3)

Course/Credit Transfer

Courses Taken at Other Institutions

Students who have completed graduate coursework at another institution may petition for transfer of courses in the master's program up to a maximum of 15 credit hours (five courses). For a course to be considered eligible for transfer from another institution, the following conditions must be met:

- The course must have been taken no more than five years prior to enrollment at Argosy University, unless the student can present evidence of ongoing work experience or continuing education in that area.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the United States, the appropriate state or national accreditation is required.
- The course submitted for credit transfer of a 3-credit hour course must itself be at least 3 credit hours.
- The student must have earned a grade of "B" or above in the course.
- Practicum, practicum seminars and the first-year Professionalization Group taken at another institution 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 submit-

ted 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 credits will appear on the student's transcript as a "transfer course" under the corresponding course number and title.

Courses Taken at Other Argosy University Campuses

Students who transfer from another Argosy University campus may receive credit for a course taken at the original campus, including Professionalization Group and practicum, if the course is identical to the one offered at this campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial. Students at one Argosy University who wish to submit transfer requests for courses taken at another Argosy University campus must do so before or during the first year of enrollment.

No transfer credit will be given for courses taken at another university after matriculation into a degree program at Argosy University.

Transfer of Credits to the Master of Arts in School Psychology Program from the Master of Arts in Professional Counseling Program

If accepted for admission to the master's in School Psychology Program, successful completion of the following M.A. in Professional Counseling Program courses may be considered on a case-by-case basis for credit in place of the listed courses in the M.A. in School Psychology Program (maximum 15 credit hours).

M.A. in Professional Counseling Program		M.A. in School Psychology Program	
PC6505	Group Counseling (3)	PS8060	Group Psychotherapy (3)
-or-			
PC6101	Theories of Group Counseling (3)		
PC6300	Professional and Ethical Issues (3)	PS7100	Professional Issues: Ethics, Conduct and Law (3)
PC6521	Research and Evaluation (3)	PS7200	Statistics and Research Methods I (3)
PC6025	Human Development and Learning (3)	PS7010	Lifespan Development (3)
-or-			
PC6501	Human Development: Lifespan (3)		
PC6022	Family Therapy Counseling Skills (3)	PS8050	Family and Couples Therapy (3)
PC6440	Child and Adolescent Counseling (3)	PS8710	Child Therapy (3)

Transfer of Credits to the Master of Arts in School Psychology Program from the Master of Arts in Sport-Exercise Psychology Program

If accepted for admission to the M.A. in School Psychology Program, successful completion of the following M.A. in Sport-Exercise Psychology Program courses may be considered on a case-by-case basis for credit in place of the listed courses in the M.A. in School Psychology program.

M.A. Sport-Exercise Psychology Program		M.A. in School Psychology Program	
SP7200	Statistics and Research Methods (3)	PS7200	Statistics and Research Methods I (3)
SP8010	Cognitive-Behavioral Theory and Therapy (3)	PS8010	Cognitive-Behavioral Theory and Therapy (3)
SP6300	Professional and Ethical Issues (3)	PS7100	Professional Issues: Ethics, Conduct, and Law (3)
SP6505	Lifespan Development (3)	PS7010	Lifespan Development (3)

Transfer of Credits to the Master of Arts in School Psychology Program from the Master of Arts in Clinical Psychology Program

All courses successfully completed in the M.A. in Clinical Psychology Program that are also required in the M.A. in School Psychology curriculum may be applied toward M.A. in School Psychology Program if completed within the last five years. Other coursework completed in the M.A. in Clinical Psychology Program will be considered for transfer to the M.A. in School Psychology Program on a case-by-case basis.

Transfer of Credit Earned in the M.A. in Clinical Psychology Program Practicum into the M.A. 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 M.A. 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 Psy.D. 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.

MASTER OF ARTS IN SPORT-EXERCISE PSYCHOLOGY PROGRAM

The Master of Arts (M.A.) in Sport-Exercise Psychology Program is designed to educate and train students to function as capable and ethical performance enhancement specialists. This two-year degree is intended to meet the needs of students seeking employment in a variety of settings, including private practice, athletic departments, coaching, exercise/health, and education, as well as those who will ultimately pursue a doctorate degree. The goals of the program include developing student competencies in the following areas: theoretical foundations, helping relationships, individual and group skills, normal and abnormal behavior, sport sciences, research and evolution, diversity, and professional identity.

Based on the educational requirements outlined by the Association for the Advancement of Applied Sport Psychology (AAASP), the curriculum provides students with a foundation in applied sport psychology, an understanding of normal and abnormal psychological functioning, and a knowledge base in the physiological, motor, and psychosocial aspects of sport behavior. Graduates of the M.A. in Sport-Exercise Psychology Program are eligible to apply for “provisional status” as a Certified Consultant, AAASP.

Students who also wish to pursue a master’s degree in professional counseling may follow a curriculum plan that allows them to fulfill the requirements for the M.A. in Sport-Exercise Psychology Program in two years and the M.A. in Professional Counseling Program with one additional year of study. Application to the Professional Counseling Program is made in the second year of enrollment in the Sport-Exercise Psychology Program. Graduates of the M.A. in Professional Counseling Program are eligible to apply for status as a Licensed Professional Counselor (LPC) in the state of Arizona and certification/licensure in most other states.

Students who wish to pursue a Doctor of Psychology (Psy.D.) in Clinical Psychology degree after completion of the M.A. in Sport-Exercise Psychology may apply to the Psy.D. in Clinical Psychology Program. Students who are accepted into the Psy.D. Clinical Psychology Program are then eligible for the transfer of some credits earned in the M.A. in Sport-Exercise Psychology Program, to be determined on a case-by-case basis.

Admissions Requirements

In addition to the requirements listed below, the Admissions Committee also takes into consideration the qualities essential to becoming an effective applied sport psychology professional. Material is also required which will help to determine the individual’s personal integrity, maturity, interpersonal skills, and ability to communicate. Required materials include:

- A bachelor’s degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Professional Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.

- Applicants are expected to have a minimum GPA of 3.0 on a scale of 4.0, or the equivalent, for the following:
 - Cumulative coursework
 - Junior/senior coursework
 - Coursework in psychology or exercise/sport science
 - Highest degree attained

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal statement with a self-appraisal of qualifications for the profession.
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended.
- GRE scores (recommended, but not required)

Application Deadlines

Application Deadlines for Fall Admission

January 15	Priority deadline
May 15	Final deadline (applications may be accepted after this date dependent on space availability)

Application Deadline for Spring Admission

November 15	Final deadline
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Deferral Policy

An applicant who, admitted to Argosy University/Phoenix, finds pressing and unforeseen circumstances prevent him/her from matriculating during the semester for which he/she was admitted, may request a deferral of admission for up to one year from the semester for which he/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/her special circumstances, along with the required non-refundable tuition deposit, by the deadline indicated in the acceptance letter. If deferral is granted, an additional \$500 non-refundable deposit is required, for a total deposit of \$1,000.

Enrollment Requirements

Students in the M.A. in Sport-Exercise Psychology Program have the option to maintain a full-time or part-time course load. Students are encouraged to register for a minimum of 6 credit hours each semester. The most effective way of achieving the program’s objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended by the faculty.

Matriculated students must be continuously enrolled in their program from the time of matriculation through graduation unless they have been granted an approved leave of absence. Students who do not register for the current semester, or who do not return from a leave of absence at the specified time will be considered withdrawn from the program.

Satisfactory Academic Progress

Students must make satisfactory progress toward their M.A. in Sport-Exercise Psychology degree by maintaining a GPA of 3.0 (on a scale of 4.0), as well as proceeding through the course of study at a pace leading to completion of the program requirements within a maximum time period of five years. The minimum accumulation of credit hours need to maintain satisfactory academic progress is outlined below:

Credit Hour Requirements for Satisfactory Academic Progress

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	48 credit hours

Students taking an approved leave of absence will have the maximum time-frame for completion of the program for the length of the leave period. The leave period will not be counted in the determination of the student's year in the program.

Retaking Courses

Students who receive a grade below "B-" in a core course must retake this course no later than the end of the next calendar year. Core courses in the M.A. in Sport-Exercise Psychology Program include all courses except the elective requirement.

Students who receive a grade below "B-" in their elective course must either retake the same course or substitute another elective option and obtain a grade of "B-" in order to satisfy the program requirement. However, it is in the student's best interest to retake the same course, since only the second-higher grade is used to calculate the cumulative grade point average.

Graduation Requirements

To be eligible for graduation, students will be responsible for completing the program requirements that are in effect at the time of admission. Argosy University/Phoenix retains the right to modify these requirements in accordance with the demands of the profession. To be eligible for graduation, students must meet the following requirements:

- Successful completion of all program requirements, including a total of 48 credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 39 credit hours of required coursework
 - 3 credit hours of elective coursework
 - 6 credit hours of practicum and practicum seminar

- Successful completion of the Sport Psychology Competency Evaluation.
- GPA of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- Completion of all degree requirements within a maximum time-frame of five years.
- Submission of Petition to Graduate and payment of \$150 graduation fee.

Petition to Graduate

The annual commencement ceremony at Argosy University/Phoenix generally occurs in the Fall. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremony, must submit the appropriate forms and fees to the Student Services Department.

Although commencement is held annually, students who complete graduation requirements at other times during the year will be recognized as a graduated student and receive a letter of completion, provided the Petition for Program Completion is submitted.

Program Requirements

Students admitted into the M.A. in Sport-Exercise Psychology Program are responsible for completing the program requirements that are in effect at the time of their admission. In addition to the credit hour requirements outlined below, students must also complete two semesters of Professionalization Group and the Sport Psychology Competency Evaluation.

The M.A. in Sport-Exercise Program requires the satisfactory completion of 48 semester credit hours, distributed as follows: sport psychology course requirements, 9 credit hours; physiological bases of sport requirement, 3 credit hours; motor bases of sport requirement, 3 credit hours; social bases of behavior requirement, 3 credit hours; cognitive bases of behavior requirement, 3 credit hours; individual behavior requirement, 3 credit hours; psychopathology requirement, 3 credit hours; basic interventions in counseling requirements, 6 credit hours; research design and statistics requirement, 3 credit hours; professional ethics and standards requirement, 3 credit hours; elective requirement, 3 credit hours; and supervised applied sport psychology practicum requirements, 6 credit hours.

Sport Psychology Course Requirements—Students Must Take the Following

- SP6493 Psychological Aspects of Athletic Injury (3)
 - SP6499 Applied Sport Psychology I: Theory and Research (3)
 - SP6500 Applied Sport Psychology II: Professional Practice (3)
-
- Sport Psychology Course Requirements—9 Credit Hours

Physiological Bases of Sport Requirement—Students Must Take the Following

- SP6501 Exercise Physiology (3)
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- Physiological Bases of Sport Requirement—3 Credit Hours

Motor Bases of Sport Requirement—Students Must Take the Following

- SP6497 Motor Learning and Development (3)
-
- Motor Bases of Sport Requirement—3 Credit Hours

Social Bases of Behavior Requirement—Students Must Take the Following

SP6020 Team Dynamics and Group Behavior (3)

Social Bases of Behavior Requirement—3 Credit Hours

Cognitive Bases of Behavior Requirement—Students Must Take the Following

SP8010 Cognitive Behavioral Theory and Therapy (3)

Cognitive Bases of Behavior Requirement—3 Credit Hours

Individual Behavior Requirement—Students Must Take the Following

SP6505 Lifespan Development (3)

Individual Behavior Requirement—3 Credit Hours

Psychopathology Requirement—Students Must Take the Following

SP6005 Psychopathology (3)

Psychopathology Requirement—3 Credit Hours

**Basic Interventions in Counseling Requirements—
Students Must Take the Following**

SP6510 Athletic Counseling (3)

SP6104 Counseling Skills I (3)

Basic Interventions in Counseling Requirements—6 Credit Hours

Research Design and Statistics Requirement—Students Must Take the Following

SP7200 Statistics and Research Methods I (3)

Research Design and Statistics Requirement—3 Credit Hours

**Professional Ethics and Standards Requirement—
Students Must Take the Following**

SP6300 Professional and Ethical Issues (3)

Professional Ethics and Standards Requirement—3 Credit Hours

Elective Requirement—Students Choose One of the Following

SP6494 Exercise and Health Psychology (3)

SP7349 Career Counseling and Assessment (3)

SP8011 Advanced Cognitive Behavior Therapy (3)
[or other course approved by campus dean or program chair]

Elective Requirement—3 Credit Hours

**Supervised Applied Sport Psychology Practicum
Requirements—Students Must Take the Following**

SP6535 Sport Psychology Master's Practicum and Seminar I (3)

SP6536 Sport Psychology Master's Practicum and Seminar II (3)

Supervised Applied Sport Psychology Practicum
Requirements—6 Credit Hours**Professionalization Group Requirements**

During their first year, students participate in weekly Professionalization Groups that focus on topics related to the profession of sport-exercise psychology. Through readings and discussions led by faculty members, students begin to develop a professional identity and become familiar with current issues in sport-exercise 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 Group also serves as his/her academic advisor.

Sport Psychology Competency Evaluation (SPCE) Requirements

The Sport-Exercise Competency Evaluation (SPCE) is a competency-based examination of a student's proficiency in applied sport psychology. This evaluation takes place in the Spring and Summer Semester of the student's first practicum/seminar year. The purpose of the SPCE is to assess students' growth and development of consulting competency in applied sport psychology in accordance with the standards of Argosy University and to ensure student acquisition of appropriate skills for applied sport psychology practice.

The SPCE assesses competencies in assessment, case formulation, and intervention planning and implementation. As a prerequisite for submitting the written report, the student must be in good academic standing and enrolled in or have completed the practicum and seminar.

Students are expected to demonstrate their conceptual abilities, theoretical knowledge, and applied sport psychology skills obtained through the integration of classroom theoretical work, practice gained in class, field training and supervision at their practicum and in the practicum seminar. The practicum seminar instructor will review the guidelines for the SPCE with students in the Fall Semester. For further information regarding the requirements of the SPCE, students should refer to the *SPCE Manual*.

Practicum and Practicum Seminar Requirements

The practicum provides opportunities for students to gain applied sport psychology training and experience. The practicum allows students to work under supervision with an athletic and/or performance population. The goal of the practicum is to correlate the student's field experience with attained levels of academic experience. This training includes direct observation of athletes/performers, assessments of mental skills, and intervention planning and implementation with individuals and/or groups.

Students are placed in a practicum and practicum seminar during their second year of study. Each practicum requires a minimum of 400 hours of applied sport psychology training. The practicum carries 3 credit hours per semester, or 6 credit hours per academic year. At times, a practicum may require a student to provide services outside of the regular year (e.g., during the summer just prior to the start of the Fall Semester). In addition to being enrolled in practicum, students attend a weekly, one-hour practicum seminar led by a faculty member. A practicum may not be done in a student's place of employment, nor are practicum requirements waived.

All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration. Students may wish to purchase additional coverage, such as American Psychological Association Insurance Trust (www.apa.org).

Practicum Prerequisites

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0), and have completed the academic planning which will allow for the following practicum prerequisite courses to be successfully completed prior to the beginning of the practicum:

Practicum Course Prerequisites

SP6000	Professionalization Group I (0)
SP6001	Professionalization Group II (0)
SP6005	Psychopathology (3)
SP6104	Counseling Skills I (3)
SP6499	Applied Sport Psychology I: Theory and Research (3)
SP8010	Cognitive Behavioral Theory and Therapy (3)

Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communications skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to being practicum. Students placed on probation during practicum must petition the campus dean or program chair of the Sport-Exercise Psychology Program regarding their eligibility to continue practicum.

Practicum Seminar

All students enrolled in the practicum must also attend the practicum seminar. The practicum seminar meets weekly throughout the academic year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes in useful field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students as well as the area of expertise of the faculty member.

Practicum Experiences

The list of current and past practicum sites at Argosy University/ Phoenix includes local area high school athletic departments, college athletic teams, sports medicine facilities, professional sports organizations, youth sport organizations, and private sport psychology consulting practices. One of the major priorities of the Sport-Exercise Psychology Program is the acquisition of appropriate practicum sites; this is an ongoing activity. If a student has a particular interest in either an applied area or practicum site that is not currently listed, the Sport-Exercise Psychology Program faculty will investigate and attempt to locate or approve such sites if approval criteria

can be met. It is recommended that students bring their suggestions for potential practicum sites to the attention of the Sport-Exercise Psychology Program faculty. The appropriate practicum site personnel will be contacted and asked to provide details with regard to the types of training opportunities the site would provide to students. This information will be reviewed by the Sport-Exercise Psychology Program faculty to ensure that the site would provide students with a valuable practicum experience and the type of training the school requires. If the Sport-Exercise Psychology Program faculty determines that the practicum site will be a positive experience for the student, the site, and Argosy University, then it will be added to the list of practicum sites.

Practicum Evaluation

Evaluation of student progress in field training focuses on three areas: theoretical knowledge base, applied sport psychology skills, and professional attitudes. Student progress in practicum training is evaluated through the use of evaluation forms which are completed by the primary supervisor and appropriate practicum site personnel (e.g., head coach) each semester. It is expected that the primary supervisors review these written evaluation forms with the student and provide direct feedback regarding the student's strengths and weaknesses. Based upon the supervisor and site evaluations, a grade of "Credit" or "No Credit" for the practicum and the practicum seminar is assigned.

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, individual faculty may require students to enroll in a writing tutorial based on course performance at any point during their program.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN SPORT-EXERCISE PSYCHOLOGY PROGRAM

Year One

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
SP6499	Applied Sport Psychology I: Theory and Research (3)	SP6500	Applied Sport Psychology II: Professional Practice (3)	PP8010	Cognitive-Behavioral Theory and Therapy (3)
SP6505	Lifespan Development (3)	SP6104	Counseling Skills I (3)		
SP7200	Statistics and Research Methods I (3)	SP6005	Psychopathology (3)		
SP6000	Professionalization Group I (0)	SP6001	Professionalization Group II (0)		

Year Two

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
SP6493	Psychological Aspects of Athletic Injury (3)	SP6510	Athletic Counseling (3)	SP6501	Exercise Physiology (3)
SP6020	Team Dynamics and Group Behavior (3)	SP6497	Motor Learning and Development (3)		
PC6300	Professional and Ethical Issues (3)	SP6536	Sport Psychology Master's Practicum and Seminar II (3)		
SP6535	Sport Psychology Master's Practicum and Seminar I (3)		Elective (3)		

RECOMMENDED COURSE SEQUENCE FOR THE M.A. IN SPORT-EXERCISE PSYCHOLOGY AND M.A. IN PROFESSIONAL COUNSELING DEGREES

Year One

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
SP6499	Applied Sport Psychology I: Theory and Research (3)	SP6500	Applied Sport Psychology II: Professional Practice (3)	PP8010	Cognitive-Behavioral (3) Theory and Therapy
SP6505	Lifespan Development (3)	SP6104	Counseling Skills I (3)	PC6105	Counseling Skills II (3)
SP7200	Statistics and Research Methods I (3)	SP6005	Psychopathology (3)		
SP6000	Professionalization Group I (0)	SP6001	Professionalization Group II (0)		

Year Two

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
SP6493	Psychological Aspects of Athletic Injury (3)	SP6510	Athletic Counseling (3)	SP6501	Exercise Physiology (3)
SP6020	Team Dynamics and Group Behavior (3)	SP6497	Motor Learning and Development (3)	PC6000	Counseling Theory
SP6300	Professional and Ethical Issues (3)	SP6536	Sport Psychology Master's Practicum and Seminar II (3)		
SP6535	Sport Psychology Master's Practicum and Seminar I (3)	SP7349	Career Assessment and Counseling (3)		

Year Three

Fall Semester		Spring Semester		Summer Semester (7.5 Weeks)	
PC6700	Couples and Family Counseling (3)	PC6220	Personality Theories and Individual Counseling (3)	PC6525	Appraisal of Individuals (3)
PC6505	Group Counseling (3)	PC6900	Substance Abuse Counseling (3)	PC6511	Social and Cultural Foundations of Counseling
PC6400	Practicum I (3)	PC6900	Substance Abuse Counseling (3)	PC6402	Practicum III (3)

**Application To Other Programs
from the M.A. in Sport-Exercise Psychology Program**

*Application to the Master of Arts in Professional Counseling Program
from the Master of Arts in Sport-Exercise Psychology Program*

A student enrolled in the M.A. in Sport-Exercise Psychology Program who wishes to pursue a master's degree in Professional Counseling is encouraged to apply for admission to the M.A. in Professional Counseling Program during his/her second year of study. To be considered for admission into the M.A. in Professional Counseling Program, the following requirements must be met:

- The student must be in good academic standing in the M.A. in Sport-Exercise Program
- The student must have an overall GPA at Argosy University/Phoenix of 3.0 or better.
- The student must graduate from the M.A. in Sport-Exercise in Psychology Program before matriculating into the M.A. in Professional Counseling Program.

Students applying to the M.A. in Professional Counseling Program from the M.A. in Sport-Exercise Program must complete the following application materials:

- Completed Application for Admission Form (this requirement waived for current students).
- Application fee (non-refundable, except in California)
- Personal statement with a self-appraisal of qualifications for the profession.
- Current résumé
- Three completed Applicant Recommendation Forms (at least one recommendation must be from an individual who is not a faculty/staff member at Argosy University/Phoenix).
- Current Argosy University/Phoenix transcript (Admissions Department will request).

*Application to the Doctor of Psychology in Clinical Psychology Program
from the Master of Arts in Sport-Exercise Psychology Program*

A student enrolled in the M.A. in Sport-Exercise Psychology Program is eligible to apply for admission to the Doctor of Psychology in Clinical Psychology (Psy.D.) Program if he/she has fulfilled the following requirements:

- The student must be in good academic standing in the M.A. in Sport-Exercise Program.
- The student must have an overall GPA at Argosy University/Phoenix of 3.25 or better.
- The student must have completed a minimum of two full-time semesters of M.A. in Sport-Exercise Psychology Program coursework (18 credit hours).

Prerequisites for Admission

Applicants should have successfully completed the following five undergraduate foundation courses, or their equivalent prior to the anticipated date of enrollment in the Psy.D. in Clinical Psychology Program:

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

These courses provide a foundation for the required curriculum and offer perspectives and information that complement those of the clinical 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 their program for which one or more of the foundation courses serve as prerequisites.

Students applying to the Psy.D. in Clinical Psychology Program from the M.A. in Sport-Exercise Program must complete the following application materials:

- Completed Application for Admission Form (this requirement waived for current students)
- Application fee (non-refundable, except in California)
- Personal statement with a self-appraisal of qualifications for the profession.
- Current résumé
- Three completed Applicant Recommendation Forms (at least one recommendation must be from an individual who is not a faculty/staff member at Argosy University/Phoenix).
- Current Argosy University/Phoenix transcript (Admissions Department will request)

After all materials have been submitted, an in-person interview with two clinical psychology faculty members will be scheduled, excluding the student's advisor or faculty members who have provided a recommendation for the student. If admitted, the student will matriculate into the Psy.D. in Clinical Psychology Program at the beginning of the next semester.

Course/Credit Transfer

Courses Taken at Other Institutions

Students who have completed graduate coursework at another institution may petition for a transfer of credit to the M.A. in Sport-Exercise Psychology Program for a maximum of five courses (15 credit hours). For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years prior to enrollment at Argosy University/Phoenix, unless the student can present evidence of ongoing work experience or continuing education in that area, or passes an approved examination for the course.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the U.S., the appropriate state or national accreditation is required.
- The course submitted for transfer of a 3-credit hour course must itself be at least 3 credit hours.
- The student must have earned a grade of “B” or above in the course.
- Practicum, practicum seminars, and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request. If approved, the transferred course and credit will appear on the student’s transcript as a “transfer course” under the corresponding course number and title.

Courses Taken at Other Argosy University Campuses

Students who transfer from one Argosy University campus to another may receive credit for a course taken at the original campus, if the course is identical to the one offered at the transfer campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial. Students at Argosy University/Phoenix who wish to submit course transfer requests for courses taken at another Argosy University campus must do so before or during the first year of enrollment at Argosy University/Phoenix.

EDUCATION SPECIALIST IN SCHOOL COUNSELING PROGRAM

The Education Specialist (Ed.S.) in School Counseling Program is designed for experienced schoolteachers who have master’s degrees and wish to continue their professional development in a formalized educational program that will help them develop a specialty area applicable to the public school setting. The Ed.S. in School Counseling Program is a 30-semester credit hour program of study that incorporates coursework designed to help students in meeting the specialization requirements for certification in Guidance and Counseling (Grades K–12) in the state of Florida. Because of certification variations among states, students should check with regional authorities to confirm their requirements prior to entering the program. 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.

Admissions 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 Professional Psychology and Behavioral Sciences at Argosy University, 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.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Other requirements as determined by the program of study.

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

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

Graduation Requirements

A student is eligible for graduation in the Ed.S. 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 credit hours beyond the master's degree, including at least three of the five required in-residence courses being taken on-campus.
- A grade point average of 3.0 or higher (on a scale of 4.0).
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The Ed.S. in School Counseling Program requires the satisfactory completion of 30 semester credit hours distributed as follows: in-residence requirements, 15 credit hours; distance requirements, 12 credit hours; and culminating activity requirement, 3 credit hours.

In-Residence Requirements—Students Are Required to Take the Following

E6362	Assessment of Exceptional Students (3)
C6440	Ethics in Counseling (3)
C6443	Group Guidance Counseling (3)
C6452	Career and Lifestyle Assessment (3)

Students Choose a Minimum of One of the Following

C6444	Counseling Exceptional Students and Families (3)
C6445	Social and Cultural Competencies for Counselors (3)

In-Residence Requirements—15 Credit Hours

Distance Requirements—Students Are Required to Take the Following

C6436	Individual Counseling Theories and Practice (3)
C6459	Consultation in Education (3)
C6510	Principles of Guidance (3)

Students Choose a Minimum of One of the Following

C6035	Human Growth and Development (3)
C6433	Theories of Personality (3)

Distance Requirements—12 Credit Hours

Culminating Activity Requirement—Students Are Required to Take the Following

C6492	Field Experience I: Mental Health Counseling I (3)
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Culminating Activity Requirement—3 Credit Hours

DOCTOR OF EDUCATION IN COUNSELING PSYCHOLOGY PROGRAM

The challenges of an ever-changing society, and the diversity of roles available to the professional counselor, require a lifelong commitment to continuing education. The Ed.D. in Counseling Psychology presents a structured opportunity to fulfill this need, and prepares counselors from a variety of settings with the skills and credentials necessary to pursue leadership, supervision, training, and teaching positions in the profession. Students with a background in mental health, social work, school counseling, pastoral counseling, and psychiatric nursing join together to earn the terminal degree in their field, and develop new interests and levels of competency and direction for their practice through an applied, research-practitioner approach to the role of professional counselor. The faculty are committed teaching professionals, dedicated to the development of individual student interest areas through their course selection and dissertation topics. Their eclectic mix of backgrounds, theoretical orientations, and interests exposes students to new ideas, while extending established interests. For more detailed information on the Ed.D. in Counseling Psychology Program, please refer to the campus-specific *Academic Catalog Addendum* for your campus of record.

Admissions 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 Professional Psychology and Behavioral Sciences at Argosy University, 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
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Other requirements as determined by the program of study.

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

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 credit hours beyond the master's degree, including 45 credit hours of coursework and 15 credit hours of dissertation.
- Satisfactory completion of a minimum eight in-residence courses.
- Satisfactory performance on the Comprehensive Examination.
- Successful completion and defense of the dissertation.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The Ed.D. in Counseling Psychology Program requires the satisfactory completion of 60 semester credit hours. For more detailed information about the requirements of the Ed.D. in Counseling Psychology Program, please refer to the campus-specific *Academic Catalog Addendum* for your campus of record.

Ed.D. in Counseling Psychology Program with a Concentration in Counselor Education & Supervision

The Ed.D. in Counseling Psychology Program with a concentration in Counselor Education & Supervision builds upon a master's-level counseling curriculum. It is designed to help experienced counselors become doctoral-level counselor educators and supervisors. The program encourages graduates to assume leadership roles in the counseling profession through research and demonstrated knowledge of the theories related to the supervision and preparation of counselors. For more information regarding concentration requirements, please consult the campus-specific *Academic Catalog Addendum* for your campus of record.

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP PROGRAM

The Doctor of Education (Ed.D.) in Organizational Leadership Program is designed to meet the special requirements of working professionals who wish to develop their knowledge and skills to handle the changing needs of modern organizations. The program is designed to enable working professionals to pursue their personal and professional goals through the completion of a graduate program.

Based on the belief that success for an organization is directly and substantially linked to leaders within the organization, Argosy University offers the Organizational Leadership Program, which provides practicing professionals with opportunities for personal and professional development. The faculty are committed to providing their students with a learning environment that informs, enhances, challenges, and supports the development of organizational leaders ready to successfully face the complex issues present in an ever-changing world.

The program focuses on the qualities of transformational leadership, not just managerial attributes. This approach enables the faculty members to dedicate themselves to preparing students to lead complex organizations faced with an abundance of strategic challenges, such as increasing globalization, changing economies, societal shifts, and individual-organizational relationships. It is the premise of the program that leaders prepared in this manner can be visionaries and innovators, leading viable organizations capable of meeting the challenges of the future.

Admissions 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 Professional Psychology and Behavioral Sciences at Argosy University, 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.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Other requirements as determined by the program of study.

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

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 credit hours beyond the master's degree, including 45 credit hours of coursework and 15 credit hours of dissertation.
- A grade point average of 3.0 or higher (on a scale of 4.0)
- Satisfactory performance on the Comprehensive Examination.
- Successful completion and defense of the dissertation
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The Ed.D. in Organizational Leadership Program requires the satisfactory completion of 60 semester credit hours, distributed as follows: research requirements, 9 credit hours; concentration requirements, 24 credit hours; elective requirements, 12 credit hours; and dissertation requirements, 15 credit hours.

A minimum of eight courses must be completed on-campus.

Research Requirements—Students Are Required to Take the Following

R7031	Descriptive Research Methods (3)
R7036	Program Evaluation Methods (3)

Students Choose a Minimum of One of the Following

R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7035	Qualitative Research Methods (3)
R7037	Survey Techniques (3)
R7103	Business Research Methods (3)

Research Requirements—9 Credit Hours

Concentration Requirements—Students Are Required to Take the Following

L7101	Seminar in Leadership (3)
L7432	Professional Development in Leadership (3)
L7438	Team Management (3)
L7450	Interpersonal and Organizational Communication (3)
L7451	Leading Through and Beyond Change (3)
L7452	Leadership and Ethics (3)
L7838	Directed Independent Study: Organizational Leadership (3)
L7900	Conflict Management (3)

Concentration Requirements—24 Credit Hours

Elective Requirements—Students Are Required to Take the Following¹

L7131	Human Resource Management (3)
L7400	Special Topics: Human Services (3)
B7401	Advanced Organizational Behavior (3)
B7404	Stress Management Control (3)
B7405	Business Policy Seminar (3)
L7431	Theory and Development of Motivation (3)
L7435	Financial Management in Human Services (3)
L7437	Special Topics in Organizational Leadership (3)
L7440	Organizational Consultation (3)
B7602	Global Management Models (3)

Elective Requirements—12 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

L7935	Dissertation — Organizational Leadership (3)
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Dissertation Requirements—15 Credit Hours

DOCTOR OF EDUCATION IN PASTORAL COMMUNITY COUNSELING PROGRAM

The Doctor of Education (Ed.D.) in Pastoral Community Counseling Program is based on the fundamental belief that religious/spiritual communities provide a unique opportunity for human growth and development. The program is designed to prepare leaders within religious communities with an opportunity for personal and professional development, directed toward making a significant contribution to their community and to society. With this in mind, the program integrates the engagement of knowledge, the development of skills, reflective practice, and research in a manner that prepares the pastoral counselor to address individual and communal development in an ethically responsible fashion.

The Pastoral Community Counseling Program is committed to the concept of community. In this regard, the learners participate with one another and with faculty in a virtual community. This provides a means of support and interaction that exceeds the boundaries imposed by geographical definition, and utilizes technology for the purposes of individual, community, and societal development.

The program is designed to afford working professionals the opportunity to pursue doctoral study while maintaining active participation in their professional endeavors. Also, in concert with its emphasis on the religious/spiritual community, the program is offered in a modified cohort format.

Courses in this program may be taken as electives by students in other Ed.D. programs, and course substitutions may be approved by the program coordinator.

Admissions 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 Professional Psychology and Behavioral Sciences at Argosy University, 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.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Other requirements as determined by the program of study.

¹ Electives not listed in the program of study may be accepted with approval of the campus dean or program chair.

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

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

Graduation Requirements

A student is eligible for graduation from the Ed.D. Pastoral Community Counseling concentration when the following requirements have been met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members and program coordinator of Pastoral Community Counseling.
- Satisfactory completion of 60 credit hours beyond the master's degree.
- Successful completion of the Comprehensive Examination
- Successful completion of six field experience/research seminars (dissertation) for a total of 18 credit hours.
- A grade point average of 3.0 or higher
- The completion of all dissertation seminars
- Successful completion and defense of the dissertation.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The Ed.D. in Pastoral Community Counseling requires the satisfactory completion of 60 semester credit hours, distributed as follows: research requirements, 9 credit hours; concentration requirements, 15 credit hours; elective requirements, 21 credit hours; and dissertation requirements, 15 credit hours.

Research Requirements—Students Are Required to Take the Following

R7031	Descriptive Research Methods (3)
R7035	Qualitative Research and Evaluation (3)
R7036	Program Evaluation Methods (3)

Research Requirements—9 Credit Hours

Concentration Requirements—Students Are Required to Take the Following

C7440	Marriage and Family Therapy (3)
S7101	Professional Development in Pastoral Community Counseling (3)
S7102	Individual Spiritual Enhancement (3)
S7108	Contemporary Issues in Pastoral Counseling (3)
S7110	Spiritual and Religious Issues in Counseling (3)

Concentration Requirements—15 Credit Hours

Elective Requirements—Students Choose Seven From the Following

In-Discipline Courses

S7103	Holistic Health Theory and Practice (3)
S7104	Family Mediation and Conflict Resolution (3)
S7105	Curriculum Development for Community Education (3)
S7106	Non-Western Helping and Healing (3)
S7107	Directed Independent Study in Religion and Psychology (3)

Related Discipline Courses

C6431	Counseling in Community Settings (3)
C7432	Advanced Individual Counseling (3)
C7443	Multicultural Issues in Counseling (3)
C7445	Brief Psychotherapies (3)
C7454	Models of Clinical Supervision (3)
C7455	Addictions Counseling (3)
C7463	Theory and Practice of Motivation (3)
S7101	Seminar in Leadership (3)
R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)

Elective Requirements—21 Credit Hours

Field Experience/Dissertation Seminars Requirements—Students Are Required to Take the Following

S7935	Dissertation — Pastoral Counseling (3)
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Field Experience/Dissertation Seminars Requirements—15 Credit Hours

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM

The primary purpose of the Doctor of Psychology (Psy.D.) in Clinical Psychology Program is to educate and train students in the major aspects of clinical practice. To ensure that students are prepared adequately, the curriculum integrates theory, training, research, and practice, preparing students to work with a wide range of populations in need of psychological services and in a broad range of roles. Students who complete the clinical psychology program earn a Doctor of Psychology (Psy.D.) degree. The awarding of this degree indicates that the recipient has mastered the fundamental academic and experiential elements of Clinical Psychology.

In contrast to the Doctor of Philosophy (Ph.D.) degree, which is primarily a research degree attainable in a variety of academic disciplines, the Doctor of Psychology (Psy.D.) degree combines relevant research, applied theory, and field experience to prepare the graduate to apply psychological knowledge in a variety of settings and roles.

The program accepts students who have a minimum of a bachelor's degree. Although prior degrees need not be in psychology, some psychology courses are required (foundation courses), and some experience in psychological services is desirable.

All Argosy University campuses use the same fundamental curriculum model for training and evaluation. In addition to the prescribed coursework, the required curriculum for all students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific clinical and

conceptual skills, and must complete a Clinical Research Project in the area of applied clinical psychology.

Graduates are trained in the science and practice of psychology, and are able to apply the clinical skills of observation, assessment, intervention, and evaluation to help different segments of our ever-changing society. The areas of competency are modeled, in part, after those specified by the National Council of Schools of Professional Psychology and the standards of the American Psychological Association.

Included among the basic objectives of the program are the following:

- Preparing practitioners to deliver basic diagnostic and therapeutic services to diverse populations, whether on an individual, family, or group basis.
- Enabling practitioners to integrate biological, psychological, and sociocultural aspects of human functioning into their clinical approach.
- Assisting practitioners to assume leadership positions within the healthcare delivery system.
- Training psychologists to work with professionals from other disciplines as part of an effectively functioning healthcare team.
- Preparing practitioners to evaluate and use clinical research applications of psychology.

The Psy.D. in Clinical Psychology Programs at the following campuses have been accredited by the Committee on Accreditation of the American Psychological Association (APA) (750 First Street NE, Washington D.C. 20002-4242, 202.336.5510).

- Argosy University/Atlanta
- Argosy University/Chicago
- Argosy University/Honolulu
- Argosy University/Phoenix
- Argosy University/San Francisco Bay Area
- Argosy University/Schaumburg (Chicago Northwest)
- Argosy University/Tampa
- Argosy University/Twin Cities
- Argosy University/Washington DC

Other campuses will pursue APA accreditation at the earliest appropriate time.

Matriculation through the Psy.D. in Clinical Psychology Program curriculum helps prepare students to sit for the national licensure examination. Licensure requirements and standards for professional practice vary from state to state; therefore, prospective and enrolled students are urged to examine the requirements of the specific state in which they plan to practice. State licensure requirements may be obtained from:

Association of State and Provincial Psychology Boards
P.O. Box 4389
Montgomery, Alabama 36103
332.832.4580
www.asppb.org

Admissions 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 Professional Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- Applicants are expected to meet the minimum GPA requirements of the campus to which they are applying.
- Applicants are expected to meet the foundation course requirements of the campus to which they are applying, if applicable.
- Minimum TOEFL® scores of 213 (computer version) or 550 (paper version) are required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Campus or phone interview.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California).
- Two- to three-page personal statement.
- Current résumé or curriculum vitae.
- Three completed Applicant Recommendation Forms
- Official transcripts from all postsecondary schools attended.

For information on additional admissions requirements unique to each campus, please consult the campus-specific *Academic Catalog Addenda*.

Graduation Requirements

To receive the Doctor of Psychology in Clinical Psychology degree, the student must fulfill the degree requirements of their campus. Graduation requirements include:

- Satisfactory completion of all requirements in the program of study.
- Satisfactory completion of 90 credit hours.
- A minimum grade point average as defined by the campus of attendance.
- A completed Petition to Graduate submitted to campus administration.

For more detailed information concerning graduation requirements, refer to the program information published in the campus-specific *Academic Catalog Addenda*.

Awarding the Master of Arts in Clinical Psychology Degree to Students Enrolled in the Psy.D. in Clinical Psychology Program

Students enrolled in a Psy.D. in Clinical Psychology Program may be granted a Master of Arts in Clinical Psychology degree while pursuing a Psy.D. in Clinical Psychology degree. To be granted the M.A. in Clinical Psychology, students must petition the school and meet all requirements of the M.A. in Clinical Psychology Program.

Program Requirements —Based on Campus Requirements

The curriculum offered within the doctoral program consists primarily of courses that are required of all graduate students. Some of these required courses cover the major theories of historical and modern psychology and their application in current practice; the stages of the developmental process, and the basis for behavior; psychopathology; and a series of courses dealing with the administration and interpretation of various forms of assessment. Students are also required to participate in two years of practicum field experience and the seminar that accompanies each practicum. Various elective courses cover a wide range of areas, including advanced therapy and the treatment of special populations. A one-year internship or its equivalent is the final stage in the training process. Program-specific requirements and options may change from time to time. For campus-specific program information, refer to the *Academic Catalog Addendum*.

Professionalization Group Requirements

During their first year, doctoral students participate in Professionalization Groups that focus on topics related to professional psychology. Through independent reading and discussions led by faculty members, students begin to develop a professional identity and become familiar with current issues in clinical psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and their future careers.

More detailed information on Professionalization Groups can be found in the campus-specific *Academic Catalog Addenda*.

Practicum Requirements

Students in good academic standing participate in the practicum, as approved by faculty and staff responsible for field training. The practicum is a field experience that spans nine to 12 months for approximately 16 to 20 hours per week during the academic year. The specific clinical focus of the practicum varies according to the student's program, training needs, interest, and the availability of practicum sites. Because of the critical nature of practicum experience in the training of a clinical psychologist, students are not released from the practicum requirement, regardless of prior work experience. In addition, to ensure that the practicum experience is dedicated exclusively to training, students may not complete the practicum in their place of employment. Students are advised to review the campus-specific *Academic Catalog Addenda* available at each campus for more information on practicum requirements.

Practicum Seminar Requirements

Students participating in the practicum are enrolled concurrently in a regularly scheduled practicum seminar that meets throughout the academic year. The content and emphasis of the seminars vary according to the practicum setting of the enrolled students and the professional expertise of the faculty member leading the group.

The seminars offer a variety of valuable experiences, which include an analysis of audio/video material covering diagnostic interviewing and therapy, skills development in diagnostic interviewing, and training in a wide variety of therapy techniques. Students are evaluated in the seminar. These evaluations are included in the student's academic record. Students should consult their *Academic Catalog Addenda* for specific information concerning various practicum experiences.

Comprehensive Examination Requirements

At certain Argosy University campuses, students must successfully complete a Comprehensive Examination to demonstrate that they have mastered the fundamental theories and concepts required of a clinical psychologist. The time and format of the Comprehensive Examination is determined by each campus. Adequate advance notice is provided to each student preparing for the Comprehensive Examination. Further information on the Comprehensive Examination can be found in the campus-specific *Academic Catalog Addenda*.

Clinical Competency Examination Requirements

The Clinical Competency Examination (CCE), which is also referred to as the CEC, and/or CPE, or PCE at some Argosy University campuses, is a series of competency-based tasks in which students demonstrate to the faculty a mastery of major clinical assessment and therapy skills. The purpose of this evaluation is to monitor the student's growth and development of clinical competence in accordance with the standards of the profession and to ensure student acquisition of appropriate skill levels for subsequent internship training and clinical practice. In this evaluation, students may be required to demonstrate clinical competency in the following clinical areas:

- Diagnostic interviewing
- Psychodiagnostic scoring
- Psychodiagnostic interpretation
- Psychotherapy
- Professional ethics

Approval for an internship is based upon faculty evaluation of the student's total performance on clinical tasks. A student who does not demonstrate proficiency in the overall CCE performance may not begin an internship. The faculty may require further intensive training and demonstration of competency before approving a student's enrollment in an internship. Refer to the campus-specific *Academic Catalog Addenda* for further information on CCE requirements.

Internship Requirements

Designated faculty and staff members at each campus help the student identify an appropriate location for internship and prepare the documentation necessary for internship application. During the course of the internship, those responsible for training continue to monitor the progress of the student and maintain contact with the student and his or her supervisor.

Since the needs of students differ during the internship process, all internship sites must receive the approval of the training staff. While an internship may be a paid position, the internship site may not be the student's regular or prior place of employment. Refer to the campus-specific *Academic Catalog Addenda* for further information on internship requirements.

Clinical Research Project/Dissertation Requirements

Each doctoral student is required to develop a Clinical Research Project (CRP) or dissertation as a requirement for graduation. The CRP or dissertation is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area; to demonstrate the ability to analyze methodological issues; and to produce an original piece of scholarly work in the field of clinical psychology. Assisting the student in this process is a committee of faculty members who will review the material and make recommendations and suggestions to the student. The student should plan to spend a minimum of 9 to 12 months completing the CRP or dissertation. Most campuses require the initiation of CRP or dissertation prior to the start of internship, even though the required dates for completion may vary.

Throughout the CRP or dissertation process, the student works closely with the committee chairperson and other committee members in order to develop a proposal and complete an original and scholarly work. Refer to the campus-specific *Academic Catalog Addenda* for further information on Clinical Research Project and dissertation requirements.

Psy.D. in Clinical Psychology Program Concentrations

At some campuses, the following optional concentrations are offered to Psy.D. in Clinical Psychology students to provide more intensive training in a specialty area.

Child & Adolescent Psychology
 Child & Family Clinical Practice
 Child & Family Psychology
 Diversity in Clinical Practice
 Diversity & Multicultural Psychology
 Family Psychology
 Forensic Psychology
 General Adult Clinical
 Geropsychology
 Health & Neuropsychology
 Health Psychology
 Marriage/Couples & Family Therapy
 Neuropsychology
 Neuropsychology/Geropsychology
 Person-Centered Psychology
 Psychoanalytic Psychology
 Psychology of Maltreatment & Trauma
 Psychology & Spirituality
 Sport-Exercise Psychology

For complete information on available concentrations and the requirements for fulfilling a concentration, consult the campus-specific *Academic Catalog Addenda*.

DOCTOR OF PSYCHOLOGY IN SCHOOL PSYCHOLOGY PROGRAM

The Doctor of Psychology (Psy.D.) 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

This program will prepare students to become leaders in district school psychology departments, as well as trainers in school psychology university programs. Graduates of this program may also be eligible for licensure as psychologists at the state level, as well as certified school psychologists, which may enable them to provide school psychology services as independent consultants in private practice.

The program faculty will 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.

Currently, Psy.D. in School Psychology Program is only available at Argosy University/ Honolulu and at Argosy University/Phoenix.

School Psychology Clinical Training Overview

School Psychology clinical training involves the coursework and supervised out-of-class contact of students with children, youth, and families. Through this contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a school psychologist. By the end of clinical training in school psychology, students possess effective assessment and intervention skills, and 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 multiple ways by multiple faculty members and field supervisors on the skills indicated above. Students generally complete 12 credit hours of practicum and a 1500-hour internship.

Admissions 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 Professional Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- Applicants are expected to have a minimum GPA of 3.25 (on a scale of 4.0), or the equivalent for the following:
 - Cumulative coursework
 - Junior/senior coursework
 - Coursework in psychology
 - Highest degree attained

Prerequisites for Admission

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 Psy.D. 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 of the campus to which they are applying, if applicable.
- Campus or phone interview.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal statement with self-appraisal of qualification for the profession.
- Current résumé or curriculum vitae
- Three completed Applicant Recommendation Forms; at least one recommendation must be from an individual who is not a faculty/staff member at Argosy University/Phoenix.
- Official transcripts from all postsecondary schools attended.
- GRE scores (recommended, but not required)
- TOEFL® scores

Application Deadlines

Application Deadlines for Fall Admission

January 15	Priority deadline
May 15	Final deadline (applications may be accepted after this date dependent on space availability)

Application Deadline for Spring Admission

November 15	Final deadline
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Deferral Policy

An applicant admitted to Argosy University who finds pressing and unforeseen circumstances prevent him/her from matriculating during the semester for which he/she was admitted, may request a deferral of admission for up to one year from the semester for which he/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/her special circumstances, along with the required non-refundable tuition deposit, by the deadline indicated in the acceptance letter. If deferral is granted, an additional \$500 non-refundable deposit is required, for a total deposit of \$1,000.

Enrollment Requirements

Matriculated students must be continuously enrolled in their program from the time of matriculation through graduation with the exception of an approved leave of absence.

Students who do not register for the current semester, or who do not return from a leave of absence at the specified time will be considered withdrawn from the program.

No pre-internship doctoral students will be permitted to take less than the equivalent of 6 credit hours per semester except those students who have fewer than 6 credit hours of required coursework to take prior to the internship.

Course Waiver

Students may waive up to 30 additional credit hours if they have taken an equivalent course at another accredited graduate institution. For every course waived, another appropriate Argosy University course must be substituted. All waivers and course substitutions must be approved by the campus dean or program chair.

Satisfactory Academic Progress

Students must make satisfactory progress toward their Psy.D. in School Psychology degree by maintaining a GPA of 3.0 (on a scale of 4.0). A grade of “NC” (“No Credit”) is considered a grade lower than “B-” for purposes of academic warning, dismissal or academic standing matters other than the calculation of GPA. This applies to all courses that are graded as “Credit/No Credit.” Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the fifth year and the School Psychology Research Project completed by the end of the sixth year.

Students taking an approved leave of absence will have the maximum time-frame for completion of the program extended for the length of the leave period, up to a period of one year. The leave period will not be counted in the determination of the student’s year in the program.

Students are required to complete 90 credit hours within the incremental yearly requirements and maximum time-frame listed below:

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	15 credit hours
End of Year Two	30 credit hours
End of Year Three	45 credit hours
End of Year Four	60 credit hours
End of Year Five	87 credit hours
End of Year Six	90 credit hours, including the School Psychology Research Project
End of Year Seven	90 credit hours and internship

Retaking Courses

Students who receive a grade below a “B-” in a core course must retake this course no later than the end of the next calendar year. Core courses in the Psy.D. in School Psychology Program include all courses except electives, which need not be retaken unless a grade of “F” is received. Students who receive an “F” in an elective course may either re-take the same course or substitute another elective in order to satisfy the credit hour requirement for the program. However, it is in the student’s best interest to re-take the same course, since the original grade of “F” is not used to calculate the cumulative grade point average.

Non-Academic Competence

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils of the American Psychological Association. 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).

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 Psy.D. degree, students must meet the following requirements:

- Satisfactory completion of 90 credit hours which include:
 - 72 credit hours of required coursework
 - 3 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 all degree requirements within maximum time frame of seven years, with all coursework and practicum completed by the end of the fifth year.
- Submission of a Petition to Graduate and a \$150 graduation fee.

Petition to Graduate

Argosy University holds a commencement ceremony annually in the Fall Semester. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremony, must submit the appropriate forms and fees to the Student Services Department.

Although commencement is held annually, students who complete graduation requirements at other times during the year will be recognized as a graduated student and receive a letter of completion, provided the Petition for Program Completion is submitted. Students may not refer to themselves as “Doctor” or use the designation of “Psy.D.” until internship and all program requirements have been completed.

Program Requirements

The Psy.D. in School Psychology Program requires the successful completion of 90 semester credit hours, distributed as follows: psychological foundations requirements, 15 credit hours; professional roles and issues requirements, 9 credit hours; consultation and clinical knowledge requirements, 18 credit hours; science and scholarship requirements, 9 credit hours; assessment and intervention requirements, 24 credit hours; elective requirements, 3 credit hours; practicum and practicum seminar requirements, 12 credit hours.

Psychological Foundations Requirements— Students Are Required to Take the Following

PP/PS7010	Lifespan Development (3)
PP/PS7040	Cognitive and Affective Processes (3)
PP/PS7050	Physiologic Psychology (3)
PP/PS7060	Social Psychology (3)
PS7080	School Organization and Curriculum (3)

Psychological Foundations Requirements—15 Credit Hours

Professional Roles and Issues Requirements— Students Are Required to Take the Following

PP/PS7000	History and Systems (3)
PS7009	Professional Issues in School Psychology: Ethics, History and Practice (3)
PP/PS7100	Professional Issues: Ethics, Conduct and Law (3)
PP/PS7110	Professionalization Group I (0)
PP/PS7111	Professionalization Group II (0)

Professional Roles and Issues Requirements—9 Credit Hours

Consultation and Clinical Knowledge Requirements— Students Are Required to Take the Following

PS7070	Foundation of Exceptional Student Education (3)
PP/PS7330	Child and Adolescent Psychopathology (3)
PP/PS7340	Assessment and Treatment of Diverse Populations (3)
PP/PS7360	Clinical Psychopharmacology (3)
PS8100	School Consultation: Theory and Procedure (3)
PP/PS8710	Child Therapy (3)

Consultation and Clinical Knowledge Requirements—18 Credit Hours

Science and Scholarship Requirements— Students Are Required to Take the Following

PP/PS7200	Statistics and Research I (3)
PP/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

Assessment Intervention Requirements— Students Are Required to Take the Following

PP/PS7331	Child and Adolescent Assessment (3)
PP/PS7370	Cognitive Assessment (3)
PP/PS7373	Integrative Assessment (3)
PP/PS7835	Personality Assessment (3)
PP/PS8010	Cognitive Behavior Therapy (3)
PP/PS8050	Family and Couples Therapy (3)
PP/PS8060	Group Psychotherapy (3)
PP/PS8646	Introduction to Neuropsychological Assessment (3)

Assessment Intervention Requirements—24 Credit Hours

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

PP/PS8201	Practicum I (3)
PP/PS8202	Practicum and Seminar II (3)
PP/PS8203	Practicum and Seminar III (3)
PP/PS8204	Practicum and Seminar IV (3)
PP/PS8900	Internship (0)

Practicum and Practicum Seminar Requirements—12 Credit Hours

Elective Requirement

Students in the Psy.D. in School Psychology Program are required to complete 3 credit hours as an elective, to be chosen with and approved by the campus dean or program chair prior to enrollment.

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 and internship seminar allow students to provide the full range of school psychological services to pupils in regular and special education in school and clinical settings. Supervision is provided jointly by the school psychology site supervisor and Argosy University faculty.

The internship seminar meetings provide a developmental approach to learning best practices in the internship experience. For example, the initial meetings focus on time management and integrating into the school setting. Subsequent meetings focus on advanced assessment and intervention techniques and professional interactions. Later in the year, sessions will focus on a problem-solving approach to bringing about change that requires an integration of assessment and interventions. 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 Psy.D. in School Psychology Program. Students may complete a 2,000-hour internship, if they desire. Although most school psychology internships are done in the schools, up to one-half, or 750 hours could be done in a related setting, (e.g., a clinic or hospital, with special permission from the campus dean or program chair). At least half of the internship must be completed in a school setting. At least half of the internship hours spent in the schools must be spent assisting regular education students. The other half must be spent with students with academic and behavioral/mental health needs. 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 handicapping conditions in both regular and special education. The internship experience allows students to integrate all of their previously learned skills and knowledge in a comprehensive service delivery system. The 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. APA- and ASPIC-approved internship sites are especially valued. Typically, full-time students will begin the internship during their fifth year of enrollment. Meetings held each Spring Semester provide a comprehensive overview of the policies, procedures, and requirements of the internship.

To be eligible to begin internship, students must be in good academic standing, and must have completed all program requirements, including the following:

- Successful completion of the School Psychology Evaluation Competency Examination.
- Successful completion of the School Psychology Intervention Competency Examination.
- Successful completion of all coursework, with no grades of “Incomplete.”
- Successful completion of the School Psychology Research Project (SPRP).

Internship Application Procedures

The Training Department or program chair of the School Psychology Program actively provides guidance and support for students throughout the internship search process—in both group and individual formats.

The following are the general steps in the application process:

1. The student arranges to have Argosy University faculty members and practicum supervisors write letters of recommendation on his/her behalf.
2. The student meets with the director of Training, the assistant director of Training, 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. Various resources are available to conduct this research, such as the ASPIC Directory, the websites of ASPIC and internship sites, as well as files available through the Training Department.
4. The student submits a list of internship sites that he or she is requesting approval to apply to. The Training Department and program chair of the 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 his/her approved sites. The Training Department 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 those sites where they are offered interviews.
7. In the event a student does not receive an internship, the Training Department and program chair of the School Psychology Program provide guidance and assistance to the student in continuing the search process.
8. Students will be permitted to begin their internship if they are in good academic standing, have completed all doctoral academic requirements (including any course incompletes), and have successfully completed the SPEC, SPICE, and SPRP. Students must have successfully defended their SPRP 30 days before the start of their internship.

Evaluation and Remediation of the Internship

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Training Department and/or program chair to make certain that the student is making satisfactory academic progress.

The Training Department and program chair of the 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 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 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 Training Department and the program chair and/or the hearing of student appeals by the Appeals Board apply to internship remediation.

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). In Hawaii no student can be placed in a Hawaii department of Education (HDOE) practicum site until that student has successfully completed a criminal background check as agreed to in the Argosy University/Honolulu and HDOE *Memorandum of Agreement*.

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 I (PP/PS8201), students must have successfully completed (or transferred, if applicable) the following courses (unless special arrangements have been made with the chair of the School Psychology Program):

Practicum Course Prerequisites

PS7010	Lifespan Development (3)
PS7330	Child and Adolescent Psychopathology (3)
PS7370	Cognitive Assessment (3)
PP7385	Personality Assessment (3)
PS7331	Psychological Assessment of Children and Adolescents (3)
PS7110	Professionalization Group (3)
PS7111	Professionalization Group (3)
PS8010	Cognitive Behavioral Therapy (3)

To be eligible for Practicum III (PP/PS8203), [the second year of practicum], students must have fulfilled the following requirements:

- Successful completion of the SPEC
- Successful completion of Practicum I/Practicum Seminar II (PP/PS8201, PP/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 Psy.D. 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, and if the student took a master's-level internship, 6 credit hours may be transferred. However, if the doctoral student has a previous experience they must take 6 credit hours of advanced practicum.

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 who come into the doctoral program with the required field work credit hours must take at least 6 credit hours of Advanced Practicum. Others 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).

Professionalization Group Requirements

During their 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 their future careers. The faculty member who leads the student's Professionalization Groups also serves as his/her academic advisor.

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 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 student 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 SPICE.

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 in terms 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 clinical 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 stud-

ies, 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.

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 and 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.

Application to the Doctor of Psychology in School Psychology Program from Other Programs

Application to the Doctor of Psychology in School Psychology Program from Master of Arts Programs

A student enrolled in a Master of Arts (M.A.) program is eligible to apply for admission to the Psy.D. in School Psychology Program if he/she is in good academic standing in the master's program in which he/she is enrolled.

The following application materials are required:

- Completed Application for Admission Form (this requirement waived for current students).
- Application fee (non-refundable, except in California)
- Personal statement with a self-appraisal of qualifications for the profession.
- Current résumé
- Three completed Applicant Recommendation Forms (at least one recommendation must be from an individual who is not a faculty/staff member at Argosy University/Phoenix.
- Current Argosy University/Phoenix transcript (Admissions Department will request).

After all materials have been reviewed, the top candidates will receive an in-person interview. The interview will be scheduled with two faculty members, or one faculty member and one member of the Admissions staff. If admitted, the student will matriculate into the Psy.D. in School Psychology Program at the beginning of the next semester.

Application to the Psy.D. in School Psychology Program from the M.A. in Clinical Psychology Program with a concentration in School Psychology

A student enrolled in the M.A. in Clinical Psychology Program with a concentration in School Psychology is eligible to apply for admission to the Psy.D. in School Psychology Program if he/she is in good academic standing in the master's program in which he/she is enrolled. Applicants who are currently certified by the National School Psychology Certification system of the National Association of School Psychologists are eligible for admission, but must take a minimum of 60 credit hours, plus a year-long internship.

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 Psy.D. in School Psychology Program up to a maximum of 10 courses (30 credit hours). For a course taken at another institution to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years prior to enrollment at Argosy University, unless the student can present evidence of ongoing work experience or continuing education in that area, or passes an approved examination for the course, or is currently certified through the National Association of School Psychologists as Nationally Certified School Psychologist.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the U.S., the appropriate state or national accreditation is required.
- The course submitted for transfer of a 3-credit hour course must itself be at least 3 credit hours.
- The student must have earned a grade of "B" or above in the course.
- Practicum, practicum seminars, and the first-year Professionalization Group taken at another institution 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 Credit to the Psy.D. in School Psychology Program from the M.A. in Clinical Psychology Program

All courses successfully completed in the M.A. in Clinical Psychology Program that are also required by the Psy.D. in School Psychology Program may be applied toward the Psy.D. degree. Other coursework from the M.A. in Clinical Psychology Program will be considered for transfer credit to the doctoral program on a case-by-case basis.

Transfer of Credit to the Psy.D. in School Psychology Program from the M.A. in Professional Counseling Program

If a student is accepted for admission to the Psy.D. in School Psychology Program, the successful completion of the following courses in the M.A. in Professional Counseling Program may be considered on a case-by-case basis for transfer credit in place of the listed courses in the Psy.D. in School Psychology Program, as shown in the following table.

M.A. in Professional Counseling Program Courses		Psy.D. in School Psychology Program Courses	
PC6003	Abnormal Psychology (3)	PS7501	Adult Psychopathology (3)
–or–			
PC6032	Psychopathology and Assessment (3)		
PC6022	Family Therapy Counseling Skills (3)	PS8050	Family and Couples Therapy (3)
PC6025	Human Development and Learning (3)	PS7010	Lifespan Development (3)
PC6105	Counseling Skills II (3)	PS835	Basic Intervention Skills (3)
PC6300	Professional and Ethical Issues (3)	PS7100	Professional Issues: Ethics, Conduct and Law (3)
PC6440	Child and Adolescent Counseling (3)	PS8710	Child Therapy (3)
PC6505	Group Counseling (3)	PS8060	Group Psychotherapy (3)
–or–			
PC6101	Theories of Group Counseling (3)		
PC6521	Research and Evaluation (3)	PS7200	Statistics and Research Methods I (3)
PC6600	Lifestyle and Career Development (3)		Elective
PC6800	Special Topics in Professional Counseling (3)		Elective

Transfer of Credit to the Psy.D. in School Psychology Program from the M.A. in Sport-Exercise Psychology Program

If a student is accepted for admission to the Psy.D. in School Psychology Program, the successful completion of the following courses in the M.A. in Sport-Exercise Psychology Program may be considered on a case-by-case basis for transfer credit in place of the listed courses in the Psy.D. in School Psychology Program, as shown in the following table.

M.A. in Sport-Exercise Psychology Program Courses		Psy.D. in School Psychology Program Courses	
SP6505	Lifespan Development (3)	PS7010	Lifespan Development (3)
SP6300	Professional and Ethical Issues (3)	PS7100	Professional Issues: Ethics, Conduct and Law (3)
SP7200	Statistics and Research I (3)	PS7200	Statistics and Research Methods (3)
SP8010	Cognitive-Behavioral Theory and Therapy (3)	PS8010	Cognitive-Behavioral Theory and Therapy (3)
SP8011	Advanced Cognitive and Behavioral Therapy (3)	PS8011	Advanced Cognitive and Behavioral Therapy (3)

Transfer of Credit Earned in the Psy.D. in Clinical Psychology Program Practicum into the Psy.D. in School Psychology Program

In some cases, practicum hours and the practicum seminar taken while the student was in-residence in the Argosy University Psy.D. in Clinical Psychology Program (including sport-exercise psychology) may be transferred into the Psy.D. 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 Psy.D. 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.

SECTION TEN

Course Listing

Undergraduate Courses

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
DC	Argosy University/Washington DC
HI	Argosy University/Honolulu
NAS	Argosy University/Nashville
NW	Argosy University/Schaumburg (Chicago Northwest)
ORA	Argosy University/Orange County
PHX	Argosy University/Phoenix
SAR	Argosy University/Sarasota
SAV	Argosy University/Savannah
SEA	Argosy University/Seattle
SF	Argosy University/San Francisco Bay Area
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
Freshman	100–199
Sophomore	200–299
Junior	300–399
Senior	400–499

Argosy University awards semester credit hours as noted in each course description.

ACCOUNTING (ACC)

ACC401 Principles of Accounting I

3 credit hours

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

ACC402 Principles of Accounting II

3 credit hours

A continuation of Principles of Accounting I (ACC401) with emphasis on the measurements of income and expense, corporate investments, liabilities, cash flow statements, cost accounting, capital budgeting, and internal decision making. Analysis and interpretation of financial statements are also examined.

Prerequisite: ACC401.

ANTHROPOLOGY (ANT)

ANT110 Cultural Anthropology

3 credit hours

This course examines the emergence of humanity in the world and the development of human culture. Students will learn about the commonalities and diversities of human cultural life and how these are studied by anthropologists. Emphasis will be placed on how anthropology deepens one's understanding of oneself, one's own culture, and the cultures of others.

BIOLOGY (BIO)

BIO110 Understanding Human Anatomy

3 credit hours

This course covers the structure and function of the human body with emphasis on understanding the basic systems that make up our bodies. Students will be able to identify the fundamental components of the integumentary, muscular, nervous, circulatory, digestive, respiratory, urinary, endocrine, and reproductive systems. In addition, students will acquire a basic understanding of the functional relationships between these systems.

BIO115 Fundamentals of Human Physiology

3 credit hours

This course describes how the major organs and tissues in the human body function. Basic anatomy is also reviewed to help describe the location and function of major organs and tissues. Instructional topics include the heart, blood vessels, lungs, skin, gastrointestinal system, urinary system, hormones, liver and interstitial fluid. The interrelationship between selected organs and tissues is also presented. Medical conditions and disease states are introduced as pathologically altered physiology to help students relate better to the instructional topics.

BIO120 Human Anatomy and Physiology

3 credit hours

Principles of human anatomy and physiology are introduced, including the internal regulatory mechanisms which maintain and individual in a healthy state. The relationship between normal structure and function emphasized so that the student may have a basis to continue with course emphasizing altered health states.

BUSINESS (BUS)

BUS301 Organizational Communications

3 credit hours

The role of communication in the effective management of formal organizations is studied. Contemporary communication theory, as well as a set of strategies and methods helpful in analyzing an organization's ability to communicate, are examined.

BUS311 Business Law and Ethics

3 credit hours

Current topics in the area of law, regulatory controls, and ethical issues and their effect on decision making are examined. Attention is given to developing critical thinking skills to make humane and informed choices in resolving managerial dilemmas that pose ethical or legal problems.

BUS312 Critical Thinking and Planning

3 credit hours

Principles, procedures, and practices of good communication and their relationship to management supervision are discussed. Oral and written communication skills, critical thinking skills, and time-management planning are emphasized.

BUS325 Business Policy and Strategy (Capstone Course)

3 credit hours

This course provides advanced students with an opportunity to explore selected topics, issues, and problems that capstone their BSBA studies with the guidance of a faculty member. The focus of this specific course will be on the preparation of a capstone case study of a business organization that has experienced significant conflicts and or a crisis. Attention is paid to topics covered in the pre-requisite, core, and electives curriculum. This course must be taken in the students' final semester.

BUS401 Business Presentations

3 credit hours

This course examines the various aspects of business communications including verbal and nonverbal approaches used in the business industry. Students will explore the importance of internal and external methods of communications incorporated in current organizations.

BUS412 Personnel Law

3 credit hours

This course introduces the students to labor relations and emphasizes the legal aspects of needs planning, employee relations, and policy administration. Communications, compensation, employer/union discrimination, and collective bargaining are also examined.

BUS423 Business Psychology

3 credit hours

A study of the application of personal and organizational psychology in the workplace and its effects on personnel training, motivation, employee assessment, health and safety, ergonomics, and marketing strategies.

BUS450 Introduction to E-Business

3 credit hours

This course provides an introduction to the concepts of electronic commerce as facilitated by the Internet, World Wide Web, and related technologies. The topics covered include an understanding of the catalysts for e-business business-to-business (B2B) and business-to-customer (B2C), convergence of technologies and capabilities, technological challenges, legal and regulatory framework, behavior and educational challenges, organizational and business barriers, and strategies for e-business. A combination of lectures, discussions, presentations, and student projects will be used to gain a broad understanding of the dynamic field of e-business.

BUS451 Object-Oriented Programming with Java

3 credit hours

The object-oriented programming paradigm explicitly models the problem space in the program itself; thus its design and maintenance are simpler and more straightforward. Java is a relatively new object-oriented programming language particularly well suited to web-page development. Java can make web-pages highly graphic and interactive. This course will explore in-depth the topics of object-oriented design and development. Students will have the opportunity to design and implement object-oriented programs in Java that run on the web.

BUS452 Database Concepts

3 credit hours

Data management concepts are covered from the business perspective, with emphasis on developing strategies for managing and organizing data to support business functions. Areas covered include data analysis, data models, data administration, logical design, and normalization.

BUS453 Telecommunications and Network Concepts

3 credit hours

This course is designed to provide the student with an understanding of the technical and managerial aspects of business data communications and networks. Topics covered include telecommunications applications, standards, transmission, networks, and computer telephony. This course will prepare a student, by providing examples of network concepts, design, and planning networks to meet the enterprise needs.

BUS454 The Internet

3 credit hours

An introduction to the business uses of the Internet, including the history, facilities and services, architecture, browsers, and search engines. Topics also covered include development tools and security issues.

BUS455 Transaction Processing on the Web

3 credit hours

The primary focus of this course will be on the identification, acquisition, management, and use of emerging technologies in business transactions. The course will address web-based approaches to inventory control, purchasing, accounting, and automated information exchange approaches.

BUS456 Strategic Issues in E-Business

3 credit hours

on the development of business strategies for using e-business within a firm. It will include a review of key foundational concepts in the field of strategic management and will then consider various strategies and business models for e-business. There will be an emphasis on alliances between organizations, value chain analysis, supply chain management, network organizational forms, and competition in rapidly changing environments.

BUS460 E-Business and Marketing*3 credit hours*

This course addresses the ways in which electronic commerce is changing the ways firms market their products and services. Topics that will be addressed include advertising and selling on the Internet, the use of web sites to provide service and support to customers, consumer decision making when shopping on the Internet, and the development of databases that allow customization of products and services to specific customer segments. Strategic issues are also addressed, such as how communication and distribution strategies are changing due to the Internet. The course will consider examples of using e-business to market to both business and business-to-customers as well as to final consumers. While the primary emphasis will be on the Internet, additional topics relate to information systems and communications technologies that support marketing on the Internet (e.g., telemarketing and database marketing).

BUS461 Legal Issues in E-Business*3 credit hours*

This course will explore the legal landscape confronting businesses taking part in the rapidly expanding global Internet economy. Numerous current legal issues will be explored in the course, including the impact of copyright, trademark and trade secret laws, contract and jurisdictional concerns, Internet payment systems, and the need for strong, reliable security, encryption, and digital signature issues, and First Amendment concerns related to privacy and defamation. The course will rely upon information on the Internet, so students should be comfortable searching and navigating the Internet.

BUS462 E-Business Project and Risk Management*3 credit hours*

The role of systems analysis, decision analysis, and risk analysis in the project management process: analytical techniques of project management including CPM/PERT; use of project management software; management of software development projects.

BUS463 Human Factors in Information Systems*3 credit hours*

Current trends in system design lead to the development of systems that fit in better with what humans find natural and easy to do. These ideas are at the root of this course. The course focuses on information about human behavior, cognition, abilities and limitations, and other characteristics that are relevant to interaction with information systems. Specific strategies that apply these concepts in order to improve usability will be explored; benefits of the incorporation of human factors into information processing systems such as less training, fewer errors, increased ability to perform complex operations, less stress, and faster work will also be discussed. Students will have the opportunity to incorporate human factor principles in an information system in order to maximize human-computer cognitive compatibility.

BUS464 Data Mining Techniques for Business*3 credit hours*

Advances in Information and data capture technologies have accelerated the rate at which organizations are able to gather large volumes of data pertaining to customers, suppliers, competitors, and other entities of interest. These databases are rarely tapped for the wealth of information they may hide. The purpose of this course is to deal with the issue of extracting information and knowledge from large databases. The extracted knowledge is subsequently used to support human decision making with respect to summarization, prediction, and the explanation of observed phenomena (e.g., patterns, trends, and customer behavior). Techniques such as visualization, statistical analysis, decision trees, and neural networks can be used to discover relationships and patterns that shed light on business problems. This course will examine the methods for transforming massive amounts of data into new and useful information, uncovering factors that affect purchasing patterns, and identifying potential profitable investments and opportunities.

BUS465 Information Retrieval System Design*3 credit hours*

Review of information retrieval problems: functional overview of information retrieval; deterministic and probabilistic models; text analysis and automatic indexing; query formulation; system/user interfacing and learning mechanisms; applications to natural language processing.

BUS466 Project Planning*3 credit hours*

This course provides the foundations of successful planning, organization, and implementation in information technology. Using case studies, topics covered will include project scoping, estimating, budgeting, tracking, and controlling.

BUS467 User Interface Design for the Web*3 credit hours*

Interface design for web sites is essentially about providing meaning to a mass of visual information, while at the same time making it interesting. Ensuring the best possible experience for users who can easily and quickly leave a site is paramount. This, along with rapidly improving technologies that facilitate greater design expression, latitude, and interactivity, make meeting the ever-increasing expectations of users central. A well-designed page must incorporate visual cues and navigation, as well as aesthetic appeal. This course discusses how to design effective visual interfaces suitable for web sites and how to design and create compelling web sites.

BUS468 Special Topics in E-Business*3 credit hours*

The course will cover current topics in e-business, and the content of this course will vary depending upon the instructor and topic.

CHEMISTRY (CHM)**CHM100 General Chemistry***3 credit hours*

This foundation course introduces the student to basic chemistry concepts and medical terminology essential to understanding some medical concepts. Atomic theory, the periodic table, chemical bonding, chemical formulas and names, diffusion, osmosis, pH, buffer systems, electrolytes, ionization, and equilibrium are some basic chemistry topics. Students will develop a medical vocabulary of words and phrases commonly used in the healthcare environment.

COMMUNICATION (COM)**COM101 Speech Communication***3 credit hours*

This course emphasizes the reduction of speech apprehension in effective public speaking through repetition of successful strategies for dealing with fear in physical, psychological, and relational areas. Real-world situations are emphasized as students develop skills in strategies, use of supporting materials, audience analysis, and critical thinking.

COM102 Interpersonal Communication*3 credit hours*

Students in this course focus on the development of communication in interpersonal relationships through class discussions, group exercises, and individual research. Special attention is given to the influence of gender, culture, and goals on communication. Research and theory are used as a means to gain more effective skills in daily communication situations and to adapt to changing environments on individual and societal levels.

COM104 Persuasion*3 credit hours*

This course examines persuasion from the perspective of the humanistic and social scientific traditions. It explores both theory and practice with the goal of enhancing the student's ability as consumer and practitioner.

COM105 Organizational Communication*3 credit hours*

The role of communication in the effective management of formal organizations is studied. Contemporary communication theory, as well as a set of strategies and methods helpful in analyzing an organization's ability to communicate, are examined.

COM110 Medical Terminology*1 credit hour*

Study of the words and phrases commonly used in the healthcare environment. Students will develop a proficient medical vocabulary that will be used in the clinical setting. This is a foundation course for the health sciences programs.

COM301 Negotiation and Conflict Resolution*3 credit hours*

This course is designed to introduce students to current perspectives on the nature and components of conflict and to help them develop basic negotiation and conflict intervention skills. The theoretical perspectives focus on models, metaphors, interests, goals, power styles, and tactics. The negotiation and conflict intervention aspects focus on assessment, win-win negotiating, principled negotiating, interaction formats, third-party intervention, and forgiveness and/or reconciliation. Other topics include the role of perception, problem solving, and decision-making.

COM425 Career and Life Planning*3 credit hours*

The Career and Life Planning course seeks to provide students with the career-related knowledge and skills to make career decisions and implement career action plans. The course will equip students for the lifelong tasks of career management, self-assessment, and job searching. This course will cover the following work-related areas: values, personality traits, skills, interests, life roles, resume/cover letter writing, job interviewing techniques, networking and career/life plan of action. The specific focus of the course will be to prepare students to make a successful transition from Argosy University to the world of work or graduate school.

COM450 Communication, Gender, and Culture*3 credit hours*

A comprehensive study that examines how gender is created and sustained through communication within cultures; how conventional views of masculinity and femininity lead to inequities, reflecting cultural values; and how institutional, social and personal communication sustain the status quo. Using theories and the latest research in gender communication, students will discuss topics/issues such as stereotypes of women and men; growing up feminine, growing up masculine; key concepts of the women's and men's movements; gender communication in family dynamics, in school, in organizational settings, in the media; gendered communication in romantic/personal relationships/ friendships; and gender issues involving power and violence.

*Prerequisite: COM102.***DENTAL HYGIENE (DEN)****DEN100 Dental Hygiene I***3 credit hours*

A lecture/lab course dealing with the fundamentals necessary in the preparation of the clinical experience in dental hygiene. Information dealing with prophylactic techniques, clinical procedures, patient management, and oral health education is an integral part of the course. Experiences which can be applied to the oral cavity are obtained through instrumentation procedures on manikin arches. Accumulated theoretical knowledge will be related to the practical clinical application.

DEN110 Dental Anatomy/Histology/Embryology*2 credit hours*

This lecture/lab course will examine the anatomical form, function, and nomenclature of the deciduous and permanent dentitions, as well as their surrounding tissues. The morphological characteristics and development of the teeth and oral structures are presented including a study of embryology and histology of oral structural formation.

DEN111 Head and Neck Anatomy*2 credit hours*

This lecture course studies the anatomical structure of the head and neck region including hard and soft tissues, bones, muscles, nerves, blood supply, glands and TMJ, and how they function.

DEN120 Biomaterials*3 credit hours*

This class/lab experience is the study of the composition and properties used in the contemporary practice of dentistry. Emphasis is placed on the science and proper usage of dental materials.

*Prerequisites: BIO110, CHM100, Semester One Dental Hygiene Courses.***DEN121 Clinic I—Preclinical Experience***3 credit hours**6 weekly clinical hours*

This is a clinical course in which the students apply knowledge, skills, and techniques that are being learned in Dental Hygiene I (DEN100) in order to gain a working understanding of the clinic environment. Patient assessment, charting, instrumentation, and sterilization are emphasized. Students must successfully complete this course before enrolling in Clinic II (DEN122).

DEN122 Clinic II*3 credit hours**9 weekly clinical hours*

This is a clinical course in which students will demonstrate skill and knowledge learned in Dental Hygiene I and II and Clinic I. Emphasis will be placed on assessment and treatment of patients in the dental hygiene clinic. Students must successfully complete this course before enrolling in Clinic III (DEN221).

Prerequisites: BIO110, CHM100, Semester One Dental Hygiene Courses.

DEN123 Clinic III*3 credit hours**9 weekly clinical hours*

This is a clinical course in which the students reinforce skills and techniques gained in previous courses. Students will have the opportunity to continue performing assessments, treatment planning, sealants, impressions, application of topical medicaments, fluoride application, amalgam polishing, and pain management in the dental hygiene clinic. Students must successfully complete this course before enrolling in Clinic IV (DEN221).

Prerequisite: Semester Two Dental Hygiene Courses.

DEN125 Dental Radiology*3 credit hours*

This lecture/lab experience includes the study of the principles of radiology and provides an introduction to the use of x-rays in dentistry. Designed to provide knowledge of equipment, its operation, radiation production, and safety. Lab sessions give the student experience in exposing, processing, mounting, charting and interpreting of dental radiographs. Students must successfully complete this course before enrolling in Clinic II (DEN122).

DEN130 Dental Hygiene II*3 credit hours*

A more in-depth study of the principles of dental techniques and the application of comprehensive dental hygiene services. Emphasis is placed on the dental hygiene treatment plan and evaluation of the dental hygiene process of care. Advanced instrumentation techniques and additional clinical duties of the dental hygienist will be practiced in the lab portion of this course.

Prerequisites: BIO110, CHM100, Semester One Dental Hygiene Courses.

DEN135 Biochemistry/Microbiology*3 credit*

Introduces the student to the basic principles and practices of biochemistry, lab safety, and quality control. Included is the study of infectious disease caused by such bacteria as Staphylococcus, Streptococcus and other gram-negative bacilli, gram-positive bacilli, spirochetes, and anaerobes.

DEN150 General and Oral Pathology*2 credit hours*

This course deals with the basic pathology, oral, and perioral pathologies as related to dental hygiene care. The oral manifestations of systemic diseases are presented relating to etiology, histological characteristics, clinical and radiological appearance, and laboratory finding.

Prerequisites: BIO115, Semester Two Dental Hygiene Courses.

DEN160 Pain Management*3 credit hours*

This lecture course provides the student with a review of the anatomy of the human head, neck, face, and jaw through lecture and demonstration. Emphasis will be placed on the neurological system of the head and neck. This course will discuss methods used to control dental pain and dental anxiety, concentrating on the use of local anesthesia and nitrous oxide/oxygen sedation.

Prerequisites: BIO115, Semester Two Dental Hygiene Courses.

DEN170 Periodontology*3 credit hours*

This lecture course discusses the anatomy and physiology of the periodontium, as well as the histology, etiology, and clinical features of healthy and periodontally involved tissues. Emphasis will be placed on the recognition of perio disease types, and the complex treatment planning for the periodontally involved patient.

Prerequisites: BIO110, CHM100, Semester One Dental Hygiene Courses.

DEN200 Dental Hygiene III*3 credit hours*

Students will apply knowledge and skills learned in previous classes and clinical experiences to the in-depth study of the dental hygiene treatment process, including assessment, treatment, and evaluation for patients with special needs. Case presentation will be emphasized for patients with special needs.

Prerequisite: Semester Three Dental Hygiene Courses.

DEN210 Nutrition*3 credit hours*

This lecture course provides dental hygiene students with knowledge of the fundamentals of nutrition, diseases related to the oral cavity as a result of lack of proper nutrition, and the role that proper nutrition and nutrition counseling for these patients play in dental hygiene care. Emphasis is placed on the foods that contribute to the cariogenic process, as well as the development of a balanced food plan for individual patients.

Prerequisites: CHM100, Semester Three Dental Hygiene Courses.

DEN211 Pharmacology*3 credit hours*

This lecture course provides dental hygiene students with the knowledge of drugs used in dentistry and medicine for the treatment, prevention, and diagnosis of disease. Prevention and the management of potential medical emergencies as related to these drugs will also be covered.

Prerequisites: BIO115, CHM100, MAT101, Semester Three Dental Hygiene Courses.

DEN221 Clinic IV*3 credit hours**12 weekly clinical hours*

This is a clinical course in which the students reinforce skills and techniques gained in previous courses. Students have the opportunity to continue performing assessments, treatment planning, sealants, impressions, fluoride application and amalgam polishing, and pain management in the dental hygiene clinic. Students must successfully complete this course before enrolling in Clinic V (DEN222).

Prerequisite: Semester Three Dental Hygiene Courses.

DEN222 Clinic V*3 credit hours**12 weekly clinical hours*

This clinical course allows students to expand skills learned in previous clinical and didactic experiences. Program proficiencies will be achieved in preparation for the dental hygiene practical examination, licensure and private practice.

Prerequisite: Semester Four Dental Hygiene Courses.

DEN230 Dental Hygiene IV*2 credit hours*

Students are provided the opportunity to expand their knowledge through case and presentations and portfolio development. This course examines issues of ethics and jurisprudence in preparation for the Jurisprudence Exam. Students will participate in group activities to review for the National Board.

Prerequisite: Semester Four Dental Hygiene Courses.

DEN240 Community Dental Health

3 credit hours

Principles of public health and community dentistry are applied to the dental public health model. Students will compare the private practice dental model with that of public health. Current national public health trends will be discussed, as well as changes in national demographics and the need for cultural awareness in provision of dental healthcare. Students will participate in a community project in which they will develop and implement a dental education presentation for a target population.

Prerequisite: Semester Four Dental Hygiene Courses.

DIAGNOSTIC MEDICAL SONOGRAPHY (DMS)

DMS100 Patient Care

2 credit hours

This course gives the student basic concepts of patient care, including considerations for the physical and psychological needs of the patient and family. Routine and emergency patient care are discussed as well as universal precautions, infection control, patient safety, and patient comfort. A shadowing experience in a hospital or clinic is a requirement for the course.

DMS110 Ultrasound Physics I

2 credit hours

This course presents an introduction of ultrasound physics, pulse echo instrumentation, transducers, sound beams, and artifacts.

Prerequisites: BIO110, PHY105.

DMS115 Abdominal I

3 credit hours

This course is an introduction to abdominal ultrasound with an emphasis on the role of the diagnostic medical sonographer in practice. The student will have comprehensive discussions of cross-sectional anatomy, liver, and pathology. The student gains experience through participation in scanning labs.

Prerequisites: BIO110, PHY105.

DMS120 Ob/Gyn I

3 credit hours

This course establishes the basic foundation for the imaging technique and interpretation of the female pelvis. Pelvic anatomy, physiology, clinical indications for pelvic imaging, and imaging techniques will be covered in detail. The student gains experience through participation in scanning labs.

Prerequisites: BIO110, PHY105.

DMS155 Vascular I

3 credit hours

Introduction to the application of vascular ultrasonography for the use in identifying vascular structures in the human body. This course provides an in-depth study of the vascular physical principles and instrumentation for color Doppler. Emphasis is placed on understanding basic anatomy, vascular physics, hemodynamics, and vascular disease. The student gains experience through participation in scanning labs.

Prerequisites: DMS110, DMS115, DMS120.

DMS210 Ultrasound Physics II

2 credit hours

Continuation of ultrasound physics principles, hemodynamics, bioeffects, and quality assurance.

Prerequisites: DMS110, DMS115, DMS120.

DMS220 Ob/Gyn II

3 credit hours

This course builds on the knowledge and skills learned in Ob/Gyn I (DMS120). The student will have discussions on first and second trimester, as well as the normal fetal growth and development and fetal anomalies as it applies to the diagnostic medical sonographer. The student gains experience through participation in scanning labs.

Prerequisites: DMS120, DMS225.

DMS225 Abdominal II

3 credit hours

This course will provide the intermediate student with an understanding of the gallbladder, urinary system, pancreas, and spleen. This is a continuation of the skills and knowledge acquired in Abdominal I (DMS115). The student gains experience through participation in scanning labs.

Prerequisites: DMS110, DMS115.

DMS250 Topics and Special Procedures, and Scanning

2 credit hours

A study of interventional procedures is emphasized. Students will review ultrasound films and compose differential diagnoses. Students will research a disease and also enhance skills by using terminology related to sonography. The scanning course builds on the skills developed in Abdominal and Ob/Gyn classes. Students will increase their proficiencies in these critical areas.

Prerequisites: DMS210, DMS225.

DMS255 Vascular II

2 credit hours

This course provides the intermediate student with a more extensive understanding of vascular anatomy, carotid, and abdominal examinations. The student gains experience through participation in scanning labs.

Prerequisites: DMS155, DMS210, DMS225.

DMS280 Comprehensive Review, Diagnostic Medical Sonography

3 credit hours

This is a seven and one-half- to 14-week course which integrates the range of skills and knowledge the student has gained in Vascular, Abdomen, Ob/Gyn sonography. Course content will focus on Abdomen and Ob/Gyn with a comprehensive review of lecture material learned in previous quarters. Students will complete an abdominal and pelvic proficiency. Final preparation for entry into clinical setting.

DMS290 Clinical Diagnostic Medical Sonography

9 credit hours

The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency will be attained. Clinical training occurs off-campus at an actual clinic, laboratory, or hospital approved by Argosy University.

DMS326 Abdominal III

3 credit hours

This course is a continuation of Abdominal II (DMS225), and provides the advanced student with comprehensive discussions on small parts anatomy, which includes the thyroid, breast, prostate, and scrotum. The student gains experience through participation in scanning labs.

DMS330 Ob/Gyn III

3 credit hours

This course is a continuation of Ob/Gyn I and II (DMS120, DMS 220), and provides the advanced student with comprehensive discussions in the third trimester, fetal anomalies, and biophysical profiles. The student gains experience through participation in scanning labs.

ECHOCARDIOGRAPHY (ECH)**ECH100 Scanning Lab***2 credit hours*

This course builds on the knowledge and skills learned in Cardiac Anatomy and Physiology, Cardiovascular Principles I, Cardiovascular Principles II, Cardiac I and Vascular II. The student gains experience in the scanning lab.

Prerequisites: DMS210, DMS255, ECH155, ECH215.

ECH110 Cardiac Anatomy and Physiology*3 credit hours*

In this course, the student develops a firm understanding of the structure of the cardiovascular system and how it operates. Emphasis is placed on gross and cross-sectional cardiac structure, cardiac electrical activity, cardiac pumping action and clinical indices of ventricular function. Students are introduced to coronary blood flow, fetal circulation, and pathophysiology of the cardiovascular system.

Prerequisites: BIO110, ENG101, MAT099 or MAT101, PHY105.

ECH115 Cardiovascular Principles I*3 credit hours*

This course includes an introductory study of cardiovascular terminology as it relates to general anatomy and physiology. Students will be introduced to basic EKGs, heart sounds, electrophysiology of the heart, transthoracic viewing, M-Mode, and 2-D images of the heart. The student gains experience through participation in scanning labs.

Prerequisites: BIO110, ENG101, MAT099 or MAT101, PHY105.

ECH155 Cardiac I*4 credit hours*

Students are introduced to the study of ischemic and nonischemic diseases of the myocardium including coronary artery disease, myocardial infarction, and cardiomyopathies. The role of stress echo in the diagnoses of coronary artery disease is also discussed, as well as diseases of the pericardium.

Prerequisites: DMS110, ECH110, ECH115.

ECH215 Cardiovascular Principles II*3 credit hours*

This course builds on the knowledge and skills learned in Cardiovascular Principles I (ECH215). The student will be introduced to the following topics: Doppler of the echocardiography examination to include pulsed wave, continuous wave, and color Doppler, normal Doppler measurements and techniques, global left ventricular systolic function to include measurements of masses and volumes, and clinical significance and potential limitations of left ventricular quantification. The student gains experience through participation in scanning labs.

Prerequisites: DMS110, ECH110, ECH115.

ECH220 Cardiac Ultrasound Physics*3 credit hours*

This course places special emphasis on preparation for the cardiovascular hemodynamic and physics portion of the Certification Examination. Activities include a review of cardiovascular hemodynamics, parameters of sound waves, interaction of sound and media, transducers, artifacts, safety, and quality assurance.

ECH225 Congenital Heart Disease and Pediatric Echo*2 credit hours*

This course builds on the knowledge of heart diseases and the technical considerations in performing a pediatric echocardiography examination. Other topics included in the course are congenital heart disease in the adult patient, hypertensive heart disease, cardiac masses, and diseases of the aorta.

Prerequisites: DMS210, ECH115, ECH215.

ECH250 Topics and Special Procedures*3 credit hours*

A study of special echocardiography procedures is emphasized. This course introduces the student to transesophageal echo, 3-D imaging, contrast imaging, interventional and intraoperative echocardiography, digital echocardiography, and miscellaneous systemic diseases.

Students research a disease and enhance skills by using proper terminology related to sonography.

Prerequisites: DMS210, DMS255, ECH155, ECH215.

ECH255 Cardiac II*4 credit hours*

This course builds on the knowledge and skills learned in Cardiac I (ECH250). The course continues the study of cardiac disease states and introduces valvular heart disease and diastolic function. Doppler and diastolic measurements are discussed and applied to learning process.

Prerequisites: DMS210, DMS255, ECH155, ECH215.

ECH280 Comprehensive Review*3 credit hours*

This course reviews and integrates the range of skills and knowledge students have gained in echocardiography. Course content includes a comprehensive review of lecture material learned in previous semesters. Students demonstrate proficiency in cardiac imaging, with final preparation for entry into a clinical setting. This course is to be taken after the completion of all program-specific courses.

Prerequisites: All program coursework.

ECH290 Clinical Training*3 credit hours*

Students demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency is attained through clinical training which occurs off-campus at an actual clinic, laboratory, or hospital approved by Argosy University.

ECH300 Clinical Training*6 credit hours*

In a continuation of Clinical Training (ECH290), students demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency is attained through clinical training which occurs off-campus at an actual clinic, laboratory, or hospital approved by Argosy University.

ECONOMICS (ECU)**ECO110 Principles of Economics***3 credit hours*

As an introduction to the fundamental nature of micro- and macroeconomic theory, students acquire a basic understanding of how economic systems and principles work and the ways they influence daily life. The course will present the role of markets, the forces of supply and demand, the importance of producer/consumer relationships, distinctions between fiscal and monetary policy, and the nature of international trade.

ECO311 International Business*3 credit hours*

This course examines the aspects and activities of international business and offers insight into the importance of world trade among multinational organizations. The diversity among international markets is also examined.

ECO401 Economics I*3 credit hours*

This course provides a study of economic analysis of the factors at work in the marketplace. Emphasis is placed on the study of macroeconomics. The study of the determination of income, output, employment, and prices in the economy are also examined.

ECO402 Economics II

3 credit hours

A continuation of Economics I (ECO401) with an emphasis placed on the study of microeconomics. This course is a descriptive and analytical study of the market economy, including market structures, pricing, and distribution of wealth and income.

Prerequisite: ECO401.

ECO403 Contemporary Issues in Economics

3 credit hours

This course offers a practical examination of the principles of macro- and microeconomics. Topics include fiscal and monetary policies, regulatory action and competition, and issues related to domestic and international economics.

EDUCATION (EDU)

EDU100 Assessing the Learning Abilities and Disabilities of Elementary and Special-Needs Learners

3 credit hours

Using teacher-decision making as a theme, this course addresses the multifaceted process of assessment in educational settings. The use of assessment to design, implement, and evaluate individual and whole group instruction is addressed. Students also learn about diagnostic assessment tools used to write individualized education plans for learners with special needs. Other course topics include standardized tests, descriptive statistics, authentic and performance assessments, and legal/ethical issues regarding assessment.

ENGLISH (ENG)

ENG099 Writing Review

3 credit hours

This class is designed to help students build basic writing skills and prepare them to take the college composition course. Major topics include grammar, parts of speech, punctuation, spelling and proofreading. Credits earned in this course do not apply to the degree or general education requirements. Results of the writing placement test will determine whether or not a student will be required to take this course.

ENG101 Composition I

3 credit hours

This course includes expository writing, persuasive writing, and research. In analyzing assigned readings, students will understand the use of strategies, attention to audience and purpose, and organization in their own writing. Students will be taught the use of electronic and library research, which they will use in developing a final argumentative paper.

Prerequisite: ENG099 or its test-out.

ENG102 Composition II

3 credit hours

This course concentrates on the development of analytical reading and writing skills along with sound critical thinking as tools for research. Students will produce a major research paper using a variety of sources with an emphasis on bibliographic work, organization of material, synthesis of ideas, and revision and editing of the final project.

Prerequisite: ENG 101, or its equivalent.

ENG103 The Literary Experience

3 credit hours

Students are introduced to the cultural and intellectual content of the world's literature, poetry, and drama. Students develop critical and analytical skills through written and oral discussions of selected readings and enhance their understanding and appreciation of the world's diverse modes of literary expression.

ENG104 Professional Writing

0–3 credit hours

Professional Writing recognizes the intrinsic challenges of written expression and respects the individual student's struggles to overcome problems. The instructor tries to define, with the student's help, the student's weaknesses and strengths. Together they attack the problem areas, whether of focus, logical structure, style, correctness, or APA style.

ENG401 Shakespeare Today

3 credit hours

This course examines the ideas and art of Shakespeare's writings with a modern-day perspective.

Prerequisite: COM101.

FINANCE (FIN)

FIN401 Finance I

3 credit hours

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

FIN402 Finance II

3 credit hours

Utilization of accounting and financial data as a managerial decision tool is discussed. Students explore methods of measuring the financial strength and stability of organizations through financial statements, ratios, and current market data.

Prerequisite: FIN401.

GENERAL STUDIES (GEN)

GEN301 General Studies

3 credit hours

This course presents special topics relating to general education subject areas. Students enrolled in the Bachelor of Science in Organization Management and Bachelor of Science in Business Administration Programs examine various general education topics required for degree completion.

HEALTHCARE MANAGEMENT (HCM)

HCM401 Strategic Planning and Program Development

3 credit hours

The elements and significance of business strategy are examined, drawing on the literature of leadership, strategy and organization; students learn to formulate and implement strategy and apply general business theory to the healthcare industry.

HCM402 Human Resource Management in Healthcare Systems

3 credit hours

This course examines the functions and strategies of human resource management in healthcare systems. Planning, staffing, compensation and benefits, performance evaluation, labor relations, and legal compliance are studied, using lecture, case analysis, exercises and simulations.

HCM403 Quality Assurance in Healthcare Systems

3 credit hours

This course focuses on developing, managing, and implementing quality assurance operations in healthcare systems. Course materials and assignments develop student skills in intra-company, supplier, and customer quality relationships, supported by quality planning, quality manuals, procedure and job instruction development, communication, training, and preparation for quality certification programs with emphasis on continuous improvement.

HCM404 Healthcare Policy and Administration*3 credit hours*

This course examines a wide variety of societal problems and evaluates the healthcare public policies that have been proposed and implemented to address those problems. Students analyze problems using basic economic concepts and techniques, relying on economic criteria to develop optimal public policy.

HISTOTECHNOLOGY (HTT)**HTT100 Introduction to Microtechnique***3 credit hours*

This is a combination lecture and laboratory course. Featuring an in-depth discussion of tissue processing, embedding, frozen sections, and decalcification of tissue specimens. In the laboratory the student are introduced to the techniques and equipment necessary to perform histological preparations.

Prerequisites: CHM100 or concurrent.

HTT120 Educational Methodology*3 credit hours*

This course provides instruction in understanding the adult learning process. The student also becomes acquainted with the methods needed to teach effectively.

HTT130 Histochemistry*3 credit hours*

This course serves as an introduction to the nomenclature of organic compounds and their implementation as histochemical fixatives, dehydrants, clearing agents, and stains. Laboratory math will be emphasized. Students become competent in the preparation of histochemical solutions. Nuclear and cytoplasmic stains will be explored with emphasis placed on hematoxylin dye and its use in the surgical pathology laboratory.

Prerequisites: CHM100, HTT100.

HTT140 Histology*3 credit hours*

This course deals with basic cell structure and function. Students are introduced to the microscopic components and functions of the four primary tissues. They become familiar with the histology of several different human body systems, as well as the individual cellular structure and organization peculiar to each system. This course builds a strong base that will be utilized in all histology classes.

Prerequisites: BIO110 or concurrent.

HTT150 Microtechnique I*3 credit hours*

This is a combination lecture and laboratory course, featuring an in-depth discussion of the principles of tissue fixation, as well as the reagents and compounds used in the laboratory for fixation of tissues. In the laboratory the student builds upon the skills learned in Introduction to Microtechnique (HTT100), as well as working as a team in a simulated laboratory setting.

Prerequisites: HTT100, HTT150.

HTT160 Microtechnique II*3 credit hours*

The course builds upon the knowledge and laboratory experience acquired in Microtechnique I (HTT150). Students continue to become proficient in the art of microtechnique in a simulated laboratory setting.

Prerequisites: HTT150, or concurrent Track II.

HTT170 Special Procedures I*3 credit hours*

This is a combination lecture and laboratory course. Examining various histochemical stains necessary to demonstrate muscle and connective tissue, carbohydrates and amyloid. The course is designed to assist the student in developing the organizational skills required to simultaneously perform multiple histochemical staining procedures.

Prerequisites: HTT140, HTT150.

HTT210 Electron Microscopy*3 credit hours*

An introduction to the electron microscope and its role in clinical diagnosis. Fundamental histological techniques used in electron microscopy preparation will be discussed.

Prerequisite: HTT150.

HTT230 Enzyme Histochemistry*3 credit hours*

Introduction to enzyme histochemical staining and its practical application to surgical diagnosis.

Prerequisites: HTT130, HTT140.

HTT240 Immunohistochemistry and Pathology*3 credit hours*

The course introduces the student to immunohistochemistry and its implementation in surgical diagnosis. The student gains an understanding of the techniques employed to determine the etiology, diagnosis, and prognosis of disease. The practical application of immunohistochemical staining are explored, as well as the anatomical location of the organs and other components of the immune system. The histology of the spleen, bone marrow, lymph nodes, thymus, and lymphatic vessels are discussed.

Prerequisites: HTT130, HTT170.

HTT250 Microtechnique III*3 credit hours*

This course builds upon the knowledge and skills learned in previous microtechnique classes. In the laboratory students focus on integrating the complete range and depth of the histotechnology skills learned in Microtechnique I (HTT150) and Microtechnique II (HTT160).

Hematoxylin and Eosin staining will be an area of focus. Emphasis is placed on the requirements for the ASCP Board of Registry (practical) examination. There is a critical in-depth discussion of appropriate professional behavior during clinical training.

Prerequisite: HTT160.

HTT260 Techniques in Problem Solving: Case Studies*3 credit hours*

Through the use of case studies, the student becomes skillful in troubleshooting in the areas of microtomy, tissue processing, and histochemical stains, including Hematoxylin and Eosin staining. The student will be able to determine source of error, initiate, and implement corrective measures.

Prerequisites: HTT150, HTT170, concurrent enrollment in HTT270.

HTT270 Special Procedures II*3 credit hours*

This course covers the theory and principle of the histochemical stains utilized to demonstrate pathogenic microorganisms, nerve fibers, pigments, minerals, and cytoplasmic granules. Students integrate the complete range and depth of skills acquired in Special Procedures I (HTT170).

Prerequisite: HTT170.

HTT280 Comprehensive Review, Histotechnology

3 credit hours

The course provides a comprehensive review of tissue fixation, processing, microtomy and laboratory operations, including an in-depth review of histochemical staining protocols. Emphasis is placed on the student's preparation for the ASCP Board of Registry (written) Examination.

Prerequisite: all program coursework.

HTT290 Clinical Histotechnology

6 credit hours

Application of all skills and knowledge gained at Argosy University/Twin Cities in a clinical laboratory situation, on a 40-hour-a-week basis.

Clinical training occurs off-campus and is a competency-based educational requirement. Training is completed in a pathology laboratory approved by Argosy University.

Prerequisite: all program coursework.

HUMANITIES (HUM)

HUM101 The Arts and Culture

3 credit hours

A survey of the fine arts and cultural development since the Classical era, this course introduces students to the major artistic movements of western civilization. Attention is given to social and philosophical ideas as they influence and are reflected in the art, theater, and music of their times.

HUM102 Popular Culture

3 credit hours

The emergence and influence of popular forms of cultural expression in modern times are investigated in this course. Topics include the distinction between the fine arts and popular culture, a survey of the pop cultural landscape over the last 50 years, the role of technology and mass communications, political and economic influences, and developing a pop culture aesthetic.

HUM401 American Voices

3 credit hours

Students contemplate the idea of multiculturalism in America, and the role it may play in their own lives. The historical and cultural importance of notions such as "The American Dream," "American Family Values," and America as a "nation of immigrants" are examined in close readings of a wide array of American writers. Students are guided in methods to best engage in the readings, and are asked to respond in writing—using both formal (traditional papers) and less formal (online class discussions) venues. Students develop critical and analytical skills that will be applicable in many other areas of life.

Prerequisite: ENG101.

INFORMATION SYSTEMS MANAGEMENT (ISM)

ISM401 Software Operating Systems and Business Applications

3 credit hours

This course introduces students to the world of computer software through lecture and laboratory sessions. Lectures introduce the conceptual framework of computer software systems, as well as the implications of computer software technologies in contemporary business environments. The laboratory sessions provide hands-on training on a specific computer operating system and teach typical business application software functions. E-mail and Internet-enabled computer environments are used to further help students to complete projects.

ISM402 Web Programming and Web Site Design Fundamentals

3 credit hours

This course introduces students to the process of designing and developing business-oriented web sites through lecture and laboratory sessions. Students investigate how businesses utilize web sites to gather information for clients, products, services, and suppliers. Incorporation of high levels of interactivity into web sites will be focused on to ensure that essential information exchanges occur between web site users and the business. Students will plan and design a web site that will sell products and/or services, build a company's image ("branding") and/or provide information to prospective customers or buyers. Students also learn to employ industry standard programming languages, including SQL and Java, to develop database-centric web applications through lecture and laboratory sessions. Error and exception handling techniques are reinforced as students develop skills to programmatically manage and manipulate web-based database management systems. Stored procedures and functions are explored to promote code reusability. Concurrency issues are addressed through the data locating capabilities of the database environment.

ISM403 Essentials of E-Business

3 credit hours

This course introduces students to the world of Internet-based business/e-business through lecture and laboratory sessions. Lectures introduce the conceptual framework of Internet-based commerce for business-to-consumer (B2C) and business-to-business (B2B) computer systems. The implications of e-business in contemporary business environments are explored. The laboratory sessions will provide hands-on training and using and exploring various B2C and B2B e-business systems. The knowledge and skills gained will enable students to complete course and team projects.

ISM404 Applied IT Project I

3 credit hours

This course is designed to introduce students to project-based, team-driven learning. The laboratory sessions are devoted to the design and development of project deliverables that satisfy the business requirements of the assigned project. Student teams work through various team-building problems to learn the process of forming an effective, productive team. Once complete, the assigned project requires student teams to use the skills and knowledge acquired throughout the semester and collaboratively to complete the project. Core learning outcomes from the software operating systems and business applications, web programming and website design fundamentals and essentials of e-business courses highlight the technical requirements of the project. Students learn to work effectively in various team roles as they analyze the project's requirements, design viable solutions and develop project deliverables. Appropriate time and resource management principles are applied to assure compliance with deliverable due dates as prescribed by the curriculum.

MATHEMATICS (MAT)

MAT099 Mathematics Review

3 credit hours

In this course students learn basic mathematical concepts and skills to improve the ability to acquire, evaluate and analyze information as it applies to problem solving using positive and negative whole numbers, fractions, decimals, ratios and proportions. Emphasis is on learning and mastering skills, thus reducing math anxiety. It provides introduction to early topics of College Mathematics (MAT101). This course does not satisfy the mathematics requirement for general education, and credits earned do not apply towards the degree.

Prerequisite: Placement Test.

MAT101 College Mathematics*3 credit hours*

This course is designed to improve on skills earned in MAT099 and introduce more advanced topics, such as percentages and their practical applications, measurements in different systems of units (US and Metric), basic algebraic expressions and equations, statistical graphs, and probability of simple events.

Prerequisite: MAT099 with a "C" or better.

MAT102 Elementary College Algebra*3 credit hours*

This course focuses on the study of exponents and radicals, algebraic operations—including linear, simultaneous and quadratic equations—graphs, and inequalities. Also introduced are geometry, including plane figures and their areas, solids and volumes, as well as trigonometric ratios, including basic applications.

Prerequisites: MAT101 or its equivalent.

MAT104 Statistics and Probability*3 credit hours*

As an introduction to statistics, the focus of this course is the collection of numerical data and its organization and presentation. Topics addressed study are measures of location and measures of spread, the basics of probability analysis, including simple cases of conditional probability, and probability distributions. Normal and binomial distributions and their applications are also investigated, along with correlation, regression, and predictions.

Prerequisites: MAT101 or its equivalent.

MAT105 Introduction to Calculus*3 credit hours*

Students are introduced to both differential and integral calculus in this course. The concepts of limits, derivation, differentiation, and integration of functions are presented. The relationship of calculus to other fields and its value in addressing problems and their solutions in real-world settings are also discussed.

Prerequisites: MAT101 or its equivalent.

MEDICAL ASSISTING (MED)**MED099 American Red Cross CPR Training***0 credit hours*

This eight-hour seminar provides hands-on instruction in adult, child, and infant CPR skills and life-saving techniques. It also includes training for use of an automatic external defibrillator (AED) using a state-of-the-art simulator. Individual evaluation of skills and a written exam are required at the conclusion of the seminar, and students successfully completing the course receive an American Red Cross certification card. This course is designed to meet the prerequisite requirements for Medical Assisting, Radiation Therapy, and Radiologic Technology Programs.

MED100 Accounting*3 credit hours*

Basic theory and structure of accounting including payables, receivables, inventory, payroll, and taxes.

Prerequisite: MAT101.

MED110 Medical Assisting I*3 credit hours*

Introduction to medical assisting. Emphasis is on the history of medicine; the healthcare team and the medical assistant's role as a part of that team; the knowledge and skills required to take a medical history, room a patient, assist with a physical exam, and understand the important role growth and development play in health and disease.

Prerequisite: BIO110.

MED150 Medical Pharmacology*3 credit hours*

This course promotes a basic understanding of pharmacology, calculations for children and adult dosages, common equivalencies, drug abbreviations, sources and schedules; the use of pharmacology references; review of body systems with focus on drugs utilized to treat conditions of those systems; drug administration; and the importance of accuracy and safety when dealing with medications.

Prerequisite: MAT101.

MED155 Administrative Office Procedures I*3 credit hours*

This course includes the study of the operation of the administrative departments in the healthcare environment, including patient scheduling, filing, pegboard accounting, billing and collection, processing insurance forms, medical correspondence and mail, CPT and ICD-9 coding techniques. The course also covers the basic study of a medical practice management program, including patient file maintenance, storage of treatment procedures and charges, matching of CPT and diagnosis codes with treatment procedures, and related tasks. Students are also introduced to medical law and ethics and how the medical assistant's scope of practice is controlled and impacted by these laws.

MED160 Administrative Office Procedures II*3 credit hours*

Continued study of the administrative aspects of the medical office, including maintenance of the medical facility, office management duties, human resource duties, patient scheduling, records management, written and verbal communication, telephone techniques, medical transcription, and the use of computers within the healthcare setting.

Prerequisite: MED155.

MED220 Medical Assisting II*3 credit hours*

Continued study of medical assisting with emphasis on emergency and first aid, assisting with minor surgery, medical asepsis, disease and infection control, ECG; principles of body mechanics; review of basic clinical chemistry principles; and interaction skills needed for patients with special needs, nutrition, diseases and conditions.

Prerequisites: MED110, CHM100.

MED260 Radiology*3 credit hours*

Study of the use of x-rays in a medical setting. Development of skills in the use of equipment, safety, and developing radiographs.

MED280 Medical Assisting III*3 credit hours*

Continued study of personal and professional development to strengthen the medical assistant in both career and individual actions and interactions; review of skills and techniques learned in previous semesters with emphasis on efficiency; preparation for entry into the field of medical assisting.

Prerequisites: MED150, MED220.

MED290 Clinical Medical Assisting*3 credit hours*

Students demonstrate skills gained through their educational training in a clinical setting. They are exposed to the normal functioning of an actual clinic situation that would include patient contact, laboratory experience, limited x-ray, administrative, and front office work. Clinical training occurs off-campus at an actual clinic approved by Argosy University.

Prerequisites: all program coursework must be satisfactorily completed.

MANAGEMENT (MGT)

MGT302 Organizational Behavior

3 credit hours

This course examines small-group interactions and the processes that groups experience as they make decisions and complete tasks. Individual member traits, leadership, and intergroup conflict are also examined.

MGT312 Leadership in Organizations

3 credit hours

This course examines the skills for understanding and leading individuals and groups in attaining both personal and organizational objectives. The basic concepts of motivation, control change, team building, and developing effective relationships in diverse work environments are examined. Proactive leadership devices such as organizational development, decision making, and influence techniques are presented.

MGT331 Technology in Business I

3 credit hours

The use of management information systems as a vital tool for communication and decision making is examined. Development of an overall framework for analyzing the communication and use of information by organizations, and for selecting appropriate technology to support decision making is emphasized.

MGT341 Quantitative Methods in Business I

3 credit hours

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

MGT401 Principles of Management

3 credit hours

Current and significant issues in management are examined. Students will examine the formal and informal functions of organizations, as well as basic management theories and principles associated with current business practices.

MGT402 Project Management

3 credit hours

This course examines the formal and informal functions of organizations and diagnoses an agency or organization based on a systems model. Students analyze and solve problems using systematic approaches associated with project management.

MGT411 Human Resource Management

3 credit hours

Students explore the values and perceptions of the workforce through an analysis of policies and practices of recruitment, selection, training, development, and compensation of employees. Special attention is placed on problem solving, case studies, and simulations associated with human resource management.

MGT412 Human Services/Team Management

3 credit hours

This course examines the field of human services and the implementation of teams in organizations. Concepts, delivery strategies, and values associated with human services are examined. The development and implementation of team organizational approaches are also discussed.

MGT413 Managing Change

3 credit hours

This course examines concepts and strategies for managing change in the business environment. Emphasis is given to the recognition of human diversity and strategies associated with organizational change in the workplace. Processes, procedures, and skills for managing change are also discussed.

MGT414 Nonprofit and Governmental Organizations

3 credit hours

This course examines the unique aspects of planning, organizing, directing, coordinating, and controlling in nonprofit and governmental organizations. Emphasis is given to the organizational structures, management, and leadership involved in nonprofit agencies.

MGT432 Technology in Business II

3 credit hours

This course is a continuation of Technology in Business I (MGT331) and examines the tools that can be used in performing business data processing and the uses of computers in business. Management information system applications are also examined with an emphasis given to electronic spreadsheets and database management.

MGT441 Quality Assurance

3 credit hours

The modern management principles of the quality movement are presented. The history of total quality management, process management, and implementation of quality assurance programs in organizations are examined.

MGT442 Quantitative Methods in Business II

3 credit hours

This course is a continuation of Quantitative Methods in Business I (MGT341) and examines the practical techniques available for solving business problems, with a focus on quantitative methods associated with current business applications. Students will examine current statistical computer applications, such as SPSS, used in quantitative research.

Prerequisite: MGT341.

MGT450 Managing Cultural Diversity in the Workplace

3 credit hours

This course is designed to teach students how to manage the increasingly multicultural workforce in the United States. Students are exposed to the basic concepts and issues of intercultural communication and cross-cultural relations, and explore the challenge that managing cultural diversity presents to both organizations and individuals.

MARKETING (MKT)

MKT302 Marketing I

3 credit hours

This course studies the management of marketing in a dynamic organizational environment, including an analysis of such functions as product development, promotion, channels of distribution, and logistics. Includes a survey of basic methods of market research.

MKT402 Marketing II

3 credit hours

This course is a continuation of Marketing I (MKT302) and examines the practical aspects of marketing management. Marketing decision-making and planning are examined through the use of case studies and group marketing projects.

Prerequisite: MKT302.

MEDICAL LABORATORY (MLT)**MLT103 Urinalysis/Microbiology***3 credit hours*

In this course, students review renal anatomy and physiology and the process of urine formation. Laboratory evaluation of the urine specimen includes physical, chemical, and microscopic assessment. Laboratory test results correlate with the state of health and disease of a patient. Safety and quality control are emphasized in laboratory exercises. The course also includes an introduction to microbiology. Topics include basic structures and functions of microorganisms with, and emphasis on, bacteria. Specimen collection, culture techniques, identification, and susceptibility testing are also introduced. Pathogenesis of infection is compared with non-disease producing organisms.

Prerequisites: Concurrent with BIO110 and CHM100.

MLT107 Hematology/Phlebotomy*3 credit hours*

A basic hematology course that introduces the concepts of blood formation and blood cell structure and function in normal, healthy humans. Laboratory exercises include Erythrocyte and Leukocyte counts, Leukocyte differentials, Hemoglobin, Hematocrit, Erythrocyte indices, preparation and assessment of blood smears, quality control and recognition of normal laboratory test values. Students also practice blood collection, specimen processing, and safety.

Prerequisites: BIO110, CHM100, COM110, MAT101.

MLT109 Immunology*2 credit hours*

Study of the immune system and immunology technology includes basic genetics, anatomy of the lymphatic system, immune function of leukocytes, the immune response in health and disease, vaccines, antigens, antibodies and their reactions, and the complement system.

Prerequisites: BIO110, CHM100, COM110.

MLT130 Clinical Chemistry I*3 credit hours*

Introduces the student to the basic principles and practices of clinical chemistry, lab safety and regulations, quality control and statistics, lab mathematics, and point-of-care testing. Clinical correlations and lab procedures, amino acids and proteins, enzymes, vitamins and nutritional assessment carbohydrates, lipids and lipoproteins are studied in the laboratory. Students learn to prepare solutions, perform photometric and other clinical chemistry assays, and organize a laboratory. Quality control and laboratory safety are incorporated into the practice of laboratory testing. Correlation of laboratory test results with health status and disease is emphasized. Lecture and laboratory format.

Prerequisites: BIO110, CHM100, COM110, MAT101, MLT103.

MLT150 Clinical Microbiology I*3 credit hours*

The study of infectious disease caused by bacteria including: Staphylococcus, Streptococcus, and Neisseria, Enterobacteriaceae and other gram-negative bacilli, gram-positive bacilli, spirochetes, and anaerobes. Laboratory procedures focus on safety, and quality control bacteria are identified using techniques including gram stains and biochemical tests, and susceptibility testing using both Kirby-Bauer and MIC methods.

Prerequisites: COM110, MLT103.

MLT170 Clinical Hematology I*3 credit hours*

Normal hematology includes the description, maturation, identification, and function of blood and bone marrow in the healthy patient.

Classifications of anemias and leukemias are introduced. Laboratory exercises lead to completion of a complete blood count (CBC) including automated and manual methods for leukocyte (WBC) and erythrocyte (RBC) counts, hemoglobin and hematocrit, blood smears, identification and differentiation of normal, abnormal, mature, and immature blood cells. Laboratory safety, quality control, and recognition of normal values are emphasized.

Prerequisites: BIO110, CHM100, COM110, MLT107.

MLT209 Clinical Immunology*3 credit hours*

In-depth study of immune response to infectious disease, immune disorders, transplant, and tumors. Laboratory procedures are introduced for detection of antigen/antibody reactions, complement activity, genetics, antibody titers for infectious diseases, immunology technology as well as applications to other clinical areas like clinical chemistry and blood banking. A variety of techniques such as hemagglutination, latex agglutination, diffusion, antigen testing, ELISA, and other procedures for detection of syphilis, mononucleosis, streptococcus group A, rheumatoid arthritis, rubella, blood groups, febrile agglutinins, and others are practiced in the clinical laboratory. Emphasis is on proper specimen handling, safety, and quality control.

Prerequisite: MLT109.

MLT230 Clinical Chemistry II*3 credit hours*

Further study of clinical chemistry includes these topics: trace elements, electrolytes, non-protein nitrogenous compounds, arterial blood gases, pH and buffer systems, assessment of organ system functions, including liver, endocrinology, thyroid, cardiac, renal, pancreatic and gastrointestinal function, specialty areas of clinical chemistry, therapeutic drug monitoring, toxicology, and tumor markers. In the laboratory, automated procedures and immunoassays emphasize multitasking, precision, and accuracy in patient testing and reports, and quality control while following the laboratory safety protocol are emphasized.

Prerequisite: MLT130.

MLT250 Clinical Microbiology II*3 credit hours*

Mycobacterium, Chlamydia, Mycoplasma, Rickettsia, yeast, fungi, viruses, and parasites are infectious agents introduced in this advanced course, along with review of pathogenic bacteria. Laboratory examination of bacteria, and prepared slides of parasites, yeast, and fungi are performed. Sample collection, proper media use, growth requirements, control of microorganisms, identification of bacteria, biochemical testing, stain reactions, susceptibility testing, and other laboratory procedures are discussed and performed following laboratory quality control and safety protocol.

Prerequisite: MLT150.

MLT270 Clinical Hematology II*3 credit hours*

This course introduces the student to hemostasis, coagulation process and assessment of bleeding disorders, and anticoagulant therapy. Diseases of blood and bone marrow, including anemia and leukemia, with emphasis on classification and correlation of laboratory values with state of health, are studied further. Body fluid analysis, including spinal fluid, synovial fluid, amniotic fluid, semen, and others are discussed in relation to diagnostic significance of lab results.

Prerequisite: MLT170.

MLT279 Immunohematology*3 credit hours*

The study of blood transfusion practice includes discussion of donor screening and use of blood components. Concepts of genetics, biochemistry, and immunology of blood group systems, including the ABO, Rh, and others provide the foundation for testing associated with transfusion, diseases, prenatal testing, and hemolytic disease of the newborn. Protocol for selection of components, the pretransfusion testing, transfusion reactions, and other applications are addressed. In the laboratory, students perform blood typing, antibody screening and identification, compatibility testing, and some specialized procedures. Quality control and safety in the laboratory are stressed.

Prerequisites: MLT170, MLT209.

MLT280 Clinical Simulated Lab*3 credit hours*

As preparation for entry into clinical training, this course includes a comprehensive review of course materials, laboratory techniques, and integration of other skills necessary for success in the practice of medical laboratory technology. Field trips to clinical sites such as clinical laboratories in hospitals, clinics, research, government, and other facilities are arranged when possible and vary depending on availability for tours. The clinical training assignment process, scholarship application, immunizations completion, TB test within six months of clinical training start are integrated here. Must be taken the semester immediately preceding clinical training.

Prerequisites: all technical coursework concurrent with MLT230, MLT250, MLT270, MLT279.

MLT290 Clinical Medical Laboratory*6 credit hours*

Application of all skills and knowledge in an actual laboratory situation, on a forty-hour-per-week basis. Clinical Training occurs off-campus, at a clinic, laboratory, or hospital which is approved by Argosy University/Twin Cities to conduct internship programs.

Prerequisite: all coursework must be completed.

PHILOSOPHY (PHI)**PHI101 Ethics in Contemporary Society***3 credit hours*

Ethics is the investigation of moral motive and action: What is the right thing to do, and why do the right thing? Students investigate personal, professional, and social issues of the day using the major ethical theories of western civilization. Based on research, students formulate and evaluate their own ethical positions in the context of respectful classroom dialogue.

Prerequisite: ENG101 or its equivalent.

PHI102 World Religions*3 credit hours*

This course introduces students to the varieties of religious expression throughout human cultures. Particular attention is given to the dominant religions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto, and Taoism. Students are encouraged to develop an understanding of the historical and cultural influences on the nature and diversity of the world's religions.

PHYSICS (PHY)**PHY105 General Physics***3 credit hours*

This is a foundational course that introduces the history and principles of general physics.

POLITICAL SCIENCE (POL)**POL110 American Experience***3 credit hours*

Students are encouraged to acquire a deeper understanding of the historical development and basic structure of the American political system. The course surveys the nature of the U.S. federal system of government and its essential components, especially the executive, legislative, and judicial branches, along with the U.S. Constitution and Bill of Rights. Attention is also given to the roles and influence of political parties, mass media, and special interest groups.

PSYCHOLOGY (PSY)

It is recommended that students complete General Psychology (PSY101) before taking any course at the 200-level or higher.

Courses marked with an asterisk () are recommended for students considering the pursuit of graduate-level education in the field of psychology.*

PSY101 General Psychology*3 credit hours*

Survey of theory, research methods, and applications of psychology drawn from the natural science and social science bases of the discipline. Emphasis on critical thinking, ethical issues, and the diversity of human experience in examining the science and practice of contemporary psychology.

Prerequisite: ENG101 or its equivalent.

PSY210 Psychological Statistics**3 credit hours*

Basic concepts in descriptive and inferential statistics as applied to psychological variables. Emphasis on critical thinking and ability to use statistics to interpret psychological findings.

Prerequisites: (DAL) MAT101.

PSY300 Developmental Psychology**3 credit hours*

Survey of theory and research on cognitive, emotional, and social development during childhood, adolescence, and adulthood.

Prerequisites: (DAL) PSY101.

PSY301 Children and Violence*3 credit hours*

This course enables students to gain an understanding of the issues resulting from children's exposure to violence. Topics examined include community violence, war and terrorism, peer victimization, media violence, and familial abuse and maltreatment. In addition, best practices in prevention and intervention programming are highlighted, as well as a dialogue encouraging students to examine their own beliefs about the nature and impact of violence our world.

PSY302 Research Methods**3 credit hours*

Review of quantitative and qualitative scientific research methods used to investigate psychological questions. Emphasis on gathering and evaluating information from multiple sources, synthesizing findings from available literature into specific research questions, and designing effective methods to address those questions. Emphasis on critical thinking, problem solving, and developing writing skills in a style appropriate to the discipline of psychology.

Prerequisites: (DAL) PSY101.

PSY304 Human Sexuality*3 credit hours*

Examination of human sexuality as expressed in attitudes, beliefs, and behaviors. Analysis of research methods and findings on social and developmental psychological aspects of sexuality, including dysfunction and its treatment.

PSY305 Psychology of Religion*3 credit hours*

In this course students discover how psychology helps us understand religious behavior and experience. We investigate the meaning and value of religious faith as interpreted through the major psychological schools. Students reflect upon their own past spiritual development and consider its future possibilities. They also probe into reasons why religion sometimes "gets sick" and what factors contribute to religious health.

PSY306 Psychology of Aging*3 credit hours*

Multidisciplinary perspectives on the biological, psychological, and social issues of aging, including affective, cognitive, and physiological changes and the social effects of increasingly older population demographics in a diverse and global society.

PSY310 Social Psychology**3 credit hours*

Survey of theory and research on human social behavior, including topics such as aggression, attitudes, attribution, group dynamics, interpersonal relations, and prejudice and stereotypes. Emphasis on the diversity of human experience and ethical conflicts in psychological research and practice.

*Prerequisites: (DAL) PSY101.***PSY312 Diversity***3 credit hours*

Examination of how an understanding and respect for the diversity of class, ethnicity, gender, religion, and sexual orientation differences contribute to the scientific study of human behavior. Cross-cultural research is also explored.

PSY314 Psychology of Women*3 credit hours*

Examination of the theory and research findings of feminist psychology and their applications to all spheres of women's lives, including issues related to class, ethnicity, gender, and sexual orientation.

PSY315 Psychology of Adulthood*3 credit hours*

An introduction to the study of adulthood, aging, and the process of death and dying. The course emphasizes physical, cognitive, emotional and social development throughout the lifespan. Students investigate health and longevity, physical and mental illness, intellectual changes and challenges, social roles and relationships, and career issues.

PSY320 Industrial/Organizational Psychology**3 credit hours*

Application of the theories and research in psychology to industrial and social organizations, including topics such as personnel, human factors, organizational development, and welfare of the consumer. Examination of the ethical and legal dimensions of conducting psychological research and practice in the workplace.

*Prerequisites: (DAL) PSY101.***PSY350 Physiological Psychology****3 credit hours*

Survey of relationships of physiological processes, especially nervous system functioning, to behavior. Emphasis on current, interdisciplinary research findings on brain and behavior and their applications.

*Prerequisite: (DAL) Natural Sciences course.***PSY360 Cognition and Learning****3 credit hours*

Survey of theories and research on cognition and learning, especially topics such as knowledge acquisition, language, memory, and thinking. Emphasis on applications to the assessment and treatment of human problems in a variety of organizational settings in education and mental health.

*Prerequisite: (DAL) PSY101.***PSY361 Personality Theory***3 credit hours*

This course examines psychoanalytic, biological, behavioral, cognitive, trait, humanistic, and interactionist theoretical approaches to understanding personality. Strengths and weaknesses of the various approaches are noted. Where available, modern research is integrated with each theoretical approach. Thoughtful evaluation of the eight approaches is emphasized, as is integration of theories to create a rich and multi-faceted picture of human personality. Practical applications to gender and cultural/ethnic differences are noted. Assignments are designed to foster student awareness and reflection concerning personal assumptions about personality. The assignments also encourage students to practice critical thinking skills when evaluating the eight approaches and the related research.

PSY370 Introduction to Addiction and Addictive Behavior*3 credit hours*

This introductory course provides an overview of addictions and substance abuse, including alcoholism and drug abuse. It deals with both the physiological and psychological characteristics of substance abuse and its effect in various life areas. Both individual and family dynamics are covered, as well as ideas for treatment options and recovery. Cross addiction and dual-diagnosis are discussed.

PSY380 Native American Issues*3 credit hours*

Students are exposed to a brief history and current understanding of various tribes of Native Americans. They examine the traditions, social influences, and impact of modern culture on this population as it impacts their current functioning and mental health.

PSY390 Special Topics*3 credit hours*

Intensive study of a theme, process, or problem in psychology. May be repeated for credit.

PSY395 Independent Study*1–3 credit hours*

An Independent Study provides a means for students to pursue a topic of interest in greater depth than is otherwise provided by the curriculum. Typically, it engages the student in an extensive literature review of a topic, an independent research project, or supervised experience at an internship site.

PSY400 Counseling Theories*

3 credit hours

The basic theory, principles, and techniques of counseling and its application to professional counseling settings are explained. Also considered are the various theories of counseling and issues in the practice of professional counseling.

Prerequisite: (DAL) PSY101.

PSY405 Interviewing Techniques*

3 credit hours

Applied course to develop basic relationship-building, interviewing, and problem-solving skills with diverse clients.

Prerequisite: (DAL) PSY101.

PSY410 Maladaptive Behavior and Psychopathology*

3 credit hours

This course is an introduction to the study of maladaptive behavior. Etiology and definition of disorders in *DSM-IV-TR* are reviewed. The course also looks at various methods of treatment related to the disorders covered.

PSY415 Psychological Assessment*

3 credit hours

In-depth examination of assessment processes and measurement strategies for aptitudes, intelligence, interests, performance, and personality of diverse populations. Ethical, legal, and social issues in test theory, construction, and evaluation. Emphasis on psychometric properties.

Prerequisite: PSY210.

PSY420 Disabilities

3 credit hours

In-depth examination of research findings and personal beliefs and attitudes about disabling conditions and their effects on families, communities, and the larger society. Ethical and legal issues in the assessment, evaluation, and treatment of disabled persons in educational, mental health, and organizational settings.

PSY422 Forensic Psychology

3 credit hours

In-depth examination of the theories and methods of forensic psychology and their applications to the policies and procedures of criminal justice, legal, and mental health settings.

PSY430 Ethics In Psychology

3 credit hours

Students are asked to explore the legal, ethical and professional choices faced by social service workers and chemical dependency counselors. Topics include confidentiality, counselor values, client rights, the licensure process, complaint procedures, informed consent, and standards of care. A multicultural perspective is used throughout the course.

PSY450 History and Systems of Psychology*

3 credit hours

Development of the discipline of psychology from its philosophical roots to the present, with an emphasis on the last 100 years. In-depth examination of psychology as a science, practice, and sociocultural force in contemporary times. Emphasis on critical thinking, writing skills, and critical history research methods.

PSY460 Educational Psychology: Learning and Development

3 credit hours

Students study the nature and scope of the field of educational psychology as well as the basic principles and terminology that constitute educational research. In addition, they examine basic developmental theory from both behavioral and cognitive perspectives with an understanding and appreciation of how learning theory influences both models of and approach to teaching.

PSY480 Biopsychosocial Effects of Substances

3 credit hours

The biological, psychological, and social effects of mood-altering substances and behaviors, as well as their implications for the addiction process, are reviewed. Psychopharmacology of substances is emphasized, and effects on health are covered. Cultural norms and the disease concept/model are considered.

Prerequisite: (TC) PSY370.

PSY481 Substance Abuse and the Family

3 credit hours

This course is an introduction to family systems, focusing on the effects of addiction pertaining to family roles and behavior patterns. The impact of mood-altering substances and behaviors as they relate to the family are discussed, along with multicultural and transgenerational issues. Students are introduced to family interventions and treatment.

Prerequisite: (TC) PSY370.

PSY482 Substance Abuse Treatment I

3 credit hours

This course covers all aspects of treatment with attention to readiness to change. Students are introduced to the core functions of individual and group chemical dependency counseling, including screening, orientation, intake, assessment, treatment planning, counseling, case management, crisis intervention, relapse prevention, client education, referral, reports and record-keeping, and consultation.

Prerequisite: (TC) PSY370.

PSY483 Substance Abuse Treatment II

3 credit hours

This course is a continuation of Substance Abuse Treatment I (PSY482). It explores in greater depth the core functions of chemical dependency counseling, as well as readiness to change. The course is designed for students who plan to pursue licensure as substance abuse/chemical dependency practitioners.

Prerequisite: PSY482.

PSY485 Chemical Dependency Practicum

2–8 credit hours

The Chemical Dependency Practicum provides supervised experience and training in chemical dependency. In addition to assigned hours on site, students will also meet weekly in a practicum seminar led by a faculty member. Students will be matched to sites based on their need for particular skill development, interest, and schedule.

PSY490 Human Services Internship and Seminar

3 credit hours

Capstone Course. Supervised field experience in a variety of community settings. A portfolio of projects accomplished during this internship will be completed, including a literature review. This course ties together the theories and methods of psychology in an applied setting and a practical grounding for ethics, diversity, and effective written and oral communication skills developed during the baccalaureate program.

PSY492 Advanced General Psychology*3 credit hours*

Capstone Course. Advanced seminar on topics from the natural and social sciences knowledge bases of the discipline. A portfolio of papers and projects from prior coursework will be completed, including a literature review. This course ties together the theories and methods of psychology as a science and practice, and is a scholarly integration of ethics, diversity, and effective written and oral communication skills developed during the baccalaureate program.

PSY493 Crime and Causes*3 credit hours*

This course studies the sociological and social psychological foundations of crime and delinquency. Topics include the definition and meaning of crime and delinquency, the etiology of crime and delinquency, the history and development of criminal law, and criminal behavior.

RADIOLOGY (RAD)**RAD100 Introduction to Radiologic Technology***3 credit hours*

This course introduces the basic radiologic and professional concepts of radiologic technology and patient care, including considerations for the physical and psychological needs of the patient and family. Topics discussed include imaging equipment, basic positioning and terminology, patient care, universal precautions, infection control, monitoring vital signs, and pharmacology. An introduction to the terminology and basic principles of radiology is included. Students apply classroom theory in the laboratory.

RAD105 Radiologic Procedures I*3 credit hours*

This course provides the student with an in-depth study of the anatomy and positioning of the upper extremity, shoulder girdle, lower extremity, and pelvic girdle. Students apply classroom theory in the laboratory.

*Prerequisites: BIO110, RAD100.***RAD110 Radiologic Physics***3 credit hours*

This course presents an introduction to general physics principles, electricity, and electromagnetism as they relate to the production of radiation. The origins of radiations, generators, motors, transformers, x-ray circuitry, and x-ray tube operation are introduced, and the characteristics of x-ray production and its interactions with matter are discussed.

*Prerequisites: MAT101, RAD105.***RAD115 Sectional Anatomy***2 credit hours*

This course introduces the student to a basic study of sectional anatomy and its applications in the field of radiology, specifically as it relates to MRI and CT.

*Prerequisite: BIO110.***RAD120 Principles of Exposure I***3 credit hours*

This course is a study of image formation and processing. Instruction is provided in the composition and maintenance of radiographic film, intensifying screens, film processing, chemistry, and darkroom procedures. Students apply classroom theory in the laboratory.

*Prerequisite: MAT101, RAD105.***RAD130 Radiobiology/Radiation Protection***1 credit hour*

A discussion of radiation's interactions with living systems. Acute and chronic effects of radiation are discussed, as well as factors affecting biological responses and the characteristics and interactions with matter. Federal and state guidelines are reviewed and methods of minimizing radiation exposure.

*Prerequisites: RAD110, RAD120.***RAD140 Radiographic Pathology***3 credit hours*

This course explores the radiographic correlation of the causes, appearances, and symptoms of disease based on radiographic findings. Lab component includes image analysis and exercises involving case study scenarios utilizing critical thinking skills.

*Prerequisite: RAD205.***RAD160 Computed Radiography***3 credit hours*

This course presents the basic concepts and applications of computed radiography. Students investigate the process, function, limitations, and advantages of computed radiography.

RAD205 Radiologic Procedures II*3 credit hours*

This course provides the student with an in-depth study of the anatomy and positioning of the vertebral column, bony thorax, thoracic viscera, skull, facial bones, and sinuses.

*Prerequisite: RAD105.***RAD225 Principles of Exposure II***2 credit hours*

This course expands upon Principles of Exposure I (RAD120). Instruction in the theory and application of radiographic quality, automatic exposure control, exposure charts and quality assurance procedures.

*Prerequisite: RAD120.***RAD240 Advanced Imaging***3 credit hours*

Provides an overview of specialty areas in the radiography department. Modalities include: CT, MRI, ultrasound, nuclear medicine, angiography, pediatrics, orthoroentgenography, arthrography, myelography, interventional angiography, cardiac catheterization, and radiation therapy. The student gains an understanding of the basic procedure, equipment, terminology, and contrast agents. A research paper pertaining to a radiographic topic as outlined by the MSRT is required for submission and review.

*Prerequisites: RAD140, RAD225, concurrent RAD270.***RAD255 Radiologic Procedures III***3 credit hours*

This course provides the student with an in-depth study of the anatomy and positioning of the digestive and urinary systems, mobile trauma, pediatric, geriatric, and venipuncture with a review of previous procedures. A review of previous radiologic procedures classes is included. Students apply classroom theory in the laboratory.

Prerequisite: RAD205.

RAD270 Clinical Education I

9 credit hours

Direct supervised experience in the clinical affiliate that enables the student to become familiar with departmental policies, workflow and office procedures, body mechanics and radiographic procedures. The online component includes a demonstration of the application of didactic education in the clinical setting.

Prerequisite: All General Education courses, CPR, and all Radiologic Technology technical courses except RAD280 and RAD290; concurrent RAD240.

RAD280 Comprehensive Review

3 credit hours

Students have the opportunity to assess, summarize, and incorporate all previously learned radiological concepts, principles, and positioning skills necessary for preparation of the national Radiologic Technology Examination.

Prerequisites: RAD240, RAD270, concurrent RAD290.

RAD290 Clinical Education II

9 credit hours

Continuation of radiologic technology clinical education in the clinical affiliate site. Students gain experience and develop skills in radiologic procedures, positioning, and techniques in preparation for entry-level skills. Students accomplish standard procedures under indirect supervision upon demonstration of performance-based competencies. Online component includes a demonstration of the application of didactic education in the clinical setting.

Prerequisites: All General Education Courses, CPR, and all Radiologic Technology technical courses except RAD280; concurrent RAD280.

RADIATION THERAPY (RTH)**RTH100 Introduction to Radiation Therapy**

2 credit hours

This course provides students with an overview of radiation therapy and the practitioner's role in the healthcare delivery system. The course also includes the basic principles of radiation therapy, the cancer-management perspective, and patient care, as well as principles of radiation and health safety, and the professional responsibilities of the radiation therapist.

RTH115 Sectional Anatomy

3 credit hours

This course establishes a working knowledge of sectional anatomy of the cranium and facial bones, brain, spine, neck, thorax, abdomen and pelvis. It also provides discussion of the application of sectional anatomy in the imaging sciences fields, particularly as it relates to CT, MRI, Sonography and Radiation Therapy Treatment Planning.

Prerequisites: BIO110, COM110, RTH100.

RTH120 Radiation Therapy Physics

3 credit hours

This course reviews and expands upon concepts and theories from the Radiologic Physics course. A detailed analysis of the properties of radiation, x-ray production, radiation quality, and the interactions of ionizing radiation with matter are emphasized. The treatment units to deliver external beam radiation therapy are presented. Radiation measurement, exposure, and absorbed dose are discussed. The course addresses quality management topics in radiation therapy, including quality checks on charts, films, simulators, treatment units and treatment planning systems. The role of the radiation oncology team in quality management is discussed, along with the regulatory and legal implications for maintaining appropriate quality management guidelines.

Prerequisites: MAT101, RTH100, RTH110, RTH130.

RTH130 Radiation Protection/Radiobiology

3 credit hours

Basic principles of radiation protection and safety for the radiation therapist. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and healthcare organizations are incorporated. Specific responsibilities of the radiation therapist are discussed, examined, performed, and evaluated. Also included are basic concepts and principles of radiation biology. The interactions of radiation with cells, tissues, and the body as a whole and resultant biophysical events are presented. Discussion of the principles of tolerance dose, time-dose relationships, fractionation schemes, and the relationship to the clinical practice of radiation therapy are discussed, examined, and evaluated.

Prerequisites: BIO110, RTH100, RTH110 or concurrent.

RTH135 Principles and Practices I

3 credit hours

This course provides an overview of the immune system and its role in fighting diseases including cancer. The pathology of neoplasms are discussed, including their cause, diagnosis, and how to differentiate between benign and malignant neoplasms. Cancers of the skin, bones, soft tissues, endocrine system, lymphoreticular system, and leukemia are discussed in regard to their etiology, epidemiology, detection, diagnosis, treatment, and prognosis. The radiation therapist's responsibilities of education, assessment, and communication in the management of these cancers are presented.

Prerequisites: (Track I) BIO110, RTH100, RTH115, RTH120 or concurrent, RTH130, RTH150 or concurrent; (Track II) RTH130.

RTH150 Treatment Planning I

3 credit hours

This course is designed to establish factors that influence and govern clinical patient treatment planning for radiation therapy. Included are patient measurement, immobilization, and contour considerations, as well as radiobiological factors. Conventional and computed tomography simulation is explained. Radiographic consideration, anatomical landmarks, treatment simulation procedures, techniques, and objectives are emphasized. Class demonstrations/laboratories and projects are incorporated to complement specific content areas and are focused on the clinical application of treatment planning and radiological imaging principles. These include simulator operation, block fabrication, and beam modification.

Prerequisites: MAT101, RTH100, RTH110, RTH115, RTH120, RTH130.

RTH210 Medical Law and Ethics

3 credit hours

This course is designed to define sources of law, causes of action, and litigation processes related to the professional practice of medical imaging. The interrelatedness of standards of care, law, ethical standards, and competence are examined, as are laws and regulations affecting the practitioner in employment and liability. The course is designed to establish a foundation for, and define the parameters of, professional practice. Ethical behaviors within a defined scope of practice will be discussed and examined within the context of the healthcare delivery system.

Prerequisite: PHI101.

RTH220 Treatment Planning II

3 credit hours

This course is a continuation of Treatment Planning I (RTH150). Photon and electron beam therapy and dosimetry are discussed, along with the factors that influence them. Dose distribution, dose calculation and treatment planning application are emphasized. The role of computers in radiation therapy is presented. Brachytherapy sources, applicators and implant methods, as well as 3-D conformal, intensity modulated, stereotactic, intraoperative and other new technologies in radiation therapy are introduced.

Prerequisites: MAT101, RTH100, RTH110, RTH115, RTH120, RTH150.

RTH230 Building Clinical Skills*3 credit hours*

This course addresses the necessary clinical skill requirements for competent radiation therapists. It prepares the student physically and emotionally for interaction with sick and terminally ill patients. Patient care aspects of the class address proper lifting techniques, patient transportation, and aseptic and sterile procedures involving catheters, syringes, needles and other radiation therapy and hospital/clinic equipment. Nutrition, pain, and infection control concerns are taught. The psychological and emotional challenges that cancer patients face (generally, and those that are specific to certain diagnoses) will be discussed. The course introduces technical and quality management skills prior to the student's clinical training, with emphasis on how these aptitudes contribute to the patients successful treatment experience.

Prerequisites: (Track I) RTH100, RTH115, RTH120, RTH130, RTH135, RTH150; (Track II) RTH115, RTH120, RTH130, RTH135, RTH150, RTH220, RTH240.

RTH240 Principles and Practices II*3 credit hours*

This course, a continuation of RTH 135, covers cancers of the respiratory system, central nervous system, head and neck, digestive system, female and male reproductive systems, genitourinary system, breast, and pediatrics. Field design, treatment prescription and side effects of treatment will be presented, discussed, recommended, and evaluated. As part of the process, the course examines and evaluates the management of neoplastic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The radiation therapist's responsibilities of education, assessment, and communication in the management of neoplastic disease are presented and discussed.

Prerequisites: (Track I) BIO110, RTH110, RTH115, RTH120, RTH135, RTH150; (Track II) RTH135, RTH150.

RTH280 Radiation Therapy Comprehensive Review*3 credit hours*

In this course students have the opportunity to assess, summarize, and incorporate all previously learned radiation therapy concepts and principles, including a review of simulation and basic dosimetry.

Prerequisites: all technical courses except RTH210 and RTH230 concurrently may be taken.

RTH290 Clinical Training, Radiation Therapy*6 credit hours*

Content and clinical practice experiences are designed for sequential development, application, analysis, integration, synthesis, and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice and professional development shall be discussed, examined and evaluated.

RTH291 Clinical Training, Radiation Therapy*6 credit hours*

Continuation of Clinical Training, Radiation Therapy (RTH290).

SCIENCE (SCI)**SCI110 The Rise of Modern Science***3 credit hours*

The course begins by exploring the evolution of science since the scientific revolution of the 16th and 17th centuries. Emphasis is placed on the development of the scientific method and its role in influencing the course of scientific discovery and perspectives on the world. Students become familiar with the fundamental nature of scientific reasoning and its importance in understanding and shaping contemporary life.

SCI115 The Ecological Perspective*3 credit hours*

An introduction to the interrelationships of living things to each other and their environment. Students learn about plant and animal identification and behaviors as these relate to the important ecological concepts of habitat, ecosystem, biological communities, and dynamic balance. The roles of natural resources and impact of human activity are also considered.

SCI120 Science and Technology*3 credit hours*

An examination of the close relationship between scientific discovery and technological advancement, how theoretical scientific principles shape technological developments, and vice versa. Students also learn how practical concerns influence both technology and science, and how various scientific principles underlie certain technological applications.

SOCIOLOGY (SOC)**SOC110 Sociology in a Global Perspective***3 credit hours*

This course presents an analysis of the development and persistence of social patterns and the impact of cultural, environmental, and social factors on the individual. Discussions include the theories and methods by which groups are studied; current interpretations of issues, such as family, ethnicity, and politics; cross-cultural comparisons of sociological areas; the global community of human beings and its sociological constructs.

Prerequisites: ENG101 or its equivalent.

SOC115 Loss and Grief*3 credit hours*

This course addresses issues of loss and grief in life and in preparation for death. It examines uncomplicated and complicated grief reactions and disenfranchised grief and loss.

SOC116 Sex, Power, And Socialization*3 credit hours*

This course explores male and female gender roles in the contemporary United States. It examines gender socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation are also explored.

SOC117 Crime and its Causes*3 credit hours*

This course studies the sociological and social psychological foundations of crime and delinquency. Topics include the definition and meaning of crime and delinquency, the etiology of crime and delinquency, the history and development of the criminal law, and criminal behavior.

SOC118 Juvenile Delinquency*3 credit hours*

This course provides a comparative and historical survey of juvenile delinquency and juvenile justice. It studies issues such as the nature, magnitude, and social location of youth crime, an analysis of causal theories, and an overview of programs aimed at delinquency prevention and control.

VETERINARY (VET)**VET001 Animal Care I***0 credit hours*

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

VET002 Animal Care II

0 credit hours

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

VET003 Animal Care III

0 credit hours

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

VET004 Animal Care IV

0 credit hours

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

VET005 Animal Care V

0 credit hours

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

VET100 Comparative Anatomy

2 credit hours

Students will be able to identify the fundamental components of the skeletal, muscular, nervous, circulatory, digestive, respiratory, urinary, endocrine, and reproductive systems. This course includes a basic study of the anatomical and physiological differences of domestic animals. The primary species examined are the dog and cat. This course also presents medical terminology, the study of the words and phrases commonly used in the healthcare environment. Students entering the program during Session II must complete Comparative Anatomy in the second semester. This is a foundation course and must be taken in the first semester.

VET105 Veterinary Pharmacology

3 credit hours

A study of general drug classifications, uses, terminology, dosages, interpretation of prescriptions, and adverse side effects is included. Introduction to anesthetics.

Prerequisites: MAT101, VET100.

VET110 Small Animal Medicine I

3 credit hours

An introduction to the role of the veterinary technician in the care of small animals. Study of basic animal safety, behavior, and husbandry. The recognition of common breeds, physical exams, and basic small animal care is introduced. Aspects of veterinary office procedures and drug calculations are included. An eight-hour vet clinic shadowing experience is required outside of class time.

VET115 Veterinary Laboratory Procedures

3 credit hours

Introduction to clinical laboratory disciplines, such as lab safety, microscopy, immunology, hematology, cytology, urinalysis, and automation. Course focuses on urinalysis, kidney function, and renal diseases. Other components such as chemistry analysis, fluid analysis, and specimen handling are discussed.

VET120 Veterinary Hematology

3 credit hours

A study of normal hematological principles. Formed elements, blood cell count and morphology, hemoglobin determination, hematocrits, and blood smears are discussed. The course investigates the unique hematological features of various species, including bovine, equine, avian and reptile, and rodent. An introduction to abnormal morphology is also included. Lecture and laboratory experiences prepare students to perform a thorough laboratory analysis of blood.

Prerequisite: VET115.

VET125 Animal Behavior

3 credit hours

An elective course designed as a general study of behavior, theory, and modification techniques for the dog and cat.

Prerequisite: VET110.

VET130 Veterinary Diseases

3 credit hours

A survey of various common small animal disease conditions. Included are vaccination protocol, dermatology, endocrinology, immunology, clinical chemistry, and oncology and public health topics.

Prerequisites: VET110, VET115.

VET140 Parasitology

3 credit hours

Parasitology includes the study of internal and external parasites of animals. Life cycles and laboratory techniques for proper identification are emphasized. Transmission, treatment, control, and public health concerns are discussed.

Prerequisite: VET115.

VET160 Veterinary Ultrasonography

3 credit hours

An elective course that introduces the student to the basic foundation for the understanding of ultrasonography procedures. Equipment instruction and imaging interpretation are emphasized.

Prerequisites: VET100, VET110.

VET210 Large Animal Medicine

3 credit hours

Introduction to healthcare and nursing needs of large animals, specifically, cattle, pigs, sheep, goats, and horses. The focus is on the unique nutritional and nursing requirements of the large animal species, disease, and equipment identification. Course includes laboratory experiences off-campus. Students practice equine safety, grooming, knot tying, radiography, bandaging, physical examination, and sample collection technique gain additional experience in food animal safety, sample collection, and basic restraint of large animals.

Prerequisites: VET100, VET120, VET140, concurrent with VET235.

VET215 Microbiology

3 credit hours

Students are introduced to the morphological, biochemical, and stain reactions of common pathogenic bacteria affecting animals. Sample collection, media and growth requirements, and antibiotic sensitivity techniques are emphasized.

Prerequisite: VET115.

VET220 Anesthesiology and Surgical Assisting

3 credit hours

An introduction to the basic concepts of anesthesiology, with an emphasis on assisting veterinarians in the proper application and monitoring of anesthesia, use of equipment, and its identification. Surgical assisting will be presented through the study of surgical procedures commonly performed in veterinary practice. Skills in preparing animals and equipment for surgery, assisting veterinarians, and providing post-operative care are developed. Dentistry or spay/neuter and other techniques are performed on anesthetized animals.

Prerequisites: VET105, VET240.

VET230 Laboratory and Exotic Animals

3 credit hours

Study of laboratory animals and exotic pets, with emphasis on the special care and housing requirements. Lab focus is on the handling of laboratory animals.

Prerequisite: VET120.

VET235 Veterinary Imaging*3 credit hours*

Study of the use of radiography in veterinary medicine. Development of skills in the use of equipment, safety, positioning, and developing radiographs. Special emphasis is on technique chart development and troubleshooting. Includes an introduction to ultrasonography techniques.

Prerequisites: VET100, VET110.

VET240 Small Animal Medicine II*3 credit hours*

The study of small animal nursing care. Topics include emergency care, reproduction, nutrition, dentistry, and fluid therapy. Students perform CPR, advanced diagnostic, and therapeutic techniques including venipuncture and bandaging. This course is a more in-depth approach to the physical exam, behavior analysis, and supportive care of the dog and cat.

Prerequisite: VET130.

VET250 AZEW Aquatics, Zoology, Exotics, and Wildlife*3 credit hours*

An elective course designed to give students a general overview of the study of aquatics, zoology, exotic species, and wildlife. Includes information about wildlife rehabilitation, zoo animal management, and nondomestic animal medicine such as reptiles, amphibians, and birds. Some field trips are scheduled.

Prerequisite: VET100, VET120, VET135 concurrent.

VET260 AZEW Wildlife Handling*3 credit hours*

This course will cover information used in different areas of wildlife management such as the use of telemetry systems, laws on exotic animals, Species Survival Plans, techniques for handling various groups of animals and current information on listed animals throughout the world. There is an off-campus laboratory developed by Global Wildlife Resources, Inc. to be held on Columbus Day weekend at the Wildlife Science Center in Forest Lake, Minnesota. This is an intensive 3-day, hands-on course in techniques for capturing and sampling animals in the wild. Topics covered will be drug delivery systems and drug combinations for anesthesia, venipuncture, use of monitoring equipment, physical examination and emergency procedures. Procedures are performed on captive wolves and other large mammals. Offered Fall Semester only.

Prerequisite: VET100

VET270 AZEW Ecology*3 credit hours*

An elective course, in which students learn to identify many species by special anatomical features and life histories. The student is introduced to the environmental factors that affect the health and well-being of animals in a natural setting. The course includes 12–14 field trips.

VET280 Comprehensive Review*3 credit hours*

This course provides a comprehensive review of previous veterinary technician curriculum with an emphasis on laboratory procedures. Students assume primary care responsibility for one resident animal, including medical care, laboratory testing, and record keeping conducted under the supervision of a veterinarian and veterinary technician. Students also perform basic office procedures in a simulated small animal clinic, including practice in developing client relationships, nursing care, record keeping, clinic maintenance, and professional behavior. Clinic assignments are to be arranged by the instructor. This course must be taken immediately preceding clinical training. Some outside class time is required.

Prerequisites: All VET courses except VET290, concurrent with VET220 and VET230.

VET290 Clinical Veterinary Training*6 credit hours*

Students work under supervision in a veterinary training setting during their final semester, receiving additional hands-on experience and improving their technical skills. Clinical training is conducted at facilities approved by Argosy University. Examples of sites include large and small animal hospitals, research labs, zoos, and universities and are selected according to the interests and qualifications of the student and site availability. This requirement must be fulfilled within one year of successfully completing academic coursework at Argosy University/Twin Cities.

Prerequisites: All academic coursework must be completed prior to clinical training.

Graduate Courses

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
DC	Argosy University/Washington DC
HI	Argosy University/Honolulu
NAS	Argosy University/Nashville
NW	Argosy University/Schaumburg (Chicago Northwest)
ORA	Argosy University/Orange County
PHX	Argosy University/Phoenix
SAR	Argosy University/Sarasota
SAV	Argosy University/Savannah
SEA	Argosy University/Seattle
SF	Argosy University/San Francisco Bay Area
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
	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.

BUSINESS (B)

B6002 Financial Accounting for Managers

3 credit hours

This course introduces students to published financial statements of public companies, which are usually incorporated into the annual reports issued to shareholders, creditors, financial analysts, and others interested in the company's financial position and results of its operations. The course examines management's analysis of the financial statements, generally accepted accounting principles, the financial statements, and the related footnotes.

B6003 Ethics in Business

3 credit hours

This course introduces the manager to common ethical issues faced in business settings, including for-profit-only issues, community concerns, impacts on the environment, an examination of stakeholder concerns, and treatment of employees.

B6004 E-Business

3 credit hours

This course introduces the manager to current issues related to doing business on-line, including security issues, web-based business-building techniques and sources, and the advantages/pitfalls of using such business approaches.

B6005 International Business for Managers

3 credit hours

The student gains knowledge of the current international business environment, including trade agreements, dealing with employees, issues in expatriate assignments (selecting them, training them, bringing them back home, etc.), an overview of tax concerns in international environments, and the difficulties/advantages of doing business across borders.

B6006 Business Principles

3 credit hours

This course discusses general business terminology, and briefly introduces accounting, economics, management, marketing, and finance. Emphasis is on understanding and applying concepts associated with current business practices. (No credit awarded toward degree requirements).

B6007 Psychology Foundations for Leadership
3 credit hours

This course reviews the basic concepts, theories, and research regarding psychological issues related to organizational behavior and leadership. It examines the nature of leadership, leadership behavior, and specific psychological traits of ordinary individuals in leadership roles. Individuals will be helped to identify their leadership style.

B6010 Practicum in Business
1–3 credit hours

This course provides an opportunity for students with little or no practical work experience in a relevant business setting to meet Argosy University's requirement for 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.

B6021 Applied Accounting and Managerial Applications
3 credit hours

Applied Managerial Accounting focuses on the development, interpretation, and application of accounting information for managerial decision-making. The course stresses the use of financial and non-financial information within a variety of organizations for the purposes of understanding and analyzing activities and operations. You will examine the linkages between accounting information and management planning through cost analysis, operational and capital budgeting, and performance measurement.

B6022 Applied Finance and Managerial Applications
3 credit hours

This course serves as an introduction to business finance (corporate financial management and investments). The primary objective is to provide a framework, concepts, and tools for analyzing financial decisions based on fundamental principles of modern financial theory. Topics covered include discounted cash flow techniques, corporate capital budgeting and valuation, investment decisions under uncertainty, capital asset pricing, options, and market efficiency. The course also analyzes corporate financial policy, including capital structure, cost of capital, dividend policy, and related issues.

B6023 Strategy Through Operations: The People, the Process, the Culture
3 credit hours

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

B6024 Managing Technology and the Environment
3 credit hours

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

B6025 The Application of Quantitative Analysis: Principles and Methods

3 credit hours

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

B6026 Focused Marketing: Planning and Strategy
3 credit hours

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

B6027 Leading Organizations: Understanding Culture, Structure, and Behavior

3 credit hours

This course focuses on the essence of leadership and management, including the behaviors, attitudes, and perspectives that distinguish leaders. Effective strategies for developing managers and leaders in the context of modern organizations are emphasized. Leadership dilemmas and issues are analyzed (e.g., ethics, decision making, motivation, conflict management, managing change, diversity, healthy utilization of power and authority). A multidisciplinary approach will be used to explore new demands and relevant strategies for effective leadership. Individuals will be helped to identify their leadership style.

B6028 Managing Organizations (Capstone Course)
3 credit hours

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

B6101 Legal Environment of Business
3 credit hours

This course provides an introductory environmental approach to understanding liability in the business environment, involving both personal and real property. Types of labor, business, and stock structures are examined with an eye toward maximizing control and minimizing liability for participants. Emphasis includes practical application of the Uniform Commercial Code.

B6102 Economic Analysis

3 credit hours

This course offers a practical examination of the principles of microeconomics and macroeconomics as they relate to economic change, fiscal and monetary policies, regulatory action, and competition. Applications of economic principles and consideration of economic history include international as well as domestic issues.

B6103 Marketing Management

3 credit hours

This course provides an introduction to the fundamentals of managing the marketing function of an organization. Marketing decision making and planning with regard to products, prices, promotions, and channels of distribution are emphasized. The case study approach is utilized for pragmatic analysis of a realistic product situation. Market characteristics, product life cycles, segmentation, advertising, and consumer behavior are also discussed.

B6104 Organizational Behavior

3 credit hours

This course includes an exploration of the diverse determinants and organizational consequences of both individual and group behavior within formal organizations. Emphasis is on theories, concepts, and empirical findings from the behavioral sciences that will help managers to understand, predict, and influence the behavior of members of an organization. A systems approach is used to integrate behavioral theory into effective managerial practices.

B6105 Managerial Finance

3 credit hours

The contemporary fundamentals of the theory of finance through the identification of tools such as net present value analysis are presented. The course applies financial theory and tools to capital budgeting and asset management. It includes the management of the asset structure and the liability structure of the firm. Both certain and risky situations in the contemporary business environment and possible management alternatives are considered.

B6106 Managerial Accounting

3 credit hours

This course studies contemporary topics relating to the collection and use of internal accounting data for management decision making. Topics covered include activity-based costing, flexible manufacturing systems, the cost of quality, and ethical issues. These topics, where appropriate, are applied to not-for-profit, service, retail, and wholesale organizations in addition to manufacturing organizations.

B6107 Management Information Systems

3 credit hours

This course leads the student through an exploration of the current design and organizational philosophies that seek to bridge the gap between management information systems and the information needs of management in making sound decisions. General systems concepts that apply to that process, whether or not computers are employed, are examined. Emphasis is placed on how information needs are analyzed, how they become information-systems designs, and how those designs are implemented into a working information system. The relationship between information systems and data processing is explored in-depth.

B6190 Independent Study in Accounting

3 credit hours

This course is completed on a one-on-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 business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, the collection and interpretation of accumulated data, or a field experience.

Note: Students may not earn credit for any course more than once, including Directed Independent Studies.

B6201 Investment/Portfolio Management

3 credit hours

Students are directed through a broad and critical evaluation of the various investment strategies and management techniques for maximizing returns on portfolios, considering different economic environments and individual objectives. Analysis and valuation of equity securities, the influence of business cycles, economic factors, government policies, and risks and returns of investments are studied.

B6202 Corporate Taxation

3 credit hours

This course provides a practical review of the federal corporate income tax structure. At the same time, the evolution of specific statutory provisions through the interaction of case law, political compromise, and economic considerations are discussed to give the student a broad base for understanding and applying the tax law.

B6203 Money and Banking

3 credit hours

This course includes a contemporary and historical assessment of the functions, concerns, and problems of money and the Federal Reserve System, and their roles in economic efficiency and stability. Topics include financial markets and instruments; fundamentals of bank operations, regulation, and structure; the money supply process; the functions of a central bank; the strategy of monetary policy; the federal budget and the economy; and the causes and effects of inflation.

B6204 Advanced Finance

3 credit hours

This course focuses on the capital structure of a corporation, including dividend policy. Also discussed are options, warrants, initial public offerings, and mergers and acquisitions.

B6205 Advanced Accounting

3 credit hours

This course covers traditional advanced accounting topics such as consolidations and reporting for the combinations, accounting for partnerships, not-for-profit accounting, and other areas of interest.

B6206 International Finance

3 credit hours

This course examines the financial issues that must be addressed by organizations functioning in today's global environment. These include understanding the international financial environment, behavior of exchange rates and associated risks, management of long-term assets and liabilities, as well as management of short-term assets and liabilities, especially international cash management.

B6208 Case Studies in Finance*3 credit hours*

This course uses the case-study method to explore short- and long-term financing options, capital costs, investment decisions, and mergers and acquisitions as financial solutions for a wide range of organizations. Using the cases, students study and analyze the current financial situation, then consider possible alternatives and, finally, select and justify the best financial solution for the case.

B6210 Special Topics in Finance*3 credit hours*

This seminar provides advanced graduate students an opportunity to explore selected topics, issues, and problems in finance with the guidance of a senior faculty member.

B6252 Accounting Theory and Practice*3 credit hours*

This course focuses on accounting theory and policy concepts, and is designed to enhance understanding and analysis by students. Accounting theory is examined, as well as its implications and relations to problems in accounting.

B6253 Auditing*3 credit hours*

This course covers theory and issues relevant to internal and operational auditing. The focus is on relevant auditing concepts and their applications to current auditing problems, including electronic audits.

B6254 Accounting Information Systems*3 credit hours*

This course explores and analyzes the topics and methods in accounting information systems. The focus is on management of the accounting information system. Both practical and theoretical issues are considered.

B6290 Independent Study in Finance*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 business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience.

Note: Students may not earn credit for any course more than once, including Directed Independent Studies.

B6301 Promotion Management*3 credit hours*

Promotional strategy is analyzed through its major components: personal selling, advertising, sales promotion, and public relations. Marketing communications and sales methods are examined through a task-objective method.

B6302 Consumer Behavior*3 credit hours*

Theories and research findings from the behavioral sciences are examined from the point of view of their applicability to marketing management. Conclusions are drawn from psychology, sociology, anthropology, economics, and marketing research.

B6303 Marketing Research*3 credit hours*

A thorough examination of the scope and role of research in making marketing decisions is essential for students selecting a career in marketing. Current techniques and strategies are analyzed, and opportunities are provided for developing skills in conducting actual research. Contemporary research findings are examined.

B6304 Advanced Marketing Management*3 credit hours*

This course provides an in-depth examination of the role of marketing in helping to define the objectives of businesses and not-for-profit organizations, and in achieving these objectives. Aspects of marketing decision making, such as strategic planning, the marketing management process, promotion, distribution, and pricing strategies, are covered. Cases and current problems are utilized in applying theory to the real world.

B6309 Special Topics in Marketing*3 credit hours*

This course provides advanced graduate students an opportunity to explore selected topics, issues, and problems in marketing, with the guidance of a senior faculty member.

B676 Women As Leaders and 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.

B6390 Independent Study in Marketing*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 business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience.

Note: Students may not earn credit for any course more than once, including Directed Independent Studies.

B6401 HRM/Personnel Administration*3 credit hours*

This study of contemporary views on the complex decision-making process regarding the management of human resources within an organizational system is geared to meeting both individual needs and organizational objectives. New acquisition, development, rewarding, and maintenance of human resources are researched, analyzed, and discussed.

B6402 Personnel Law and Regulations*3 credit hours*

This course introduces students to labor relations by examining the scope of statutes that govern self-organization, as well as employer actions that affect the right to self-organize. Emphasis is placed on the legal aspects of needs planning, employee relations, and policy administration. Negotiating and administering collective bargaining agreements, as well as remedies for illegal strikes, boycotts, and picketing are stressed. Other selected topics include communications, compensation, appraisal/development, employer/union discrimination, and collective bargaining.

B6403 Labor and Management Relations*3 credit hours*

An objective evaluation of the demand for, and supply of, labor in its relation to management's needs provides a solid foundation for managers and human resources professionals. The theory and application of collective bargaining and employee benefit programs are also emphasized. The impact of labor contracts on global competition and corporate flexibility in a changing world are examined.

B6404 Compensation Management*3 credit hours*

This course includes a practical exploration of the concepts, theories, principles, and applications of job analysis, job evaluation, position design and descriptions, job classification, compensation systems, salary and wage surveys, incentive pay, profit sharing, and fringe benefits. Current practices are examined and projected; changes and trends are discussed.

B6405 Training and Human Resources Development

This course explores the roles of training and organizational development in the growth, development, and success of organizations. Organizational development is examined in terms of its history, underlying assumptions, characteristics, components, and different types of interventions. Components of effective training are identified and addressed, including needs assessment, program development, instructional design and delivery, and evaluation.

B6409 Special Topics in Human Resources*3 credit hours*

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems in human resources, with the guidance of a senior faculty member.

B6490 Independent Study in Human Resources*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 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 business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements. *Note: Students may not earn credit for any course more than once, including Directed Independent Studies.*

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

This course includes an examination of the traditional financial and accounting practices in the healthcare industry, as well as in evolving governmental requirements. Topics include third-party payers, fund accounting, cash management, cost accounting, cost control, and sources and uses of funds.

B6502 Legal Perspectives in Healthcare Organizations*3 credit hours*

This course provides an in-depth study of legal issues unique to health-care organizations. Topics include malpractice exposure, living wills, confidentiality, licensure, governance, labor law, and other relevant issues. The impacts and interactions of regional, state, and federal regulations are reviewed.

B6503 Risk Management*3 credit hours*

This course offers a comprehensive study of methods available for risk and limiting financial exposure. Topics include insurance, underwriting, self-insurance, loss control, insurance fraud, workers' compensation, government regulation, and current issues in the insurance industry.

B6504 Quality Assurance in Healthcare Organizations*3 credit hours*

In recent years, the lessons learned by the world's manufacturers of the world have found their way into the service industries. Prominent among these lessons is the importance of understanding, controlling, and monitoring the costs and values of quality service. This course examines the application of Total Quality Management concepts in the healthcare industry and, more broadly, the challenges of defining and measuring service quality. The course includes examination of the current national literature of such organizations as the American Society for Quality Control, and investigations of quality challenges in regional healthcare organizations.

B6505 Government Regulation in the Healthcare Industry*3 credit hours*

This course is structured to provide an understanding of the varying concerns of government regulators of the healthcare industry. Health licensure, professional provider misconduct, promotion of social policy, and the dynamic application of licensure requirements are reviewed. Regulation of health-care markets, rationing of health services, and effects of third-party providers are examined.

B6509 Special Topics in Healthcare Administration*3 credit hours*

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems in health-care administration, with the guidance of a senior faculty member.

B6590 Independent Study in Healthcare Administration*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 business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience. Students may not earn credit for any course more than once, including Directed Independent Studies. *Note: Students may not earn credit for any course more than once, including Directed Independent Studies.*

B6601 International Business Practices*3 credit hours*

This course examines the nature and complexities of international business; the factors that determine the international environment (economic, physical, sociocultural, political, legal, labor, competitive, and distributive); and the methods that can be used by business to deal with these forces.

B6602 International Economics*3 credit hours*

This course focuses on applications of economic theory, including the impact of international trade, the World Trade Organization (WTO), the General Agreement on Trade and Tariffs (GATT), regional economic integration such as the European Union (EU) and the North American Free Trade Agreement (NAFTA), and international trade policy.

B6604 International Marketing*3 credit hours*

This course extends the principles of marketing into the realm of businesses that trade internationally. Topics include social and cultural differences in response to advertising, sources of marketing data, and developmental management of the international marketing plan.

B6608 International Organizations*3 credit hours*

This course provides insights into the most important international organizations and agreements, such as the International Bank for Reconstruction and Development (IBRD), the International Monetary Fund (IMF), the European Bank for Reconstruction and Development (EBRD), the Bank for International Settlements (BIS), the General Agreement of Tariffs and Trade (GATT) and its successor the World Trade Organization (WTO), the European Union (EU), the North American Free Trade Agreement (NAFTA), the Organization for Petrol Exporting Countries (OPEC), the Asian Pacific Economic Council (APEC), the Organization for Economic Development (OECD), various commissions of the United Nations, multinational corporations (MNCs), the North Atlantic Treaty Organization (NATO), and the Organization for Security and Cooperation in Europe (OSCE).

B6609 Special Topics in International Business*3 credit hours*

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems of International Trade with the guidance of a faculty member.

B6690 Independent Study in International Trade*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 business, or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience.

Note: Students may not earn credit for any course more than once, including Directed Independent Studies.

B6700 Object-Oriented Languages*3 credit hours*

A study of high level languages used in the development of software for management information systems. The course covers the logical and physical structure of programs and data, concepts of structured programming, data structures, file management, and their use in problem solving.

B6701 Database Management*3 credit hours*

Theories and concepts employed in data base management systems and the efficiencies and economies of such systems are explored, along with the function of various types (hierarchical, network, relations, etc.).

B6702 Team Strategies*3 credit hours*

In this course, students join forces to apply the disciplines, frameworks, tools, and techniques required for team and small-group performance. The course builds on basic team skills, such as contracting giving and receiving feedback, and meeting management goals. Topics include task clarification, development of shared values, project management, goal attainment, measuring success, team facilitation and leadership, team learning and coaching. Students in the class work in teams to identify a project in an organization and design a team activity to take place during the course.

B6710 Field Experience in Business*3 credit hours*

This course provides an opportunity for students to undertake focused work experience in a particular field of study in a relevant business setting. A faculty mentor monitors the placement and ensures that the student integrates their work experience into an intensive 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, and ways in which the placement enhanced their understanding of the field of study/work area.

B6731 Understanding and Managing Human Differences*3 credit hours*

This course offers insights and approaches for understanding cultural/social/gender differences, dealing with difficult people, and assessing conflict styles. Students identify, analyze, and plan for those elements within the cultural, economic, and political environments that require specialized understanding and strategy for successful management.

B6732 Perspective in Ethics*3 credit hours*

This course addresses the ethical and moral dimension of business. It stresses the application of moral concepts to practical case situations involving ethical dilemmas. Practical questions are addressed regarding the responsibilities and values involved in managing a firm's relationship with individual employees, the marketplace, and society. Students analyze and understand the implications alternative resolutions of moral dilemmas have on organizational performance.

B6733 Team Strategies*3 credit hours*

In this course, students join forces to apply the disciplines, frameworks, tools, and techniques required for team- and small-group performance. The course builds on basic team skills, such as contracting, giving and receiving feedback, and meeting management goals. Topics include task clarification, development of shared values, project management, goal attainment, measuring success, team facilitation and leadership, team learning and coaching. Students work in teams to identify a project in an organization and design a team activity to take place during the course.

B6734 Leadership and Change*3 credit hours*

Managerial leaders are frequently called upon to act as internal consultants and change agents. This course explores these roles, as well as change theory and the skills that are required to bring about change in individuals, groups and organizations. Change is explored from a systems perspective.

B6735 Power, Culture, and Leadership

3 credit hours

This course focuses on helping individuals understand, and come to terms with, a number of important questions concerning the exercise of leadership. First, while the development of power and influence is essential for effective management, what role do these play in the exercise of leadership? Second, how is leadership impacted, and how does it in turn impact organizational culture? Third, how can the leader engage in creative destruction and renewal of organizations? Fourth, what is the value of corporate pathfinding and vision? Finally, what impacts do individual and collective leadership in organizations have on each other?

B6761 Leadership in Public and Nonprofit Organizations

3 credit hours

This course provides an opportunity to investigate issues and trends shaping the nonprofit and public sectors and the challenges they present for leaders. "Best practices" and benchmarking public and nonprofit sectors are examined. Topics include trends in philanthropy and public giving; mergers, strategic alliances and joint ventures within and across sectors; new models for governance and boards; and the type of leadership that is required to create and maintain high levels of excellence in organizations.

B6762 Organizational Theory and Management Behavior

3 credit hours

Behavior within the public organization framework and the new dynamics required in management are considered. Focus is on such issues as perception, attitude formation, motivation, leadership, systems theory, communication and information flow, conflict theory, and decision theory.

B6763 Public Policy Process

3 credit hours

This course studies processes of making public policy, including detection of public issues, consideration of alternatives, and adoption and implementation of solutions. This course highlights the major contributors in the policy process, as well as the environment within which they work.

B6764 Financial Aspects of Public and Nonprofit Organizations

3 credit hours

This course studies of fundamental normative debates in the public and nonprofit financial management arena with a focus on resulting implementation principles and techniques in governmental accounting, financial reporting, budget and revenue decisions, debt management, cash and investment management, pensions and employee benefits, and risk management.

B6801 Forensic Auditing

3 credit hours

This course concentrates on the taxonomy that is the essence of a fraud audit. This course provides new tools and techniques available to professionals who perform audits designed to uncover instances of fraudulent activity. This course covers topics such as: the recognition of characteristics or organizations likely to become victimized by fraud; how to detect and deter accounting fraud; how to conduct an efficient, systematic fraud investigation; and the most current techniques available to document fraud and prepare and save evidence related to fraudulent activities.

B6802 Forensic Accounting

3 credit hours

This course focuses on fraud detection and control from the perspective of public, internal and private accountants. This course covers such areas as principles and standards for fraud-specific examination; fraud-specific internal control systems; proactive and reactive investigative techniques. Case studies and student presentations will be used extensively in exploring the many facets of forensic accounting.

B6803 Legal Aspects of Fraud

3 credit hours

This course covers the laws that are violated by those who commit fraud or who are involved with fraudulent activity. A part of this course will be dedicated to the topic of Expert Witnessing in forensic accounting.

B6804 Forensic Investigative Techniques

3 credit hours

This course is designed as the Capstone Course. The course covers the nature of fraud and the characteristic of those who commit fraud.

B6812 Management, NAFTA, and Business in the U.S.A.

3 credit hours

The course introduces the principles of NAFTA, management values in North America, management values in the United States, American business environment, and American social and political systems as they affect management.

B6814 World Business

3 credit hours

This course examines principles and issues in international business, world economics, and international organizations.

B6832 International Issues in North America

3 credit hours

The class discusses the impact on human resources management. Other issues, like accounting differences and legal issues, are also reviewed.

B6834 Mexican Business Environment

3 credit hours

This course examines management values in North America, management values in Mexico, and the Mexican business environment, social and political systems as they affect management. Participants spend at least 10 hours on-site in Mexican businesses as a form of short internship.

B6852 International Finance and Trade in North America

3 credit hours

This course reviews international finance and trade within North America, as well as different approaches regarding financial services to business.

B6854 Canadian Business Environment

3 credit hours

This course looks at management values in North America, and the Canadian business environment, and social and political systems as they affect management. Participants spend at least 10 hours on-site in Canadian businesses as a form of short internship.

B6882 Strategy and Integration in North America

3 credit hours

The participants are grouped in teams comprising at least one person from each of the NAFTA countries. Each team generates a business plan for a North American company, and participates in an international business game.

B6884 International Logistics in North America*3 credit hours*

This class covers all aspects of logistic, distribution, and operation for a company doing business in North America and in the world, including logistics of border crossing and customs. Participants spend at least 10 hours on-site in American businesses as a form of short internship.

B6900 Thesis*6 credit hours*

This course involves the research for, and the writing of, a thesis on an accounting topic.

B7001 Business Research Writing*3 credit hours*

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

B7002 Economics for Managers*3 credit hours*

This course presents the macroeconomic and microeconomic environments within which business organizations operate. It covers the application of intermediate-level economic theory to business operations and management decisions on the local, national, and international levels.

B7202 Advanced Corporate Taxation*3 credit hours*

This course is an introduction to current topics in accounting information systems. Topics include accounting and systems concepts, the role of accounting information systems, and their applications in computer environments such as e-commerce, developing accounting systems, internal controls, flowcharting, disaster recovery, and EDP/IT auditing.

B7205 Advanced Accounting*3 credit hours*

This course explores advanced issues in accounting for consolidations, branch operations, segment and interim reporting, partnerships, and corporations in financial difficulty.

B7251 Research Methodology in Accounting*3 credit hours*

This course provides a broad overview of academic literature in accounting. Study focuses on topics of interest, tools and techniques for research, and methodological issues in the various areas of accounting. Exploration and discussion of issues related to developing a personal research agenda in accounting are covered.

B7252 International Accounting and Taxation*3 credit hours*

This course explores accounting and taxation issues from an international perspective. Study includes how and why accounting and taxation topics differ from country to country, the impact of these issues on the international organization, problems related to the differences, and the organizations that have been developed to resolve problems.

B7253 Advanced Seminar in Managerial Accounting*3 credit hours*

This course explores the current and historical academic literature in managerial accounting. Previous and current research concepts, findings and methodologies, along with their implications for applied research and practice, are explored. The concepts are studied from the perspective of how they might be developed and tested.

B7254 Advanced Seminar in Financial Accounting*3 credit hours*

This course explores the current and historical academic literature in financial accounting. Previous and current research, findings, and methodologies along with their implications for applied research and practice are explored. The concepts are studied from the perspective of application in contexts outside the firm.

B7255 Development of Accounting History and Theory*3 credit hours*

This course focuses on accounting history and the development of theory and organizations in accounting, enabling the student to understand the how and why of current concepts and practices in accounting.

B7258 Selected Accounting Topics*3 credit hours*

This course allows advanced doctoral-level work in management, financial accounting, educational, and other topics based upon student demand and availability of faculty members.

B7259 Independent Study in Accounting*3 credit hours*

This course focuses on doctoral-level analysis of selected accounting topics and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option 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; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students may not earn credit for any course more than once, including Directed Independent Studies.

B7260 Expert Accounting Systems*3 credit hours*

This course offers doctoral-level exposure to expert information systems in accounting systems that can track goods and resources through manufacturing/work processes, select customers/suppliers automatically, assist in just-in-time approaches to work, and help in automated decision making. The course is designed to explore theoretical, as well as practical, advantages/problems associated with expert accounting systems.

B7261 Advanced Seminar in Auditing*3 credit hours*

This course involves the study of the academic literature related to internal and independent auditing issues. Current research findings and their application and impact on the field of auditing are analyzed and critiqued within a seminar format.

B7301 Marketing Decision Models*3 credit hours*

This course is a study of basic marketing and consumer behavior models, with particular attention to the use of classical and contemporary literature sources. Applications include insights into conceptual modeling for cognitive perceptual mapping, multiattribute preference and choice models, and sales forecasting.

B7302 Marketing Management Seminar*3 credit hours*

This course examines the latest corporate and marketing strategy theories. It provides an in-depth review and analysis of the latest theories and research in product/service development, pricing promotion, and distribution.

B7303 Advanced Consumer Information Processing

3 credit hours

This course allows an advanced study of the classical and contemporary research underlying individual and group behavior of consumers. Theories from the behavioral sciences will be applied to consumer behavior, from descriptive, predictive, and normative perspectives.

B7304 Advanced Marketing Research

3 credit hours

This is an advanced study of the total process of generating and transforming data relevant for the marketing decision maker. Emphasis is placed on types of designs, measurement and scaling methodologies, sampling theories, and techniques of data analysis. The student develops an empirical article for submission to a peer-reviewed journal or conference.

B7305 Advanced Marketing Seminar

3 credit hours

This course examines the development of marketing theory. Topics are selected from original sources and from the various literature bases that support marketing as a discipline. The course provides an in-depth review and analysis of the foundations of marketing and their impact on modern marketing practice.

B7306 Advanced Promotion Management

3 credit hours

This course analyzes promotional strategy through its major components: personal selling, advertising, sales promotion, public relations, publicity, and online marketing. Marketing communications and sales methods are examined through a task-objective method. Students are required to complete wide reading in the area and develop an empirical article for submission to a peer-reviewed journal or conference.

B7307 Advanced Consumer Behavior

3 credit hours

This course examines theories and research findings from the behavioral sciences from the point of view of their applicability to marketing management. Conclusions are drawn from psychology, sociology, anthropology, economics, and marketing research. Students are required to complete wide reading in the area and develop an empirical study examining a topic in consumer research at an advanced level.

B7308 Advanced Marketing Research

3 credit hours

A thorough examination of the scope and role of research in making marketing decisions is essential for students selecting a career in marketing. This course analyzes current techniques and strategies and provides opportunities for developing skills in conducting actual research. It examines contemporary research findings; students develop a marketing research study that reflects an advanced level of thinking and analysis of a marketing area.

B7310 Selected Marketing Topics

3 credit hours

This course offers advanced, doctoral-level work in marketing topics, based upon student demand and availability of faculty.

B7311 Independent Study in Marketing

3 credit hours

This course offers doctoral-level analysis of selected marketing subjects including information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option 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; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students may not earn credit for any course more than once, including Directed Independent Studies.

B7352 Advanced Studies in Accounting Theory and Practice

3 credit hours

This course focuses on the current development of accounting theory and policy concepts. In this changing world of computer systems, internationalization, larger size firms, environmental concerns, and other developments, it is designed to enable students to study and write on the developing edge of accounting theory. Accounting theory is examined as well as its implications and relations to current business developments.

B7353 Advanced Auditing

3 credit hours

This advanced course reviews, and provides research opportunities on, issues of financial auditing. While covering theory and issues relevant to internal and operational auditing. The focus is on relevant auditing concepts and their applications to current auditing problems, including electronic audits.

B7354 Advanced Accounting Information Systems

3 credit hours

This course is an introduction to current topics in accounting information systems. Areas include accounting and systems concepts, the role of accounting information systems, and their applications in the variety of computer environments such as e-commerce, developing accounting systems, internal controls, flowcharting, disaster recovery, and EDP/IT auditing.

B7401 Advanced Organizational Behavior

3 credit hours

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

B7402 Advanced Human Resource Management

3 credit hours

This course provides advanced exploration in employee selection, performance appraisal, compensation, training and development, human resource policy and strategy, and other areas of human resource management.

B7403 Management Science*3 credit hours*

This course provides an in-depth presentation of the tools and techniques of management science as applied to real-world problems. The subject matter includes linear programming, sensitivity analysis, distribution models, decision analysis, forecasting, PERT/CPM, financial models as certainty models, and simulation models.

B7404 Stress Management Control*3 credit hours*

This course examines the organizational factors that cause stress and identifies the costs of stress to the organization. Emphasis is placed on the principles and methods of preventive stress management from an organizational perspective, including the improvement of individual-organizational relationships, the shaping of organizational policies and procedures, and the design of effective stress management training, employee assistance, and personal wellness programs.

B7405 Business Policy Seminar*3 credit hours*

This course provides the participant with a general overview of the planning, strategy formulation, strategic thinking, strategy implementation, and evaluation processes. Managerial styles and personal strategies are also discussed. The course takes an international view of business policy in a world without borders. Research areas in business strategy are also analyzed.

B7406 Ethics in Business and Management*3 credit hours*

This course considers ethics in business and management from a research perspective. Topics of study include foundations, ethical codes, ethics education, ethics research, student perspectives of ethics, ethics by business application, and cross-cultural ethics research.

B7407 International Human Resource Management*3 credit hours*

This course explores the human resource management issues that exist in the international business environment, sensitizes students to the differences in human resource systems, and broadens their perspective on the appropriate management of human resources in a multinational context.

B7408 Organizational Development*3 credit hours*

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

B7409 Holistic Management*3 credit hours*

This course provides advanced exploration of the fusion of Organization Learning and Strategic Management in the development of the concept of Holistic Management. Through discussion of literature, written papers, and case analysis, students will review and analyze strategies that require an integration of the functional activities in production, marketing, R&D, finance, and Human Resources, into a balanced model for strategic decision-making to attain organizational objectives. Doctoral students will demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject.

B7410 Selected Management Topics*3 credit hours*

This course offers advanced, doctoral-level work in management topics, based upon student demand and availability of faculty members.

B7411 Independent Study in Management*3 credit hours*

This course offers doctoral-level analysis of selected management topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option 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; 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 may not earn credit for any course more than once, including Directed Independent Studies.

B7412 Advanced HRM/Personnel Administration*3 credit hours*

This course provides advanced exploration of employee selection, performance appraisal, compensation, training and development, human resource policy and strategy, and other areas of human resource management. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject.

B7414 Advanced Personnel Law and Regulations*3 credit hours*

This course provides advanced exploration in labor relations by examining the scope of statutes and case law governing self-organization, as well as employer action. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject. Emphasis is placed on the legal aspects of needs planning, employee relations and policy administration. Negotiating and administering collective bargaining agreements as well as remedies for strikes, boycotts and picketing, are covered.

B7415 Advanced Compensation Management*3 credit hours*

This course provides advanced exploration of the principles of internal/external pay equity through review and creation of salary surveys, job descriptions, job classifications, and comparisons of compensation strategies. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal.

B7416 Advanced Training and HR Development*3 credit hours*

This course provides advanced exploration of the roles of training and organizational development in the growth, development, and success of organizations. Organizational development is examined in terms of its history, underlying assumptions, characteristics, components, and different types of interventions. Components of effective training are identified and addressed, including needs assessment, program development, instructional design and delivery, and evaluation. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal.

B7417 Advanced Management Consulting*3 credit hours*

This course provides advanced exploration of the latest theories and research in Organization Development. Through discussion of literature, written papers, and case analysis, students will review and analyze the theoretical foundations of Business Consulting, and the practical applications of Management Consulting to business problems and strategies. Doctoral students will demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject.

B7418 Management Decision-Making Models*3 credit hours*

This course provides students with a fundamental understanding of management science models. Students research, discuss, and analyze the utility of management decision models in business today, using real-world case studies. The goal of the case study analysis is to examine the deliberation process that produces the optimum course of action. The primary focus of this course will be to understand from a managerial point of view the concept of decision-making models as well as the interpretation and application of these concepts to contemporary business problems.

B7419 Application of Leadership Skills*3 credit hours*

This course is designed to expose students to comprehensive leadership skills. Individual measurement approaches will assess strengths and weaknesses—in order to help the student develop well-rounded leadership competencies. The student will also demonstrate comprehensive leadership skills in an applied leadership project—one calling for the demonstration of multiple leadership capabilities.

B7501 Healthcare Industry Trends and Analysis*3 credit hours*

This course presents an overview of the United States health services system from an historical and contemporary perspective. Course content will examine patterns and utilization of health services, an examination of health service providers, nonfinancial and financial resources for health services, assessment and regulation of health services performance, and an overview of national health policy.

B7502 Healthcare: Political and Social Environment*3 credit hours*

This course examines the formation, implementation and evolution of major health-care policies. Emphasis is placed on the impact of political processes and social ramifications on the delivery of health-care services.

B7503 Healthcare Administration*3 credit hours*

This course offers advanced study in the theory and research of health-care administration.

B7504 Healthcare Ethics and Issues*3 credit hours*

This course examines the major ethical issues and challenges facing health-care providers today. Emphasis is placed on the impact of ethical issues on the delivery and management of healthcare services.

B7511 Independent Study in Healthcare Administration*3 credit hours*

This course offers doctoral-level analysis of selected topics in health-care administration, focusing on doctoral-level analysis of selected Information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option 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; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students may not earn credit for any course more than once, including Directed Independent Studies.

B7601 Multinational Marketing Strategy*3 credit hours*

This course provides an overview of international business. Emphasis is given to the comprehensive international environment (cultural and political environment, legal system, etc.) and similarities and differences of doing business abroad. The course examines international product positioning, promotional strategies, pricing issues, and distribution strategies on the international market. This course also provides practical and theoretical knowledge and skills for entrepreneurs and managers interested in doing business abroad.

B7602 Global Management Models*3 credit hours*

This course provides students with a general overview of international management, including the integration of corporate culture, integration, implementation, and globalization. Specific applications to NAFTA and research areas in business strategies are also explored. The student develops an empirical article for submission to a peer-reviewed journal or conference.

B7603 International Financial Management*3 credit hours*

This course provides a background on the international environment, and focuses on the managerial aspects from a corporate perspective. It examines international financial environment, exchange rate behavior, exchange rate risk management, and the role and functioning of international banking. This course also provides students with theoretical and practical knowledge in international financial management. The student will be able to use this knowledge in academia and in business.

B7604 Seminar in International Business*3 credit hours*

This course presents a survey of the most important activities in international business and offers a framework of thinking about them from the perspective of the company manager. Students examine international trade and foreign direct investment patterns and theories, international financial markets and how firms dealing in those markets operate, trade and investment barriers, and functioning of economic integration, challenges and opportunities of multinational operations, and the means by which MNEs develop and sustain a competitive presence. The seminar interchangeably provides in-depth coverage of the most important world markets: Europe, Asia, South America, etc.

B7605 International Trade Law*3 credit hours*

This course provides an overview of international trade law for managers. Emphasis is placed on legal aspects managers might encounter when engaged in international trade. Topics include contracts, intellectual property rights, product liability, and trade practice legislation.

B7606 International Monetary Economics*3 credit hours*

This course provides an in-depth analysis of historical and contemporary issues in international monetary economics. Topics include balance of payments, different exchange rate regimes (fixed, floating, pegged, managed floating), the reform and evolution of international monetary arrangements, the gold standard, the Bretton Woods system, target zones, optimum currency areas, the European monetary system, and the European monetary union.

B7607 Comparative Economic Systems*3 credit hours*

This course provides students an understanding of the organization, operation and performance of economic systems, both in theory and in practice. It deals with alternative methods of determining the bill of goods to be produced, the allocation of resources to produce it, and the distribution of the resulting income. The course explores various alternative answers by analyzing and comparing different economic systems.

B7608 Advanced International Organizations*3 credit hours*

This advanced course reviews, and provides research opportunities on, issues of international trade from a multidisciplinary, strategic, and meta-analysis perspective. Students examine the nature and complexities of international business and international trade policy from the perspective of senior management, consultant, and policy maker. Theory, research, and literature from a political, economic, sociocultural, social psychology, legal, and historic perspective are explored in depth.

B7609 International Project I*3 credit hours*

This course provides the participant with a general overview of international management, including the concepts of corporate culture, integration, implementation, and globalization. The course enables students to study in another country with the guidance and supervision of a qualified faculty member, accompanied by other graduate students. Business practices, culture, customs, and trade practices unique to that country or that region will be the focus of discussion. Learning will be enhanced with business facility tours, and meeting with university professors, industry executives, and government leaders. The country is selected on the basis of prevailing student and faculty interests.

B7610 Advanced International Trade Practices*3 credit hours*

This advanced course reviews and provides research opportunities on issues of international trade from a multidisciplinary, strategic, and meta-analysis perspective. The course examines the nature and complexities of international business and international trade policy from the perspective of senior management, consultant, and policy maker. Theory, research, and literature from a political, economic, sociocultural, social psychology, legal, and historic perspective will be explored in depth.

B7611 Independent Study in International Business*3 credit hours*

This course offers doctoral-level analysis of selected international business topics, including selected information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option 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; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students may not earn credit for any course more than once, including Directed Independent Studies.

B7612 Advanced International Economics*3 credit hours*

This advanced course reviews and provides research opportunities on issues of international economics. This course focuses on applications of economic theory, including the impact of international trade, the World Trade Organization (WTO), the General Agreement on Trade and Tariffs (GATT), regional economic integration such as the European Union (EU) and the North American Free Trade Agreement (NAFTA), and international trade policy.

B7613 International Project II*3 credit hours*

This course provides the participant with a general overview of international management, including the concepts of corporate culture, integration, implementation, and globalization. The course enables students to study in another country with the guidance and supervision of a qualified faculty member, accompanied by other graduate students. Business practices, culture, customs, and trade practices unique to that country or that region will be the focus of discussion. Learning will be enhanced with business facility tours, and meeting with university professors, industry executives, and government leaders. The country is selected on the basis of prevailing student and faculty interests. The country selected must be different from that chosen in International Project I (B7609).

Prerequisite: B7609.

B7701 Advanced Database Management*3 credit hours*

This course presents the objectives and methods of database approach to information processing. Topics include data models (with emphasis on the E/R model and the relational model), database design and implementation, and SQL and DBMS evaluation.

B7702 Decision Support Models*3 credit hours*

This course covers a detailed examination of the managerial decision-making process, and the use of information systems technologies to support this process. It provides extensive reading and case study application in the area of decision support systems. Students complete case studies and conduct literature reviews. The course of study concludes with a credit project, which will demonstrate mastery of the course objectives.

B7703 Artificial Intelligence*3 credit hours*

This course provides an examination of the managerial and business use of artificial intelligence, with more attention to expert systems. The course is mainly a review of literature, with the broad objective of informing the student about the state-of-the-art in this field. As such, there is initially an examination of the basic technology and the processes for acquiring, representing, and implementing knowledge. In addition, substantial exploration of current application areas is included. The purpose is to bring the student up to speed in this emerging technology. Finally, the question of future possibilities and potential is considered.

B7704 Information Resource Management*3 credit hours*

This course examines the impact of information technology upon organizations, organizational structure, and strategy. Topics covered include organization structure, information technology architecture, the relationship between individuals and information technology, the impact of information technology upon organizations, the role of information technology in business transformation and reengineering, and future trends in information technology.

B7705 Telecommunications and Computer Networks*3 credit hours*

This course examines telecommunications and computer networks and their impact on an organization or business enterprise. The course presents a conceptual orientation focusing on concepts, theory, management, and deployment of the technology, rather than the technology itself.

B7706 Systems Analysis, Design, and Implementation*3 credit hours*

This course examines systems development. Students complete case studies and conduct literature reviews. The final outcome of the course study is the completion of a research project and final examination, which demonstrates mastery of the course objectives.

B7708 Selected Information Systems Topics*3 credit hours*

This course offers exposure to current special topics in the information systems area: the latest Internet concepts, web-based approaches to business, etc. The course allows advanced doctoral-level work in management/business information systems areas, based upon student demand and availability of faculty members.

B7709 Research in Information Systems*3 credit hours*

This course examines the scope and role of research in computer information systems. Since research programs derive from theory foundations, an exploration of the theoretical grounds underlies the course. Fundamentally, information systems support the making and communication of decisions; therefore decision theory is an important theoretical element. Further, since the decision process is an intensely human activity, a wide range of human theory is relevant, including psychology, sociology, communication, learning, and education. The course seeks to develop understanding of the rather unique interdisciplinary nature of information systems research, as well as the more pragmatic aspects of conceptualizing and implementing a research program.

B7710 Advanced Information Systems Seminar*3 credit hours*

This course provides an in-depth view of information systems and business strategy in terms of organizational structure, control systems, and information systems technologies. It also provides an understanding of business process engineering and future trends in information systems. The student will develop an empirical article for submission to a peer-reviewed journal or conference.

B7711 Independent Study in Information Systems*3 credit hours*

This course focuses on doctoral-level analysis of selected information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option 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; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students may not earn credit for any course more than once, including Directed Independent Studies.

B7935 Dissertation—Business*1–9 credit hours*

All D.B.A. dissertations require a minimum of 15 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration may carry 1–5 credit hours. At the end of each semester, the dissertation chair will issue a grade of "PR" (Progressing) indicating that the student is progressing toward completion of the dissertation or a grade of "NC" (No Credit) indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" (Credit) once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 15 credit hour requirements for completion of dissertation.

COUNSELING (C)**C6035 Human Growth and Development***3 credit hours*

This tutorial 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.

C6041 Foundations of Mental Health Counseling*3 credit hours*

This tutorial examines the roles and responsibilities of the professional counselor in a pluralistic society. Issues include efficacy, licensing, accountability, ethical standards, and relationship to professional associations, as well as publication, presentations, and issues related to private practice development. Information technology is also included as it relates to the professional counselor. Expected student outcomes include a plan for personal development that includes University matriculation beyond a program of study that refers to specific individual goals, and demonstration of minimum competencies for successful degree completion. [Formerly The Professional Counselor (C6040).]

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.

C6431 Counseling in Community Settings*3 credit hours*

This tutorial presents a new paradigm in mental health and wellness. It presents contemporary counseling theory, such as brief therapy as it relates to theories of prevention, as contrasted with rehabilitation theory. Early identification and early intervention therapeutic models are studied. Evaluation instruments are presented. The focus of the tutorial is on psychoeducational and interpersonal communication, decision making and developmental models. Special topics such as support networks, nontraditional therapies, self-concept, mind-body connections, lifestyle, stressors, conflict resolution, transition and change, problem solving, and cultural esteem, are addressed from a prevention perspective. The expected student outcome is the ability to apply prevention theory to life adjustment problems in the counseling process. [Formerly Prevention Theory (C6437).]

C6432 Diagnosis and Treatment of Psychopathology*3 credit hours*

This course provides a framework for exploring the range of personality and behavioral disorders as presented in the *Diagnostic and Statistical Manual of Mental Disorders* by the American Psychiatric Association (*DSM-IV*). The class focuses on description, etiology, assessment, and understanding of major diagnostic categories. The student becomes familiar with the utilization of Axis I through V Diagnostic dimensions. Developmental and Dynamic elements are considered in the context of case studies.

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.

C6435 Individual Evaluation and Assessment*3 credit hours*

This course provides students with a paradigm for understanding various psychological tests used in making predictions about human behavior. Reasons for testing and assessment are explored, and students become familiar with the administration, scoring, and interpretation of various objective and projective tests. Topics include the uses of intelligence tests, achievement, personality, and vocational tests. Validity and reliability will be examined so that students are exposed to the limitations inherent in every test. The difference between testing and assessment will be clarified.

C6436 Individual Counseling Theories and Practice*3 credit hours*

This tutorial 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.

C6438 Group Theories and Practice*3 credit hours*

This course is designed to provide the counselor with a theoretical foundation for group counseling. There is an emphasis on developing a personal model for group practice, as well as a survey of the major theories and contributors to the field of group counseling. Types of group leaders, ethical issues in group work, states of group development, and integrating group theory into a counseling practice are of special interest.

C6439 Human Sexuality*3 credit hours*

This tutorial explores the various aspects of human sexual behavior and counseling issues related to sexuality. The biological, psychological, social, emotional, and developmental aspects of human sexual behavior are studied. Specific techniques and approaches to sexuality counseling are applied to case studies. The complexity of sexual behavior is emphasized, and other dynamics and related factors are also explored. Special topics, including sexually transmitted disease, cultural influences, societal norms, ethical issues, family planning, substance abuse, aging, sexual disorder and sexual deviancy, are considered. The expected student outcome is the ability to apply knowledge about sexuality counseling to a variety of case studies, to analyze the case studies fully, and to recommend appropriate treatment plans.

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.

C6441 Psychosocial Theory

3 credit hours

This tutorial provides for the advanced study and application of psychosocial theory to counseling. It offers an in-depth examination of the emergence of psychosocial theory and the role of psychosocial theory in counseling. The focus of the tutorial is on the theories of personality and social development formulated by Jung, Adler, Rogers, Maslow, and Erikson. Current issues such as AIDS, feminist psychology, ethnic diversity, life adjustment, and violence are examined from a psychosocial perspective. The expected student outcome is the identification of the underlying psychosocial processes that impact the counseling process.

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 tutorial 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 tutorial 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.

C6452 Career and Lifestyle Assessment

3 credit hours

This seminar explores the basic tenets of guidance counseling as it applies to vocational, occupational, and career issues. The focus of the seminar is on the process of career guidance counseling with school-aged 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 guidance program, the ability to identify available resources, and the ability to facilitate career development among diverse students from preschool through high school.

C6459 Consultation in Education

3 credit hours

This tutorial presents the consultative theories and techniques related to successful consultation and collaboration in educational practice. The focus of the tutorial 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.

C6460 Supervision for Counselors

3 credit hours

This course examines the role of supervision in the counselor's career and lifelong professional development. The course also addresses the role of professional supervision in a variety of settings. The course is intended to serve as an opportunity for the student to identify his/her current stage of professional development. The student will create a professional development plan including components of professional identity, academic, experiential knowledge, and ethics. This course is intended to be the student's final in-residence course.

C6491 Field Experience: Mental Health Counseling I
3 credit hours

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, the student must be directly supervised by an appropriately licensed or certified therapist. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The activity of the student is closely monitored by the course instructor and the field-site supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations. By faculty permission.

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. By 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. By faculty permission.

C6494 Field Experience: Mental Health Counseling II
3 credit hours

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations. By faculty permission.

C6495 Field Experience: Mental Health Counseling III
3 credit hours

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting, under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations. By faculty permission.

C6510 Principles of Guidance
3 credit hours

This tutorial 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.

C7421 Etiology of Mental Illness
3 credit hours

There are multiple causes of mental illness, including those beyond the expertise of the professional counselor, that are necessary to consider when planning an intervention and functioning in multidisciplinary teams. This tutorial focuses on the biological, genetic, and diathesis stress models of mental illness. Students examine multiple causes of mental disorders, and explore biochemical, physiological, genetic, and tissue changes that account for the manifestation of specific symptoms in mental illness. This tutorial is for professional counselors, and does not require an extensive background in psychobiology.

C7431 Counseling in Community Settings
3 credit hours

This course is designed to provide students with the foundations, contextual understandings, basic knowledge, and skills for developing and carrying out counseling programming for low income and vulnerable population groups in a variety of settings. Students will demonstrate—and/or realize the need for—the ability to conduct needs assessments, find funding, develop administrative structures, advocate for clients and services, and evaluate programs. In the process of developing this knowledge, students will develop a grant proposal for funding such programs.

C7432 Advanced Individual Counseling

3 credit hours

This seminar provides an advanced examination of individual counseling for counselors, psychotherapists, psychologists, social workers, mental health workers, and other similar human services professionals. Classic models of counseling are explored and their appropriateness in various case studies are evaluated. Concepts and techniques from nine major therapeutic approaches are explored, along with a focus on developing a personalized style and theoretical orientation in relation to each client's unique life situation.

C7433 Advanced Group Counseling

3 credit hours

The focus of this seminar is the direct application of theories of group dynamics and group leadership within the therapeutic process. Discussion revolves around the use of groups in facilitating personal growth and resolving emotional and interpersonal difficulties. The seminar examines the developmental stages of group process and the problems inherent in group leadership. The expected student outcome is the ability to practice effective group therapy.

C7434 Cognitive-Behavioral Theories of Counseling

3 credit hours

The Cognitive-Behavioral tutorial provides students with an in-depth knowledge base of the cognitive-behavioral theories, past and present. Course content addresses theoretical concepts from an historical perspective, applied intervention strategies associated with theoretical underpinnings, and a review of past and current outcome research relevant to theoretical conceptualizations of the seminal work of Bandura, Beck, Ellis, Festinger, Glass, Meichenbaum, Pavlov, Skinner, and Wolpe and subsequent researchers who contributed to the discipline or application of cognitive-behavioral psychology.

C7435 Existential-Humanistic Theories of Counseling

3 credit hours

This tutorial explores in-depth the humanistic psychotherapies. The origins and histories of the existential, Gestalt, and person-centered therapies are examined. Particular emphasis is given to the philosophical and phenomenological assumptions underlying these approaches. Key figures of each of these schools of therapy will be highlighted. Whenever possible, primary sources will be used.

C7436 Psychodynamic Theories of Counseling

3 credit hours

There are many theories that seek to explain human behavior, but none contain the richness and complexity of Psychodynamic Theory. This tutorial seeks to explore human behavior as a function of events occurring inside the mind. Tutorial assignments will examine, through psychoanalytic literature, the history and evolution of psychodynamic theory as a major force in shaping contemporary psychotherapy. Concepts such as instinct, drive, psychosexual development, structural, and dynamic organization of mental functioning, as well as psychological defense, are studied.

C7439 Dynamics of Marriage and Family Systems

3 credit hours

This tutorial presents the history and foundations of marital and family theory and practice using a system framework. The primary purpose of the tutorial is the study of the emergence and the tenets of the major theoretical constructs in marriage and family therapy, including psychoanalytic, behavioral, experiential, strategic, and structural models. The specific therapeutic interventions derived from these models are evaluated. Ethics, controversial issues, cultural identity, and contemporary trends are also considered. The expected student outcome is the ability to apply basic theoretical tenets to individual case histories.

C7440 Marriage and Family Therapy

3 credit hours

This seminar provides advanced study in marriage and family therapy and practice, offering an in-depth examination of the theories and research related to the conduct of counseling and therapy with couples and families. Special attention is given to the specific marriage and family therapy techniques that are most successful in practice, including psychodynamic, experiential systems, structural, strategic, behavioral, and psychoeducational strategies. Special topics such as multicultural issues, alternative lifestyles, spousal abuse, substance abuse, and brief therapy are discussed. The expected student outcome is the ability to develop and utilize effective, individualized, therapeutic interventions with diverse couples, based on sound theoretical judgment.

C7443 Multicultural Issues in Counseling

3 credit hours

Mental health professionals work with an increasingly diverse ethnic population, yet their training is usually focused on Western philosophy. Such limitations in training make it difficult for non-Western and ethnic clients to secure culturally sensitive services. This may be true even when the mental health profession is non-Western. This class will expose students to the historical experiences of colonialism and study its effects on the modern psychological organization of ethnic minorities. The course will explore the mental health needs of African, Latino and Hispanic Americans from a historical and cultural perspective. The course will examine how the process of colonialism has affected the present mental health of various ethnic groups. Students who wish to register for this class should be aware that class discussions may be frank, examining the anger, rage, and other issues of ethnic minorities that make working with them so challenging. It is hoped that through this type of open discussion, students will be better prepared to understand the psychology of ethnic minorities.

C7444 Multicultural Issues in Counselor Education and Supervision

3 credit hours

The dilemmas faces by counselors, counselor educators and supervisors are multifaceted and become increasingly complex when working with people who have different worldviews. This course explores the challenges involved in developing practices that reflect a convergence of our current knowledge about multicultural counseling theory, practice and ethical reasoning in an effort to develop practices reflecting an integration of absolutism, relativism and universalism. The course reviews current theories of teaching, supervising and counseling from a cultural perspective, emphasizing the roles of rational, virtue, social constructivism, and collaborative and integrative perspectives to aid the students in creating a transcultural integrative approach to practice.

C7445 Brief Psychotherapies

3 credit hours

This course focuses on a review of contemporary models of the brief psychotherapies. The class explores theoretical models that underlie this mode of treatment and examines ways for their application in applied settings. In addition, the class contrasts brief psychotherapy models with classical therapies, such as behavioral and psychological therapies.

C7450 Adolescent Psychology*3 credit hours*

Theoretical, applied, and research issues related to the physical, educational and psychological development of adolescents are reviewed. Theoretical perspectives of Freud, Erikson, Marcia, Sullivan, and Piaget are presented and contrasted. Applied issues relative to the psychological and cognitive adjustment of teenagers are reviewed, including developmental changes, puberty, risk-taking, social development, peer pressure, self-esteem building, extended family adjustment, teen parenting, sexual identity, and career exploration. Crisis issues, deviant behavior research, and treatment concerns are also reviewed, such as antisocial behavior, violence, substance abuse, depression, and suicide as related to the adolescent population. Research methods appropriate for use with the adolescent client are presented with emphasis on outcome measures and experimental designs that are relevant to adolescent psychology.

C7451 Theories of Child and Adolescent Counseling*3 credit hours*

This is an advanced course in the study of the theories of child counseling based on developmental, psychodynamic, behavioral and social learning, and psychoeducational theory and research. Assessment, diagnosis, and therapeutic approaches and treatment plans are considered as vital elements of the counseling process. Stages of development, maturation variables, and special intervention modalities such as play, art, and drama are reviewed. The involvement and influence of family, school and society are examined. Contemporary issues and problems such as child abuse and disadvantaged children are discussed. The expected student outcome is the ability to apply counseling theory to children and adolescents.

C7452 Professional Development in Counseling*3 credit hours*

This tutorial focuses on the development of counselors and therapists over their career lifespan in order to enhance the professional development and competence of counselors/therapists. Issues related to a stage model of professional development, as well as publications and private practice development, are also considered. Information technology is included as it relates to the professional counselor. Expected student outcomes include a plan of personal development that includes University matriculation and beyond, a program of study that reflects specific individual goals, and demonstration of minimum competencies for successful degree completion.

C7453 Clinical Consultation*3 credit hours*

This tutorial presents the consultative theories and techniques related to successful multidisciplinary consultation and collaboration in clinical practice. The focus of the tutorial is on individual (micro) consultation with professionals and others working in medical, forensic, social service, and mental health systems, as well as allied disciplines. The process of clinical consultation is examined, the role and responsibilities of the clinical consultant are explored, and practical skills related to the delivery of services are developed. Expected student outcomes include the emergence of core competencies associated with successful consultative practice in a clinical setting.

C7454 Models of Clinical Supervision*3 credit hours*

This course examines the current definitions and applications of clinical supervision. The major models of clinical supervision are presented, along with the role of clinical supervision in a variety of settings, including the academic "counselor-in-training" as well as the various professional settings in which clinical supervision is performed. The course explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. It further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, and research issues and methods. The expected student outcome is the development of an individual training model and the ability to demonstrate an understanding of the ethical requirements of supervision. (Restricted to doctoral students with professional counseling experience.)

C7455 Addictions Counseling*3 credit hours*

This course focuses on a wide variety of topics and issues related to addictions counseling. Many different aspects of alcoholism and addictions counseling are examined from a variety of different vantage points and perspectives. Course content includes defining addictions, chemical dependency, models of understanding, alcohol and alcoholism, etiology of addiction, medical and psychiatric complications, effects on the family, evaluation and diagnosis, intervention, treatment approaches and counseling techniques, recovery process and twelve-step programs, and professional and ethical issues in addictions counseling. The expected student outcome is demonstration of knowledge and awareness regarding major issues related to addictions counseling.

C7458 Diagnosis and Treatment Planning*3 credit hours*

The foundation of an effective treatment plan is the data gathered through biopsychosocial assessment. Data can be collected from interviews, client history and records, testing, or collateral contacts. This course presents specific steps for developing an effective treatment plan based on assessment data and recognizing the uniqueness of each client. Plans include a variety of interventions and approaches based on both behavioral problems and/or *DSM IV* diagnosis.

C7459 Psychopharmacology for Counselors*3 credit hours*

Counselors are increasingly members of interdisciplinary teams, and need new information in order to communicate with other disciplines. This tutorial is designed to acquaint the professional counselor with the history and use of psychotropic drugs. Emphasis is given to the understanding of the uses of these drugs and the common side effects of the major categories of psychiatric medications. Relationships between major *DSM IV* classifications and appropriate medications are presented.

C7460 Techniques of Child and Adolescent Counseling*3 credit hours*

This seminar presents the various counseling techniques that are successful in treating children and adolescents. The unique counseling needs of children and adolescents are identified and special techniques and traditional methodologies are considered. Specific topics such as peer relationships, sexuality, abuse, substance abuse, and ethical treatment of children are also reviewed. Expected student outcomes include the development of clinical skills essential for providing appropriate services to children and adolescents.

C7462 Ethics in Practice*3 credit hours*

This course provides an advanced exploration of the legal, ethical, and professional choices faced by mental health practitioners. Basic ethical issues are first reviewed and extended into practical, case-oriented study of current demands and obligations for the mental health issues in ethics, professional liability, risk management, and managed care service environments. Successful practitioners will recognize changes in the way employers provide mental health benefits, and will modify and market their services accordingly, in order to offer ethical and effective treatments and consultative services.

C7461 Ethics in Counselor Education and Supervision*3 credit hours*

This course provides an advanced exploration of the legal, professional and ethical choices faced by counselor educators and supervisors. Basic ethical issues are first reviewed and extended into a practical, case-oriented study of current demands and obligations for teaching and supervising students and practitioners. A relational-contextual perspective is presented to aid participants in developing sensitivity to the application of ethical standards, professional liability practices, and risk management techniques to their development as educators and supervisors. The successful student will recognize the importance of integrating various models in practice.

C7463 Theory and Practice of Motivation*3 credit hours*

This course covers the theory and development of motivation. Major interest is placed on the factors of motivation, models, and strategies for enhancing motivation in individuals and groups, variables affecting (and affected by) motivation, and environmental influences on motivation.

C7465 Teaching in Higher Education*3 credit hours*

This course focuses on various models, perspectives, research and techniques pertaining to learning to teach in higher education. Issues related to values, beliefs, pedagogical techniques, learning styles, as well as how to structure, deliver, and evaluate instruction will be covered. Students will develop essential concepts and strategies related to organizing and presenting courses in a practical and effective style applicable to all domains of knowledge.

C7471 Treatment of Sexual Dysfunctions*3 credit hours*

This course explores the various aspects of human sexual behavior and sexuality counseling issues. The biological, physiological, and social attributes that shape human sexual behavior and its changes, values, responsibilities, and needs are addressed, as well as medical aspects of sexual pathology in pathogenesis and recent therapy possibilities. A wide variety of issues will be considered, including sexually transmitted diseases, planning a family, sexuality, and aging.

C7537 Special Topics in Counseling*3 credit hours*

This seminar presents special topics related to counseling, enabling full-time and visiting faculty members, including recognized leaders in the field, to provide special seminar offerings in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in all areas of counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

C7834 Directed Independent Study: Counseling*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 business; or evaluation of new strategies used in business. 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 may not earn credit for any course more than once, including Directed Independent Studies.

C7935 Dissertation—Counseling*1–9 credit hours*

All Ed.D. dissertations require a minimum of 15 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration may carry 1–5 credit hours. At the end of each semester, the dissertation chair will issue a grade of "PR" (Progressing) indicating that the student is progressing toward completion of the dissertation or a grade of "NC" (No Credit) indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" (Credit) once the student has successfully completed all dissertation requirements. Any grade of "NC" (No Credit) will be permanent and will not count toward the 15 credit hour requirements for completion of dissertation.

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. An emphasis will be made to address the Florida Comprehensive Assessment Test (FACT) issues across the curriculum as they apply to art education through interdisciplinary teaching methods.

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.

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 intraorganizational leadership strategies, management theory and practice, and organizational culture.

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 tutorial/course explores the basic concepts involved in effective interpersonal relationships and suggests ways to use these concepts to build an effective management team.

E6331 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 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.

E6363 Educational Management of Exceptional Students

3 credit hours

This course addresses the educational management of exceptional students, and includes examples and discussions of classroom organization, behavior management, and consultation skills.

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.

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.

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.

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.

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 California. In addition to course activities, presentations, and assignments, the student will complete 45 hours of 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 Practice Teaching*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 Practice Training*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*

The 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: Special Topics Seminars*3 credit hours*

This seminar 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.

E6915 Pedagogy in Primary Language (BCLAD Students Only)*3 credit hours*

This course is taught entirely in Spanish, and is designed to prepare students to obtain the Bilingual Crosscultural Language and Academic Development (BCLAD) certificate. It gives students the knowledge and skills necessary to become effective bilingual teachers in a public school classroom in California. This course is completed by BCLAD students only.

E6916 Health Education for Teachers*1 credit hour**(Includes CPR certification for infants, children, and adults)*

This course identifies and examines concepts of health and health education in public schools. Emphasis is placed on health education of children and adolescents, nutrition, and substance use and abuse. The course includes CPR certification for infants, children, and adults, and meets one of the state of California requirements for the Clear Credential.

Prerequisite: A California preliminary teaching credential or admission into the Argosy University/Orange County or Argosy University/San Francisco Bay Area Master of Arts in Education in Curriculum & Instruction Program with Teacher Credential Preparation concentration.

E6917 Mainstreaming Diverse Students*3 credit hours*

The course examines instructional strategies, theories, and applications for the teaching of exceptional children and youth. The course meets one of the state of California requirements for the Clear Credential.

Prerequisite: A California preliminary teaching credential or admission into the Argosy University/Orange County or Argosy University/San Francisco Bay Area Master of Arts in Education in Curriculum & Instruction Program with Teacher Credential Preparation concentration.

E6918 Educational Computing Foundations*3 credit hours*

This course presents an overview of teaching and learning through computer-based technologies in a variety of K–12 education settings and disciplines. Issues related to privacy, access, technological applications, and ethical situations in information technology instruction are also addressed in this course. The course meets one of the state of California requirements for the Clear Credential.

Prerequisite: A California preliminary teaching credential or admission into the Argosy University/Orange County or Argosy University/San Francisco Bay Area Master of Arts in Education in Curriculum & Instruction Program with Teacher Credential Preparation concentration.

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.

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 Managing Change*3 credit hours*

This seminar focuses on concepts and strategies for managing change in educational, human services, and business settings. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Processes, procedures, and skills for change are presented in terms of situational considerations and implications.

E7034 Contemporary Problems and Issues*3 credit hours*

Problems and issues that relate to the present and the future of public and private education are the core of the course. They are identified in a forum that brings experience and current methodology together to address problems that relate to the specific roles of the course participants. Long-range and short-range problem-solving strategies, directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources, are addressed in terms of current situational models

E7100 Spiritual Formation*3 credit hours*

This course focuses on the cognitive maps we carry as individuals, and the experience of those external and internal spiritual forces that shape our lives. It reflects on the mechanisms of spiritual growth and cognitive development, as well as the experiences, practices and teachings that address the three classical expressions of spiritual life: knowing, feeling, and acting to produce healthy spiritual formation. Practices from key historical writings, contemporary theoretical perspectives, and a variety of spiritual traditions are explored.

E7111 Introduction to Dissertation Process*3 credit hours*

This seminar presents special topics related to research. This seminar provides full-time and visiting faculty members, including recognized leaders in the field, and a chance to provide a special seminal offering in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in all areas of counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies will be covered in this seminar. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

E7132 Public School Finance*3 credit hours*

This tutorial 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*3 credit hours*

This seminar 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

3 credit hours

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

E7138 School Site-Based Budgeting

3 credit hours

This tutorial 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 tutorial 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

3 credit hours

This tutorial focuses on a variety of issues embedded in organizational communication systems, including trust, organizational climate, perception, motivation, and the communication process. The tutorial also elaborates on patterns of miscommunication as these patterns affect organizational communication.

E7235 Interpersonal Communication

3 credit hours

This tutorial 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 seminar 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 tutorial 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 tutorial 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 tutorial 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 postsecondary education laws as they relate to trustees, administrators, staff, faculty, students and governmental/community constituencies.

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 seminar 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 seminar 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.

E7339 Effective Instruction for Middle Schools
3 credit hours

This course examines current research relative to successful instructional delivery strategies for middle school students throughout the nation. Emphasis is placed on exploring the many successful alternative methodologies and assessment practices utilized with middle level students.

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 an 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.

E7357 Assessment of Productive Thinking
3 credit hours

This course provides the student with the opportunity to experience and learn about a number of instruments, inventories, checklists, and rating scales that relate to the assessment of creativity and problem solving.

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.

E7360 Curriculum and Instructional Planning: Creativity and Talent Development
3 credit hours

This course examines implications of theories and principles of curriculum and instructional design for fostering creativity, productive thinking, and talent development; guided experience and extensive feedback on applications of curriculum and instructional planning for productive thinking and talent development in the student's specific areas of educational expertise; and criteria for constructing or evaluating curriculum or instructional materials to nurture productive thinking or specific talents in students (at any age or grade level and in any content area).

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.

E7362 Practicum: Creativity and Talent Development
3 credit hours

This course provides structured opportunities for supervised application of principles, procedures, or resources for creativity or talent development in practical settings. Opportunities are offered for practicum or internship placements, in collaboration with the Sarasota County School Board, in other area professional agencies, or by special arrangement with the instructor, in the student's own professional setting.

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 and 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.

This course is cross-listed with Women As Leaders and of Influence (B6736).

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.

E7383 Consultation, Collaboration and Systems Integration*3 credit hours*

This course focuses on the theories of consultation and collaboration, models for special education, and the study of systems thinking and practice in special education. It presents theory and methodology for a systematic approach to the integration of exceptional student education with educational, social service, health, mental health, vocational, and juvenile justice services.

E7384 Research in Special Education*3 credit hours*

This seminar 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.

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 and Distance Education Trends*3 credit hours*

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

E7802 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 for instructional technology utilization.

E7803 The Internet for Educators*3 credit hours*

This course explores the differing technologies available to educators, and how those are applicable to classroom settings. The course provides a hands-on introduction to the Internet, with special emphasis on educational uses.

E7805 Integrating Technology into the Classroom Curriculum*3 credit hours*

This course introduces classroom teachers to ways to use technology to enhance teaching 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.

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 may not earn credit for any course more than once, including Directed Independent Studies.

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 may not earn credit for any course more than once, including Directed Independent Studies.

E7834 Writing for Research*3 credit hours*

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

E7935 Dissertation—Education

1–9 credit hours

All Ed.D. dissertations require a minimum of 15 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration may carry 1–5 credits. At the end of each semester, the dissertation chair will issue a grade of “PR” (Progressing) indicating that the student is progressing toward completion of the dissertation or a grade of “NC” (No Credit) indicating that the student should receive no credit for dissertation that semester. All “PR” grades will be changed to “CR” (Credit) once the student has successfully completed all dissertation requirements. Any grade of “NC” will be permanent and will not count toward the 15 credit hour requirements for completion of dissertation.

E7950 Educational Leadership Practicum

3 credit hours

A supervised field experience, in which the student will serve 90 hours as an assistant to an education administrator, or as an acting education administrator, in a public or private school setting, a higher education institution, 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.

FORENSIC PSYCHOLOGY (FP)

FP6005 Maladaptive Behavior and Psychopathology

3 credit hours

This course is an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the *DSM-IV* will be reviewed. The course also looks at various methods of treatment related to the disorders covered.

FP6010 Psychology and the Legal System

3 credit hours

This course focuses on the relationship between law and psychology and the mental health system, mental illness, and criminal conduct, with a more specific historical and procedural examination of the practice of psychology in the judicial forum. Substantive issues related to ethics and the law, risk assessment screening, psychological principles applied to law enforcement and correctional functions, and standards of legal competency and insanity are discussed.

FP6015 Psychology of Criminal Behavior

3 credit hours

This course provides an introduction to personality theories and learning styles in the context of psychological theories of criminal and aggressive behavior. Historical and contemporary theoretical conceptualizations of criminal behavior are explored, including behavioral, social learning, cognitive psychoanalytic, psychodynamic, developmental, biological, and socio-cultural perspectives. Selected topics may be considered including alcohol and crime, sex crimes, juvenile delinquency, and women and crime.

FP6020 Individual Assessment

3 credit hours

This course offers a broad understanding of group and individual educational and psychometric theories and approaches to appraisal, which also examines data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

FP6025 Human Development and Learning

3 credit hours

This course provides a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal human behavior, personality theory, lifespan theory, and learning theory within cultural contexts.

FP6030 Research and Evaluation

3 credit hours

Studies that provide a basic understanding of types of research are presented: basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal considerations pertinent to the professional counselor.

FP6035 Evaluation and Treatment of Offenders

3 credit hours

This course will provide an overview of forensic assessment topics with an emphasis of relevant literature, theory, procedure and tools, including risk assessment, legal competencies and criminal responsibility. Topic areas will include types of intervention with adults and juveniles within the criminal justice setting including special offender populations such as sexual offenders, offenders with developmental disabilities or those classified as mentally retarded.

FP6435 Personality Theories

3 credit hours

Theories and explanations of the development of normal and abnormal personalities are examined. There is some focus on treatment of personalities and basic coverage of personality theories in the psychodynamic, humanistic, and learning models.

FP6500 Professional and Ethical Issues in Forensic Psychology

3 credit hours

This course considers the ethical and legal conflicts or dilemmas within the legal system and includes a discussion of other professional issues such as race, ethnicity, and sexual orientation. The course reviews applicable approaches to addressing or resolving these issues, dilemmas, and conflicts as they relate to forensic psychology.

FP6520 Forensic Psychological Assessment

3 credit hours

This course provides an overview of forensic assessment topics, with an emphasis on the literature, theory, procedures, and assessment tools. Specific areas covered may include risk assessment, legal competency, polygraph use and criminal responsibility.

FP6525 Psychology of the Victim

3 credit hours

This course presents an intensive study, both theoretical and clinical, of the victim. It concentrates on the psychological impact of physical, sexual, or environmental victimization. Students become familiar with evaluation and treatment issues in working with victims. Also reviewed are the manner in which social, legal, judicial, and treatment systems interact with victims. Special topic areas may include victim populations such as children, domestic violence survivors, and political refugees.

FP6530 Forensic Program Development and Evaluation

3 credit hours

This course utilizes a case study approach to explore the development and analysis of forensic treatment and evaluation programs. This course will focus on the application of a scientific/empirical model to examine the elements necessary for adequate program design and analysis of forensic programs.

FP6535 Consultation, Triage and Testimony in Forensic Psychology
3 credit hours

This course examines the practical implications of the professional interface between forensic psychology and organizations such as law enforcement agencies, correctional facilities, and court systems. Specific topics will include consultation among attorneys and criminal justice personnel, triage with correctional and mental health agencies, and issues in providing testimony for criminal and civil cases.

FP6540 Forensic Psychology Seminar
3 credit hours

This second-year course provides a forum to examine issues related to students' field experience or the development of their special topics papers. Students completing the Master's Thesis produce an original project examining a forensic psychology issue that is a focus of their contribution to the seminar. Field Experience students gain training experience at a forensic setting, which is a focus of their contribution to the seminar.

FP6800 Special Topics in Forensic Psychology
3 credit hours

This course explores varying topics related to specific emphases or approaches to special populations such as forensics, substance abuse, school-based interventions, and domestic violence.

FP6900 Substance Abuse Interventions
3 credit hours

This course reviews key concepts to substance abuse counseling, including theoretical models for understanding and treating chemically dependent clients. Various screening and assessment tools, drug history, and interviewing skills are reviewed to help students assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients are reviewed.

FP6901 Sex Offender Evaluation and Treatment
3 credit hours

This course familiarizes the student with the following five areas: etiology and developmental issues of sex offense behavior; sex offender assessment; sex offender treatment interventions; criminal and legal issues related to sex offending; and program evaluation, treatment efficacy, and issues related to recidivism.

FP6902 Issues in Psychological Profiling
3 credit hours

This course focuses on acquainting students with the science of psychological profiling through the use of research and case examples. Methods of psychological profiling will be discussed, as well as the strengths, weaknesses, and criticisms of profiling.

HUMAN RESOURCES (H)

H7439 Organizational Consultation
3 credit hours

This tutorial is primarily designed for the practitioner who provides services to agencies, professionals, or organizations. The purpose of the tutorial is to provide an understanding of the process of organizational consultation. The tutorial focuses on providing the professional with a philosophy, a process, and evaluative criteria for determining the effectiveness of the consulting intervention that he or she provides. The tutorial requires that the student actually do a consulting assignment as part of the course. The tutorial also highlights case study and problem resolution strategies.

H7935 Dissertation—Human Services
1–9 credit hours

All D.B.A. dissertations require a minimum of 15 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration may carry 1–5 credit hours. At the end of each semester, the dissertation chair will issue a grade of "PR" (Progressing) indicating that the student is progressing toward completion of the dissertation or a grade of "NC" (No Credit) indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" (Credit) once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 15 credit hour requirements for completion of dissertation.

ORGANIZATIONAL LEADERSHIP (L)

L7101 Seminar in Leadership
3 credit hours

This course examines organizational leadership and its relationship to organizational development and change. The course is interdisciplinary; examples from healthcare, business and industry, public sector, and education are utilized. The course specifically addresses contemporary and futurist leadership theory and practice based in the concepts and assumptions of the "new sciences."

L7131 Human Resource Management
3 credit hours

This tutorial is designed to assist future administrators in maximizing the productive use of personnel. There is a focus on selection, motivation, evaluation and negotiation. The tutorial includes such categories as job descriptions, development, and performance evaluation instruments, and highlights case study and problem-resolution strategies.

L7400 Special Topics: Human Services
3 credit hours

This seminar presents special topics related to human services administration. Full-time and visiting faculty members, including recognized leaders in the field, provide a special seminar offering in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in human services administration in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

L7411 Conflict Management
3 credit hours

This course provides the theory and best practices for understanding and managing conflict and appropriate resolution. Students examine different contexts of interpersonal and inter-group conflicts and use methods for diagnosing the extent and severity of the differences (in terms of positions, values and needs) between individuals and between groups. An examination of the effects of overt and covert conflicts in terms of communication and trust breaking is included. The impact of different personal styles and values on conflict management is addressed. Trade-offs and risk analysis are considered in the mediation/resolution process. The course includes theoretical orientations and theory-to-practice experiences using case studies, demonstrations and simulations.

L7431 Theory and Development of Motivation*3 credit hours*

This course covers the theory and development of motivation. Major interest is placed on motivation, models, and strategies for enhancing motivation in individuals and groups, variables affecting (and affected by) motivation and environmental influences on motivation.

L7432 Professional Development in Leadership*3 credit hours*

This tutorial focuses on the development of human services professionals over their careers in order to enhance their personal and professional development. Issues related to the interaction between personal and professional development, leadership approaches, and leadership styles are addressed.

L7435 Financial Management in Human Services*3 credit hours*

This tutorial familiarizes the student with financial terms, concepts, and procedures used in the financial management of human services and other not-for-profit entities. Legal forms of organization and different entity tax statuses are identified. The student is exposed to evolving accounting theory as it relates to all not-for-profit entities. Financial planning, including various approaches to budgeting, asset management, and financial decision making, are also presented.

L7437 Special Topics in Organizational Leadership*3 credit hours*

This seminar presents special topics related to organizational leadership. Full-time and visiting faculty members, including recognized leaders in the field, provide a special seminar offering in their particular areas of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in organizational leadership in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered in this seminar. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

L7438 Team Management*3 credit hours*

This course utilizes an experiential format to focus on a variety of concepts and practices associated with developing and managing an effective team. Different approaches to management, motivation, and performance are addressed, along with some barriers to effective team efforts. Case studies and problem resolution are the focus of this experience. Expected student outcomes include mastering the basic concepts, theories, and fundamental techniques of team management, identifying current challenges and issues confronting managers in human services organizations, and identifying positive team management strategies and their application to human services.

L7450 Interpersonal and Organizational Communication*3 credit hours*

This course focuses on a variety of issues embedded in both interpersonal and organizational communication. These issues include trust, organizational climate, perception, motivation, and the communication process. The tutorial also elaborates on patterns of miscommunication as these patterns affect organizational communication.

L7451 Leading Through and Beyond Change*3 credit hours*

This course focuses on expanding and extending the core curriculum in organizational leadership to include the process of change and how that process affects organizations and those who lead them. It explores resistance to change, change models, leadership challenges in facilitating change, the role of both the leader and the follower in the change process, and how to identify future trends.

L7452 Leadership and Ethics*3 credit hours*

This course focuses on theories and models of leadership with special attention to the demonstration of an understanding, familiarity, awareness, and competency of the principles of ethics and how they apply to decision making, leadership, leadership development, and value-based leadership.

L7838 Directed Independent Study: Organizational Leadership*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 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 behavioral sciences; or evaluation of new strategies used in organizational leadership. 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 may not earn credit for any course more than once, including Directed Independent Studies.

L7900 Conflict Management*3 credit hours*

This course provides participants with the theory and best practices for understanding and managing conflict and appropriate resolution. Students examine different contexts of interpersonal and inter-group conflicts and use methods for diagnosing the extent and severity of the differences (in terms of positions, values and needs) between individuals and groups. An examination of the effects of overt and covert conflicts in terms of communication and trust breaking is included, as is the impact of differential personal styles and values on conflict management. Trade-offs and risk analysis are considered in the mediation/resolution process. The course includes theoretical orientations and theory-to-practice experiences using case studies, demonstrations and simulations.

L7935 Dissertation—Organizational Leadership*1–9 credit hours*

All Ed.D. dissertations require a minimum of 15 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration may carry 1–5 credits. At the end of each semester, the dissertation chair will issue a grade of "PR" (Progressing) indicating that the student is progressing toward completion of the dissertation or a grade of "NC" (No Credit) indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" (Credit) once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 15 credit hour requirements for completion of dissertation.

PSYCHOPHARMACOLOGY (DP)**DP6000 Neuroanatomy/Neurophysiology***2 credit hours*

The objective of this course is to provide a basic understanding of the structure and function of the nervous system. This course exposes the student to functional aspects of the brain and spinal cord from a systems perspective. Aspects covered include CNS topography, sensory systems, motor systems, etc.

DP6200 Pathophysiology*5 credit hours*

The objective of this course is to provide a basic understanding of human physiology and pathology, including normal anatomy and physiological processes, as well as pathological states emphasizing how alterations in normal physiology affect bioavailability and biodisposition of pharmacological agents. This course examines the pathophysiological mechanisms of common clinical disorders such as coronary artery disease, heart failure, hypertension, etc. In addition, content area reflects issues regarding pathophysiological adaptation, responses, and common therapeutic interventions.

DP6300 Introduction to Physical Assessment and Laboratory Exams*4 credit hours*

The objective of this course is to provide a well-grounded foundation in medical history and physical diagnosis as well as a basic understanding of laboratory analysis. Topics covered are medical history taking, complete physical exam, and systems examination, such as cardiovascular system, pulmonary system, neurological system, etc.

DP6350 Pharmacology*3 credit hours*

This course introduces students to the general principles of drug action and dynamics, toxicities, and therapeutic uses. Material to be presented includes the effects of adrenergic drugs, antipsychotic drugs, antianxiety agents, and drugs of abuse. Basic understanding of drug interaction is also presented.

DP6500 Clinical Pharmacology*2 credit hours*

The focus of this course is on the clinical aspects of adverse drug reactions and drug data basis. Topics to be covered are pharmacokinetics, pharmacoepidemiology, drug-induced disease, adverse drug reactions, and pharmacology of the aging process.

DP6650 Psychopharmacology*4 credit hours*

This course provides a solid background in the principles and practice of psychopharmacology. Topics to include the study of disease and a more detailed review of neurotransmitters such as serotonin, monoamines, acetylcholine, GABA, and glutamate. Additional topics include presentation of the clinical pharmacology of antipsychotic, antidepressant, and antianxiety drugs, as well as drug interactions and psychopharmacology in special populations such as children and older adults.

DP6700 Special Issues in Pharmacology*2 credit hours*

The objective of this course is to provide an overview of pharmacology across the age span and in special circumstances. Specific issues covered include drug interactions and toxicities encountered during the early life of the child, evaluation of drug responses in the elderly, and age-related changes in pharmacological management, pharmacological pain management, and the use of pharmacological agents in chemical dependency.

DP6750 Neurochemistry*2 credit hours*

The educational objective of this course is an understanding of the molecular, chemical, and cellular biology of the nervous system. The study of neurotransmitters, steroids, and peptides is emphasized; other aspects of medical neurochemistry and behavioral neurochemistry are also addressed.

DP6800 Applied Clinical Psychopharmacology Seminar I*1 credit hour*

The objective of this course is to provide a background in the professional, ethical, and legal issues associated with the use of pharmacological agents; interactions between psychotherapy and psychopharmacological interventions; issues of pharmacoepidemiology; and computer-based aides to practice.

PROFESSIONAL COUNSELING (PC)

Includes Counseling Psychology, Mental Health Counseling (Seattle), and Marriage and Family Therapy Program courses.

PC6000 Counseling Theory*3 credit hours*

The basic theories, principles, and techniques of counseling, as well as applications to a variety of therapeutic settings, are explored. This course also focuses on personal theory construction, bias embedded in theory, and cultural diversity.

PC6001 Counseling Skills Development*0 credit hours*

This course is individually tailored to assist in skill development and to evaluate students in need of remedial work. The specific skills, requirements, and methods of evaluation are determined by the Student Evaluation and Ethics Committee.

PC6003 Abnormal Psychology*3 credit hours*

This course provides an introduction to the study of maladaptive behavior is provided. Etiology and definition of disorders in the *DSM-III-R* or *DSM-IV* book are reviewed, as well as various methods of treatment related to the disorders covered.

PC6005 Maladaptive Behavior and Psychopathology*3 credit hours*

This course is an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the *DSM-IV* are reviewed, as well as various methods of treatment related to the disorders covered.

PC6006 Theories of Counseling*3 credit hours*

This course presents the basic theory, principles and techniques of counseling, while examining the major theoretical approaches to counseling and personal growth such as psychodynamic, existential-humanist, cognitive-behavioral and interactional-systems viewpoints. Also considered are issues in the practice of professional counseling, consideration of human diversity, and issues of bias imbedded in theory.

PC6008 Advanced Theories Theories of Family Therapy and Development*3 credit hours*

This course provides an advanced study of system theory. Students will advance their ability to think systemically across a wide range of presenting issues such as gender, culture, domestic abuse, substance abuse, physical and mental illness, etc. Students learn to conceptualize interventions from multiple systemic orientations (i.e., strategic, intergenerational, solution-focused, and behavioral family therapy).

PC6010 Professionalization Group I

0–1 credit hours

These groups, required of all entering students, are led by a faculty member and meet regularly, depending on the program, throughout the first academic year. Students discuss topics important to professional counseling/marriage and family therapy and to the development of a professional identity. In the process, discussion topics may include ethical and legal issues; diversity in culture, ethnicity, and gender; careers in counseling; preparation for clinical training; professional education trends and issues; and special interests of students and the group leader. In addition, the faculty member leading the group assists students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience. At some campuses, the Portfolio Process is introduced to the students in Professionalization Groups.

PC6011 Professionalization Group II

0–1 credit hours

A continuation of Professionalization Group I (PC6010).

PC6012 Professionalization Group III

0–1 credit hours

A continuation of Professionalization Group II (PC6011).

PC6020 Theories of Family Process and Development

3 credit hours

As a fundamental introduction to systems theory, students learn to think systemically across individual, family, and other human communities through a diverse range of presenting issues (e.g., gender, culture, and substance abuse). Students are exposed to the major theories, concepts, and metaphors of systems thinking; to personal theory construction; and to conceptualizing clinical cases from a variety of perspectives (e.g., developmental, ecological, symbolic interaction, conflict, exchange). This course also focuses on the developmental stresses and changes that occur in families, both traditional and non-traditional, over the life cycle.

PC6021 Schools of Family Therapy

3 credit hours

This course examines the major interventions that spring from a systems orientation. Major approaches are presented (e.g., strategic, structural, object relations family therapy, behavioral family therapy, communications family therapy, narrative, solution-focused, and intergenerational family therapy). Students learn to conceptualize and intervene in cases of multiple systems orientations, with an emphasis on integrating a variety of theoretical approaches and counseling strategies.

PC6022 Family Therapy Counseling Skills

3 credit hours

This therapy skills development course examines the major interventive strategies associated with the major systemic theories, including strategic, structural, experiential/humanistic, cognitive behavioral family therapy, communications family therapy, intergenerational and psychodynamic approaches to couple and family therapy, and the post-modernist approaches. Students learn to conceptualize and intervene in cases from multiple systemic orientations.

PC6024 Theories of Family Therapy and Development

3 credit hours

A theoretical foundation in systems theory which provides a survey of the major theoretical models including the classical and post-modernist schools of family therapy. Also emphasized is an understanding of family/marital development and the circularity between individual development and family life cycle developments.

PC6025 Human Development and Learning

3 credit hours

This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal human behavior, personality theory, lifespan theory, and learning theory within cultural contexts.

PC6030 Psychopathology and Assessment

3 credit hours

This course examines the study of psychopathology, while reviewing etiology and definition of disorders in the *DSM-IV*. The course also looks at diagnostic interviewing and at various methods of treating the disorders.

PC6032 Psychopathology and Assessment

3 credit hours

A study of the major mental disorders as defined in the current edition of the *DSM* is presented, with special emphasis on understanding the etiology and definition of disorders, and the assessment methods used for determining diagnoses. Examined are data and information gathering methods; factors influencing appraisals; and the use of appraisal results in the helping process.

This course is offered at Argosy University/Honolulu only.

PC6090 Couples and Relational Counseling Skills

3 credit hours

A therapy skills course that provides a practical foundation for relational counseling. Derived from a substantive understanding of the major theories of systems change, emphasis is given to therapeutic interventions which address a wide range of relational issues such as gay/lesbian couples, sexual dysfunctions and non-traditional couple or family structure.

PC6100 Individual and Relational Therapy

3 credit hours

This course is a fundamental introduction to the helping relationship, emphasizing relational therapy and microcounseling skills. The major goal of this course is to develop skill sets for working both intrapersonally and interpersonally in a therapeutic relationship.

PC6101 Theories of Group Counseling

3 credit hours

A broad range of group development, dynamics, and counseling theories are explored. Major theoretical approaches include individual theories, marital groups, and network and family therapy groups. Group leadership styles are discussed in addition to basic and advanced group counseling methods and skills.

PC6102 Group Therapy

3 credit hours

A broad understanding of group development, dynamics, and therapy is explored. Major theoretical approaches include individual theories, marital groups, and network and family therapy groups. Group leadership styles are discussed, in addition to basic and advanced group therapy methods and skills. Several different approaches to conducting group therapy are reviewed.

PC6103 Advanced Individual, Couples, and Family Therapy

3 credit hours

An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course surveys current skills and methods in individual, couples, and family therapy, with an emphasis on integrating various systemic models of functioning and intervention.

PC6104 Counseling Skills I*3 credit hours*

A fundamental study of the helping relationship is provided. The course provides a broad understanding of philosophic bases of helping processes: counseling theories and their application, basic advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change.

PC6105 Counseling Skills II*3 credit hours*

This is an extension of Counseling Skills I (PC6104) and an integration of counseling methods and strategies. The topics covered are interviewing, goal setting, creating a therapeutic alliance, and session structuring.

PC6110 Family Law Mediation*3 credit hours*

The goal of this course is to equip students/trainees with the basic knowledge, skills and practice to function as minimally competent mediators in family law disputes. The two-weekend course meets the training certification requirements established by the Minnesota State Supreme Court Administrator's Office and Rule 114 to be registered as a Qualified Neutral under Rule 114 in the state of Minnesota. Topics to be covered include: conflict theory and conflict resolution; negotiation theory and practice; mediation theory and skills; domestic abuse considerations; psychodynamics of divorce; effects of divorce on children; developing parenting plans; identifying, valuing and allocating assets and liabilities in a dissolution; child support and spousal maintenance issues; Minnesota statutes as they apply to these areas; ethical considerations and standards of practice; drafting agreements. Students learn through assigned readings, lectures and demonstrations, videos, role-playing, simulations and other interactive exercises.

Prerequisites: FP6010, FP6015, FP6035, FP6525.

PC6200 Human Sexuality*1–3 credit hours*

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, sexual dysfunction, and concepts of sex therapies. Other issues discussed are sexually transmitted diseases, contraceptives, and affectional/sexual relationships.

PC6220 Personality Theories and Individual Counseling*3 credit hours*

The major goal of this course is to develop the student's broad-based understanding of working with the individual in a therapeutic setting. Students examine theories and explanations of the development of normal and abnormal personalities. There is some focus on the treatment of personalities and basic coverage of personality theories in the psychodynamic, humanistic, behavioral, and learning models. This course challenges the professional counselor to understand what is effective and professional in the counseling milieu.

PC6230 Theories in Counseling Families and Individuals*3 credit hours*

This course provides an overview of the major theories in family and individual counseling. Theoretical concepts are explored in light of the major models of family therapy. Also considered are the various theories of counseling and issues in the practice of individual counseling.

PC6240 Introduction to Psychological Testing*3 credit hours*

This is an introductory course that presents the major psychological assessment instruments used in the field of psychology today. Emphasis is placed on familiarizing the student with psychological testing and the major components of each instrument.

PC6250 Clinical Psychopharmacology*3 credit hours*

This is an introduction to psychotropic drugs, their neurochemical basis, their mode of action, and their clinical application. Principles of use and current status of psychopharmacology are discussed.

PC6300 Professional and Ethical Issues*1–3 credit hours*

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors and marriage and family therapists.

Prerequisites: (DC) PP6201.

PC6305 Basic Addiction Studies*2–3 credit hours*

This is an introduction to chemical dependency, including diagnosis, treatment, and prevention. The etiology of alcoholism and drug dependency is carefully reviewed, with an overview of the physiological and psychological effects of chemical dependency on individuals, relationships, and systems. The cultural aspects of chemical dependency are examined.

PC6310 Substance Abuse Counseling for Individuals and Families*2–3 credit hours*

Examines definitions of substance abuse relative to individuals and families. Special attention is given to understanding the development of substance abuse in family systems, the theoretical approaches to family assessment and treatment of substance abuse, legal aspects, special populations, community resources and referral processes, along with education and prevention relative to both individuals and families.

PC6320 Domestic Violence and Spousal Abuse*2 credit hours*

This course addresses the complex issues related to domestic violence and spousal abuse. The course focuses on assessment and treatment of abuse, and covers issues related to the psychological consequences of abuse on the entire family system. Reporting laws, treatment for perpetrators, and the role of the counselor in treating victims of abuse are explored.

PC6330 Child Abuse Assessment and Reporting*1 credit hour*

This course presents current child abuse reporting laws, and concentrates on the assessment of child abuse. Role play will be utilized to demonstrate effective techniques in the assessment of child abuse. Clinical issues related to the reporting of child abuse are discussed.

PC6350 Administrative Aspects of Human Services*3 credit hours*

This course focuses on organizational, consultative, and coordinating skills that underlie the provision of administrative services to clients, staff, and other administrators in human services organizations.

PC6400 Practicum I*3 credit hours*

Each practicum provides, for academic credit, a supervised one-semester therapy experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6401 Practicum II*3 credit hours*

A continuation of Practicum I (PC6400). The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6402 Practicum III
3 credit hours

A continuation of Practicum II (PC6401). The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6403 Practicum IV
3 credit hours

A continuation of Practicum III (PC6402). The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6404 Practicum V
3 credit hours

A continuation of Practicum IV (PC6403). The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6405 Practicum VI
3 credit hours

A continuation of Practicum V (PC6404). The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6410 Counseling Practicum
1–3 credit hours

The practicum provides for the development of counseling skills under supervision for a minimum of 100 clock hours. The student's practicum includes 40 hours of direct service with clients, including experience in individual counseling and group work. Students receive supervision individually and in small groups on-site and by program faculty. This training experience prepares students for Counseling Internship (PC6415).

PC6415 Counseling Internship
1–3 credit hours

The supervised internship of 600 clock hours is begun after successful completion of the student's Counseling Practicum (PC6410). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following: 240 hours of direct service with clients appropriate to the program of study; weekly supervision throughout the internship, (usually performed by the on-site supervisor); group supervision usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, inservice and staff meetings); the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision; the opportunity for the student to gain supervised experience in the use of variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

PC6420 Community Mental Health
3 credit hours

This course examines is conducted of the community mental health system, offering ideas for areas of improvement while informing students about the use of the system. The areas for discussion are regional hospitals, community mental health centers, hospice, social security, and the Department of Family and Children's Services.

PC6430 Aging
3 credit hours

This course reviews aging and the psychological development of the individual. Special consideration is given to the relatively new field of gerontology. Such relevant issues discussed are housing for the elderly, perceptions of senior citizens in our society, and aging and its benefits.

PC6435 Personality Theories
3 credit hours

Theories and explanations of the development of normal and abnormal personalities are examined. There is some focus on treatment of personalities and basic coverage of personality theories in the psychodynamic, humanistic, and learning models.

PC6440 Child and Adolescent Counseling
3 credit hours

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies as well as the cultural frameworks that impact interventions.

PC6500 Individual and Personality Development
3 credit hours

This course provides a broad understanding of the nature and needs of individuals at all levels of life cycle development, normal and abnormal human behavior, personality theory, lifespan theory, and learning theory within cultural contexts. It challenges the student to look at the individual, family, and environmental contexts that influence the development of the personality.

PC6501 Human Development: Lifespan
3 credit hours

This course provides a broad understanding of the nature and needs of individuals at all levels of life cycle development, normal and abnormal human behavior, personality theory, lifespan theory, learning theory, child, adolescent, and adult development theory, with emphasis on understanding the cultural context of human development.

PC6505 Group Counseling
3 credit hours

This course provides a broad understanding of group development, dynamics, and counseling theories. Group leadership styles are discussed, in addition to basic and advanced group counseling methods and skills. Several different approaches to conducting group counseling are reviewed.

PC6510 Social and Cultural Foundations of Therapy
3 credit hours

This course studies multicultural and pluralistic trends, characteristics, and concerns of diverse groups, including groups characterized by such features as: age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the influences of culture and race on the therapist's understanding of individuals and families, as well as to promote cultural competence.

PC6511 Social and Cultural Foundations of Counseling
3 credit hours

This course studies multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. It is designed to sensitize students to the impacts of culture on the counselor's understanding of individuals from diverse backgrounds.

PC6520 Research and Assessment*3 credit hours*

Students learn research, statistical, and basic assessment skills, and develop a broad understanding of individual and systemic psychometric theories and approaches to appraisal. Research topics include report development, research implementation, and needs assessment. Assessment issues include validity, reliability, psychometric statistics, factors influencing appraisals, and cultural influences.

PC6521 Research and Evaluation*3 credit hours*

A basic understanding of types of research is presented covering basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal considerations pertinent to the professional counselor.

PC6525 Individual Assessment*3 credit hours*

A broad understanding of group and individual educational and psychometric theories and approaches to appraisal is the goal of this course; also examined are data and information-gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered. In Phoenix, the course is known as Appraisal of Individuals.

PC6530 Master's Thesis*1–3 credit hours*

Students must register for three one-hour thesis credits. Each Master's Thesis credit has associated with it certain criteria for a final "Credit/No Credit" grade.

PC6600 Lifestyle and Career Development*3 credit hours*

This course provides an understanding of career development theories and decision-making models; occupational educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; career development program planning, resources, and effectiveness evaluation.

Prerequisites: (DC) PP7364 or PP7370 or PP7520.

PC6700 Couples and Family Counseling*3 credit hours*

A broad theoretical and practical foundation for counseling couples families is emphasized. It provides a survey of current approaches to family and marital counseling, with an emphasis on various systemic models of family functioning and therapeutic intervention.

PC6800 Special Topics in Professional Counseling*3 credit hours*

This course explores varying topics related to specific emphases or approaches to special populations such as forensics, substance abuse, school-based interventions, and domestic violence.

PC6900 Substance Abuse Counseling*3 credit hours*

This course reviews key concepts to substance abuse counseling, including theoretical models for understanding and treating chemically dependent clients. Various screening and assessment tools, drug history, and interviewing skills are reviewed to help students assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients are also reviewed.

PC7100 Professional Issues: Ethics, Conduct and Law*3 credit hours*

A careful review is conducted of issues that provide a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, state law, professional credentialing, and standards for professional counselors.

PC8801 Directed Study I*1 credit hour*

Special topics in professional counseling are explored. These topics vary with student interest and available faculty.

PC8802 Directed Study II*2 credit hours*

Special topics in professional counseling are explored. These topics vary with student interest and available faculty.

PC8803 Directed Study III*3 credit hours*

Special topics in professional counseling are explored. These topics vary with student interest and available faculty.

CLINICAL PSYCHOLOGY (PP)

Due to variations in the Psy.D. programs, courses marked with an asterisk () are offered at the Seattle campus only.*

PP6001 Individual Assessment*3 credit hours*

A broad understanding of group and individual educational and psychometric theories and approaches to appraisal is the goal of this course; also examined are data and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

PP6008 Clinical Skill Development*0 credit hours*

This course is individually tailored to assist in skill development and evaluate students in need of remedial work. The specific skills, requirements, and methods of evaluation will be determined by the Student Evaluation and Ethics Committee.

PP6011 Integrative Paper*1 credit hour*

The Integrative Paper is an in-depth review and integration of the literature on a selected clinical topic. Credit for the paper is granted when the paper has been reviewed and accepted.

PP6012 Master's Project — Seminar II*.5–1 credit hour*

The Integrative Paper is an in-depth review and integration of the literature on a selected clinical topic. Credit for the paper is granted when the paper has been reviewed and accepted.

PP6013 Master's Project — Seminar II — Extended*.5–1 credit hour*

The Integrative Paper is an in-depth review and integration of the literature on a selected clinical topic. Credit for the paper is granted when the paper has been reviewed and accepted.

PP6015 Narrative Psychotherapy

3 credit hours

This course introduces the student to narrative approaches to psychotherapy, based on the work of Michael White and David Epston. Students become familiar with the narrative metaphor and with clinical practices such as externalization, deconstruction and reconstruction, reflecting terms, and focusing on clients' resiliencies and resources. Extensive use of videotapes and experiential exercises amplify and reinforce the learning process.

PP6020 Team Dynamics and Group Behavior

3 credit hours

This course is designed to provide students with an overview of the psychology of team sports and the role of group factors in individual and team performance. A theoretical understanding of various group processes in sport, such as team cohesion, group communication, and leadership, are reviewed. Team building and the development of group effectiveness also are highlighted. In addition, theoretical and practical issues involved when working with team sports are covered. Special attention is given to the impact of race and gender in sports.

PP6201 Master's Practicum I

0–3 credit hours

This one-year (two semesters) practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience includes assessment and intervention experience.

Prerequisites: (PHX) PP7010, PP7111, PP7330, PP7501, PP8020.

PP6202 Master's Practicum II

0–3 credit hours

This one-year (two semesters) practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience includes assessment and intervention experience.

Prerequisites: (PHX) PP6201.

PP6203 Master's Practicum II

0–3 credit hours

Continuation of Master's Practicum II.

PP6204 Master's Intervention Practicum and Seminar I

3 credit hours

The focus of this one-year (two semesters) of practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

PP6205 Master's Intervention Practicum and Seminar II

3 credit hours

The focus of this one-year (two semesters) of practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

PP6206 Master's Intervention Practicum and Seminar II — Extended

0 credit hours

The focus of this one-year (two semesters) of practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

PP6300 Counseling Theory

3 credit hours

The basic theory, principles, and techniques of counseling and their application to professional counseling settings are explained.

PP6400 Professionalization Group

0–1 credit hours

These groups include didactic and discussion components and are required for all entering students. The first semester focuses on topics related to issues important to new professional psychology students, including the following: an orientation to the program and the field; introduction to ethical and legal issues necessary for students to begin class and training experiences; professional education trends and issues; and professional practice trends and issues. In addition, the faculty member leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience.

PP6450 Foundations of Clinical Interventions

3 credit hours

This course provides an overview of the major approaches to psychological interventions, including the various techniques and practices associated with the approaches. Basic issues in the general conduct and processes of clinical interventions are presented based on insights from various theoretical approaches, including the establishment of therapeutic relations, the integration of assessment and intervention, and termination and accountability of treatment.

PP6493 Psychological Aspects of Athletic Injury

3 credit hours

This course provides students a comprehensive overview of the knowledge base for the psychological aspects of sport injury and rehabilitation, including pain management and assessment issues. Mechanisms of sport injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to developing a psychological rehabilitation program, along with understanding how a sport medicine team works together to rehabilitate the "total" athlete. Issues such as return to play, adherence, and counseling injured/disabled athletes are explored.

PP6494 Exercise and Health Psychology

3 credit hours

This course focuses on the development of a theoretical understanding and basic skill proficiency in the principles and techniques of exercise and health psychology. Issues such as exercise participation and adherence, exercise and its relationship to mental health, wellness promotion and behavior change, psychological factors and reactions to overtraining, pain management, and stress management are explored. Techniques such as goal setting and imagery, as they relate to exercise and health, will also be covered. Exercise used in a therapeutic environment, and how exercise can be incorporated into a psychological skills training program, are discussed.

PP6496 Social Psychology of Sport*3 credit hours*

In this course students are introduced to the principles and concepts of group and organizational behavior. Theory and research in group membership, organizational culture and style, leadership development and style, coaching/management style, power and decision making are also systematically addressed. Special attention will be given to the concept of team cohesion and its relationship to performance.

PP6499 Applied Sport Psychology I: Theory and Research*3 credit hours*

This course introduces students to theory, research and practice of sport performance enhancement for both individuals and groups of performers by a variety of psychological interventions. Theoretical understanding in the use of mental skills training techniques such as goal-setting, imagery, self-talk, and arousal regulation is a prime focus. In addition, topics such as self-motivation, self-confidence, and concentration are addressed. Special attention is given to the thorough understanding of the psychological factors necessary for optimal sport performance to aid in appropriate intervention planning.

PP6500 Applied Sport Psychology II: Professional Practice*3 credit hours*

This course focuses on the developing an in-depth understanding of the professional practices of sport performance enhancement through psychological interventions in both individual and group (team) settings. Students develop proficiency in the selection, development, and implementation of psychological interventions based on current theory and research. A variety of cognitive, affective, and behavioral mental skills training techniques are studied in-depth with an emphasis on understanding the relationship between performance enhancement skill level and psychological factors. Ethical issues in the practice of applied sport psychology, as well as gender issues, considerations in working with diverse groups, and special needs of challenged populations are also addressed.
Prerequisite: (PHX) PP6499.

PP6505 Clinical Skills Development*0 credit hours*

This course is individually tailored to assist in skill development and evaluate students in need of remedial work. The specific skills, requirements, and methods of evaluation are determined by the Student Evaluation and Ethics Committee.

PP6506 Lifespan Development*3 credit hours*

The focus of this course is on normal development related to cognitive abilities, psychosocial development, and biological status through the lifespan. The theoretical and empirical literature relating to emotional and social development are explored. Gender, culture, and sexual orientation are used as important mediating variables throughout the course. The relationship between normal development and sport and exercise is highlighted.

PP6510 Athletic Counseling*3 credit hours*

This course is designed to introduce students to the range of counseling-based interventions in applied sport psychology. A psychoeducational-developmental perspective is provided as a theoretical framework for the practice of sport psychology. The course focuses on the development of life skills and the implementation educational programs to enhance development in athletes, especially youth through adulthood. Academic counseling, issues related to transitions, and cultural factors also are addressed.

*Prerequisite: (PHX) PP7010.***PP6537 Sport Psychology Doctoral Practicum and Seminar I***3 credit hours*

An experience in applied sport psychology with a client population under close supervision is provided. Special emphasis is placed on assessment, intervention planning, and program development. The goal of the seminar is to develop integrated skills in assessment and intervention. The focus is on the development of skills in interviewing, case formulation, and appropriate intervention planning. The seminar meets weekly throughout the academic year.

*Prerequisites: (PHX) PP6500, PP7010, PP7330, PP7501, PP8010, PP8020.***PP6538 Sport Psychology Doctoral Practicum and Seminar II***3 credit hours*

This course is a continuation of Sport Psychology Doctoral Practicum and Seminar I (PP6537).

*Prerequisite: (PHX) PP6537.***PP7000 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 are considered throughout the course.

*Co-requisite for CCE: (ATL) PP8204. Prerequisite: (HI) PSY361.***PP7010 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 are considered throughout the course.

*Co-requisite: Diagnostic Practicum. (ATL) PP7373. Prerequisite: (HI) PSY101.***PP7020 Child and Adolescent Development***3 credit hours*

This course focuses on normative development of the individual personality, from childhood through adolescence. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural, and transcultural development of the individual personality are explored. The normative course of the individuation is the subject of the course, with some consideration, by implication and class presentations, given to the genesis and epigenesis of psychopathology.

PP7025 Infant, Child and Adolescent Development and Treatment*3 credit hours*

This course provides an overview of development and therapy for infants, children and adolescents. Stages of normal cognitive, emotional, and social development are examined to provide a baseline for determining the need for therapy and the most appropriate types of interventions. Students learn how to make diagnostic assessments based on interviews with parents, observations of children's play and one-on-one interactions. A range of therapeutic approaches is explored, including play therapy, psychoanalytic psychotherapy, group therapy, cognitive-behavioral treatment, infant/parent dyadic therapy, and collateral work with parents, and family therapy.

PP7040 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.

Co-requisite for Diagnostic Practicum: (ATL) PP8720. Prerequisite: (HI) PSY101.

PP7041 Quantitative Inquiry*3 credit hours*

This course surveys the major methodologies for completing psychological research, with an emphasis on the design of quantitative strategies for answering clinical questions. Students develop critical thinking skills to evaluate and review published research. Diversity issues in measurement are explored.

Prerequisites: (HI) PSY210 or PSY302.

PP7042 Statistics Laboratory*1 credit hour*

Students learn statistics necessary for describing data and evaluating research instruments and complete analyses associated with the methodologies surveyed in Quantitative Inquiry (PP704).

Prerequisites: (HI) PSY201 or PSY302.

PP7043 Qualitative Inquiry*3 credit hours*

This course explores qualitative research methodologies to answer clinical questions both in research and in practice. Students develop critical thinking skills to evaluate and review published qualitative research, and gain knowledge and skills in the design of rigorous and systematic qualitative approaches relevant to clinical work and understudied populations.

Prerequisites: (HI) PP7041, PP7042.

PP7044 Consultation and Community Mental Health*3 credit hours*

This course surveys the major methodologies for completing psychological research, with an emphasis on the design of quantitative strategies for answering clinical questions. Students develop critical thinking skills to evaluate and review published research. Diversity issues in measurement are explored. In addition, the community mental health system is examined. The course offers ideas for areas of improvement and informs students about the use of the system, including regional hospitals, community mental health centers, hospice, Social Security, and the department of family and children's services.

Prerequisites: (HI) PP7041, PP7042, PP7043, and in Psy.D. PP8202.

PP7045 Psychopathology*3 credit hours*

The concentration of the study is on the observation, description, etiology, assessment and understanding of the moderate range of symptomatology and personality and behavioral disorders of adulthood. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Also, the assessment, etiology, description, understanding and treatment of the more severe psychological disorders are emphasized. Included in the study are schizophrenia spectrum, affective disorders, and borderline psychopathology. Emphasis is on recognition of the continuum of basic psychological processes in normal and severely disturbed experience.

Prerequisites: (HI) PSY361, PC6003.

PP7046 Brief Treatment Models and Applications to Diverse Populations*3 credit hours*

Brief psychotherapies, such as time-limited psychodynamic and solution-focused treatments, are applied to a range of problems with emphasis on the issues relevant to their use with diverse populations. Change and time are explored in the context of culture, and skills for clinical practice are developed.

Prerequisites: (HI) PP7340, PP8010.

PP7047 Diversity Issues in Clinical Health Psychology*3 credit hours*

This course addresses the appropriate development, use, and evaluation of clinical health psychology interventions with populations that are diverse in terms of culture, ethnicity, economic resources, gender, and sexual identity. Group differences that impact the utilization of health promotion, disease prevention, and disease management activities are reviewed.

Prerequisites: (HI) PP7340, PP8646.

PP7048 Evaluation and Treatment of Asian and Pacific Island Populations*3 credit hours*

This course examines issues relevant to provision of mental health services for Asian and Pacific Island populations, including biases and oppression. Knowledge and skills are developed in cultural communication unique to these groups, and incorporate alternative available resources associated with work in these cultures.

Prerequisites: (HI) PP7340.

PP7049 Evaluation and Treatment of Diverse Families*3 credit hours*

Mental health needs are explored, including issues that impact clinical work with families within culturally-defined groups or those with single or step parents. Students learn to conceptualize human problems, change from a systemic perspective, and further the development of skills for clinical practice.

Prerequisites: (HI) PP7340.

PP7050 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.

PP7051 Biological Bases of Behavior*1.5–3 credit hours*

This course introduces students to the gross anatomy and the neurophysiology of the nervous system. Students are presented with updated data and findings regarding neurological functions as the foundations of human behavior. It presents an overview of endocrinological processes, adding more breadth to the purpose of this course, introducing students to the fundamentals of physiology behavior correlates. In addition, this course introduces students to the clinical ramifications of primitive reflexes and developmental undertones.

PP7060 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 are emphasized.

Recommended: (TAM) PP7311, PP7373, PP8038. Prerequisites: (ATL) PP7201; (HI) PSY101.

PP7070 Empirical Research*1 credit hour*

Students undertake an empirical project by completing one or more of the following activities, which are essential components of empirical study: development of a study design, setup of the study, data collection, data analysis, and presentation/publication of study. Students may apply up to three units of elective toward this research project. Students may register for one credit per semester to a maximum of three credits.

PP7080 Personal and Professional Development Group*1–2 credit hours*

This course offers a group experience, over one to three semesters, which focuses on increasing knowledge, enhancing skills, and examining attitudes and values involved in interpersonal and group interaction. In this experiential approach, students learn to increase self-awareness and empathic understanding of others, practice more effective listening and communication skills, and work on developing greater interpersonal competency in order to guide their development as clinicians and professional psychologists.

PP7100 Professional Issues: Ethics, Conduct, and Law*1.5 credit hours*

This course deals with 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.

Prerequisites: (ATL) PP7111; (DC) PP8201.

PP7110 Professionalization Group I*0 credit hours*

These discussion groups for first-year students are led by a core faculty. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience. The professionalization group does not carry academic credit.

PP7111 Professionalization Group II*0 credit hours*

This course is a continuation of Professionalization Group I (PP7110).

Prerequisites: (ATL/DAL/DC/PHX/SF) PP7110.

PP7112 Professionalization Group I*0 credit hours*

The two-semester series, Professionalization Group I (PP7112) and Professionalization Group II (PP7113), focuses upon personal growth and development as a practicing psychotherapist. Topics included are: development of self; enhanced awareness of experiences, thoughts, behaviors and biases held about self and others; and the psychological tasks and challenges in becoming a psychotherapist. Much of the classroom time is spent in discussion and experiential exercises that promote self growth and professional development. Specific topics are at the discretion of the instructor. Demonstration of learning is measured by classroom participation, ongoing journaling (or other form of creating a portfolio of individual learning), and a final paper (one per semester) addressing student awareness of areas in which they have made significant progress, and areas of challenge that remain for further growth.

PP7113 Professionalization Group II*0 credit hours*

This course is a continuation of Professionalization Group I (PP7112).

PP7114 Professionalization Group III*0 credit hours*

This course is a continuation of Professionalization Group I (PP7112) and Professionalization Group II (PP7113).

PP7120 Psychology and Management*1–3 credit hours*

This course focuses on the contribution of psychology to management and business. Several areas of practice are highlighted, such as organizational behavior, coaching, employee selection, workplace intervention, and general management skills.

PP7200 Statistics and Research I*3 credit hours*

The first of a two-semester sequence in statistics and research methodology. This course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings. *This course is cross-listed with Statistics and Research I (SP7200).*

Prerequisites: (DAL) PSY210 and PSY302; (DC) PSY210 or PSY302; (NW/SEA) PSY210; (TAM)/(PHX) undergraduate statistics or research methods course.

PP7201 Statistics and Research II*3 credit hours*

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.

Prerequisites: (DAL/DC/NW/ORA/PHX/SF/TC) PP7200.

PP7202 Statistics*3 credit hours*

Statistical methods, parametric and nonparametric, with an emphasis on those applicable to clinical evaluation and research, are addressed in this course.

Prerequisite: (CH) an undergraduate statistics course.

PP7203 Research Methods*3 credit hours*

This course is a survey of the major methods utilized in empirical clinical practice and program evaluation. Students learn experimental, quasiexperimental, and systematic single-subject designs, as well as principles and strategies of program evaluation and quality assurance in the delivery of mental health services in a variety of clinical settings. Initial formulations of clinical research proposals are encouraged.

PP7300 Psychopathology I*3 credit hours*

This course concentrates on the description, etiology, assessment, and understanding of the moderate range of symptomatology and behavioral disorders. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Diagnostic systems, particularly the current edition of the *DSM-IV*, are presented and examined.

Attention is also given to diagnostic interviewing, including a review of semistructured interviews and opportunities for role-play.

Prerequisites: (DAL/NW) PC6003.

PP7301 Psychopathology II*3 credit hours*

A continuation of Psychopathology I (PP7300), this course covers the description, etiology, assessment, emphasizing understanding of more severe psychological disorders. Schizophrenic spectrum disorders, substance abuse disorders, and personality disorders are included. Attention is given to diagnostic interviewing, focusing on the range of diagnoses presented in the course with opportunities for role-play.

Prerequisites: (DAL/NW/ORA/SF) PP7300, (TC) P7300.

PP7302 Psychopathology I**3 credit hours*

This course concentrates on the description, etiology, presentation and treatment of mental disorders that are first evident in childhood and adolescence. Diagnostic categories covered include autism spectrum disorders, ADHD, learning disabilities, conduct disorder, gender identity disorder, eating disorders and personality disorders. Diagnostic systems, including the *DSM*, are presented and critiqued. Psychopathology is studied from a lifespan perspective, noting differences in onset, course and treatment at different points in the life cycle. The role of gender and culture are highlighted in the development, maintenance and treatment of psychopathology. Trauma and child abuse are addressed, and psychopathology and its treatment are viewed from both developmental and trauma frameworks.

Prerequisite: (SEA) PC6003.

PP7303 Psychopathology II**3 credit hours*

This course concentrates on the description, etiology, presentation, and treatment of mental disorders that typically present in adulthood. Diagnostic categories covered include cognitive disorders, mood and anxiety disorders, substance related disorders and chemical dependency treatment, schizophrenia and related psychotic disorders, sleep disorders, sexual dysfunction, somatoform disorders, and adjustment disorders. Diagnostic systems, including the *DSM*, are presented and critiqued. Psychopathology is studied from a lifespan perspective, noting differences in onset, course and treatment at different points in the life cycle. The role of gender and culture are highlighted in the development, maintenance and treatment of psychopathology. Trauma and domestic violence are addressed, and psychopathology and its treatment are viewed from both developmental and trauma frameworks.

Prerequisite: (SEA) PC6003.

PP7305 Advanced Psychopathology*3 credit hours*

This is an advanced course in psychopathology that focuses on the refinement of diagnostic skills, assessment, development, and treatment options for various forms of pathology. The course utilizes film presentations of a wide range of *DSM-IV* pathologies, and concentrates on evaluating the necessary criteria to render a specific diagnosis, as well as consideration of differential diagnosis.

PP7310 Theories of Psychopathology*3 credit hours*

This course provides students with a broad theoretical foundation from which to view and understand the development of psychopathology. The course examines the theories and explanations of the development of normal and abnormal personalities and behavior from various perspectives. The primary focus is on the theories, relevant research, and treatment applications of the psychodynamic, humanistic, behavioral, and learning models. Other models or theories may be presented.

Prerequisite: (TAM) PSY351.

PP7311 Diagnostic Psychopathology*3 credit hours*

This course focuses on the description, etiology, and diagnosis of psychological and personality disorders. Relevant clinical research is reviewed. While the primary focus of this course is the *DSM-IV* diagnostic system, other systems of understanding may be considered. Discussion of the broad continuum of symptomatology encountered in clinical practice, and the unique personal experience that characterizes every clinical case, are included.

Prerequisites: (TAM) PP7310, or an undergraduate abnormal psychology course.

PP7320 Health and Dysfunction I*3 credit hours*

The assessment, etiology, description, understanding, and treatment of the mild to moderate range of psychological, personality and behavioral disorders of adulthood are covered. This may include adjustment disorders, anxiety disorders, mild affective disorders, and mild to moderate personality disorders. A methodology for organizing clinical data is an important component of this course. Various theories and empirical research on the etiology and treatment of these disorders are covered. The role of contextual factors in understanding and treating these disorders are included.

PP7321 Health and Dysfunction II*3 credit hours*

The assessment, etiology, description, understanding, and treatment of the more severe psychological disorders are covered. Included in the study are schizophrenia spectrum, affective disorders, and borderline disorders. Various theories and empirical research on the etiology and treatment of these disorders are included. Emphasis is on the recognition of the continuum of basic psychological processes in normal and severely disturbed experience.

Prerequisite: (CH) PP7320.

PP7322 Community Mental Health*1.5 credit hours*

The course presents an integrated view of social problems with a focus on prevention. Counseling interventions that foster collaboration, support for systemic change, and values diversity, empowerment, and community integration are taught.

PP7330 Child and Adolescent Psychopathology*3 credit hours*

This course examines the major psychopathologies of childhood. Various theories for the etiologies of child psychopathology are considered, and the implications for diagnosis, consultation, and treatment are also addressed.

Prerequisites: (ATL) PP7010, PP7311; (CH) PP7020, PP8203; (DC) PC6003; (PHX) PP7010; (TAM) PP7311.

PP7331 Child and Adolescent Assessment*3 credit hours*

This course is designed to provide a comprehensive review of evaluation procedures specific to children and adolescents. Topics may include developmental disorders, conduct disorders, attention deficit and learning disorders, sexual and physical abuse, psychosis, depression, custody determination, and anxiety disorders.

Co-requisites: (ATL) PP7372. Prerequisites: (ATL) PP7010, PP7370, PP7371; (NW) PSY 210, PSY361; (PHX) PP7010.

PP7332 Child Abuse Assessment and Reporting*0 credit hours*

This course presents current child abuse reporting laws and concentrates on the assessment of child abuse. Role play is utilized to demonstrate effective techniques in the assessment of child abuse. Clinical issues related to the reporting of child abuse are discussed.

PP7340 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.

Prerequisites: (ATL) P7311; (DC) PP8010 or PP8030 or PP8050 or PP8060; (ORA) P7060; (PHX) PP7501.

PP7341 Issues in the Assessment and Treatment of Racially and Ethnically 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. Special emphasis is placed on facilitating student awareness of biased attitudes, as such attitudes may negatively impact relations with individuals and groups who are sensitized to issues of discrimination. Theory and research are reviewed so as to understand cultural differences and the interplay between concepts of pathology, treatment, and cultural stereotyping. Information is provided concerning the unique mental health needs of African Americans, Asians, Hispanics, and Native Americans.

Prerequisite: (CH) PP6201, PP8185, or PP8201.

PP7342 Evaluation and Treatment of Diverse and Marginalized Populations*3 credit hours*

This course is designed to sensitize students to issues of inclusion, exclusion, and power in clinical work with ethnically, racially, and culturally-defined groups, women and men, gay/lesbian/bisexual/transgendered people, people with disabilities, elders, people with HIV disease, and other groups of involuntary and voluntary affiliation. Students' awareness of their own biases and strengths in human relations is facilitated. Theory and research relevant to the mental health needs of marginalized groups is reviewed, and students develop strategies for integrating this knowledge base into clinical practice. The focus of this course is to empower the students' continual process of self-understanding and awareness in considering the nuances that may impact them as clinicians. In addition, this course supports students in their assessment, case conceptualization, and treatment of diverse and marginalized populations as a means of promoting clinician competency, providing ethical and professional services, and maintaining self-reflexivity.

Prerequisite: (HI) PP7045.

PP7345 Intensive Clinical Training*3 credit hours*

In this course, each student is expected to work directly with clients. Students and their clients hold weekly sessions behind a one-way mirror while being observed by a "team." Sessions are guided by the instructor and/or clinical teaching assistant, who coach the student therapist throughout the session. Students also meet with their "teams" for pre-session and post-session evaluation of each case. During each class session, a structured lecture is presented to the entire class by the instructor.

PP7349 Career Assessment and Counseling*1–3 credit hours*

This course reviews theories of job satisfaction and performance, instruments used for career assessment purposes, and principles of career counseling.

PP7350 Consultation and Supervision*2–3 credit hours*

This course provides students with theoretical and empirical knowledge, as well as relevant practical skills needed to function as consultants and supervisors. Contextual issues related to contemporary models and systems of service delivery are considered.

Prerequisites: (ATL) PP8204; (SF) P8201, PP8202; (TAM) PP8041, concurrent PP8203 (SEA) PP8203; (TC) PP6400, PP6401.

PP7351 Supervision and Consultation in Family/Couples Therapy*3 credit hours*

This course provides students with theoretical and empirical knowledge, as well as relevant practical skills needed for them to function as consultants and supervisors using family systems theories and concepts. Contextual issues related to contemporary models and systems of service delivery are considered.

PP7352 Clinical Supervision*3 credit hours*

The aim of this course is to provide students with an overview of theory, research and practice models for clinical supervision. Numerous conceptual models for clinical supervision are described and discussed with an emphasis on the following approaches: developmental, person-centered, psychodynamic, cognitive behavioral, skill training, systemic, and integrated. Students use role plays to begin exploring the nature of the supervisory relationship and their own emerging approach to supervising others. They also discuss common strategies, modalities, training issues and dilemmas.

Prerequisites: (HI) PP8202.

PP7355 Intensive Clinical Observation*1 credit hour*

Intensive Clinical Observation (ICO) is a specialized course that allows students to participate in the Intensive Clinical Training elective as an observer. Students become members of an "observing team" that views therapy sessions through a one-way mirror and participates in both pre and post-clinical sessions. This course is an invaluable tool to gain clinical experience.

PP7359 Introduction to Clinical Psychopharmacology and Substance Abuse*3 credit hours*

This course introduces psychotropic drugs, their pharmacokinetics and pharmacodynamics, their clinical action, and principles of use. In addition, this course presents an overview of major drugs of abuse, and specific social, psychological, and political issues surrounding these drugs. Diagnostic and treatment approaches are included.

Prerequisites: (DAL) PP7050, PP8035.

PP7360 Clinical Psychopharmacology*3 credit hours*

This course provides 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.

Prerequisites: (ATL/DC/ORL/PHX/SEA/TAM) PP7050; (CH) PP7051; (HI) PP8647.

PP7361 Psychopharmacology*1 credit hour*

An introduction is provided to psychotropic drugs, their neuro-chemical basis, their mode of action, and their clinical application. Principles of use and current status of psychopharmacology are discussed.

PP7362 Advanced Clinical Psychopharmacology*3 credit hours*

This course is an in-depth and comprehensive examination of issues underlying the use of psychotropic medication in the treatment of clinical disorders. Subjects covered include establishment of physician-psychologist relationships, management of "split" treatment, enhancement of patient compliance to treatment, education of patients about medications, the role of placebo effect, dealing with failed pharmacological trials, medication management, inappropriate uses of medication, psychobiology of ethnicity, and the pharmacological treatment of special populations.

Prerequisite: (ATL) PP7360.

PP7364 Clinical/Community Clerkship Seminar*3 credit hours*

The Clinical/Community Clerkship Seminar is a prepracticum field experience for entering students. The focus is on the development of clinical inquiry skills, knowledge of community resources, and crisis intervention skills. The importance of the value of pro bono service and community involvement is stressed. In addition, this seminar helps students become aware of, and sensitive to, the context (cultural, social, political, institutional, systemic environment) in which assessment and referral occurs, in addition to its implications. Other areas of professional competence addressed in preparation for the first-year Clinical Evaluation Conference (CEC) include identification of crisis situations/needs assessment (for referral), development of intake skills, beginning integration of knowledge in psychopathology, human development, professional ethics, and cultural competence. Basic interviewing skills such as informed consent, listening, empathy, reflecting, being fully present, etc., will be punctuated and emphasized throughout the seminar. The seminar is also designed to assist the students in critiquing their ability to conduct a clinical interview and to gain preliminary understanding of theory, research, practice, and ethics as they relate to clinical interviewing.

PP7365 Clinical Interviewing*3 credit hours*

This course offers students the opportunity to learn basic listening and interviewing skills, as well as how to conduct a full clinical interview as part of an initial assessment. Students examine directive and nondirective approaches to interviewing, and read and discuss theoretical and empirical literature. Through demonstrations, role-playing, and structured exercises, students practice and develop these skills.

Prerequisites: (ATL) PP7311; (DC) PP7501.

PP7366 Lifestyle and Career Development*3 credit hours*

This course provides an understanding of career development theories and decision-making models; occupational educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; career development program planning, resources, and effectiveness evaluation.

PP7370 Cognitive Assessment*3 credit hours*

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. It covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

Prerequisites: (CH) undergraduate tests and measures course; (DAL/TAM) PSY102, PP7365; (DC) PSY415; (ORA) PSY102 or psychological assessment concurrent; (SEA) PSY210 or equivalent undergraduate tests and measures course.

PP7371 Objective Personality Assessment*3–4 credit hours*

This course introduces the student to the major approaches and techniques for objective personality assessment in adults. Topics covered include general principles and issues in objective assessment, and techniques of personality assessment. The primary emphasis is on the MMPI-2, with an overview of other commonly used measures of objective personality assessment. The class includes a laboratory in which skills in administration and interpretation can be practiced.

Prerequisites: (CH) undergraduate tests and measures course; (NW) PSY102, PP7300; (ORA) Psychological Assessment, PSY102 concurrent with or before class offered; (SEA) PP7370; (TAM) PSY102, PSY361, PP6003, PP7310, PP7311, PP7365; (TC) PP7370.

PP7372 Projective Personality Assessment*3 credit hours*

This course covers the Exner Comprehensive System for the Rorschach as well as selected projective tests. In addition to understanding theoretical underpinnings, the student is expected to develop some competency in the administration, scoring, and interpretation of these instruments. The class includes a laboratory in which skills in administration and interpretation can be practiced.

Prerequisites: (ATL) PP7370, PP7371; (CH) undergraduate tests and measures course; (NW) PP7300, PP7301, PP7371; (ORA) PP7300, PP7301; (SEA) PP7302, PP7303, PP7370, PP7371; (TAM) PP7310, PP7311, PP7365, PP7370, PP7371; (TC) PP7370.

PP7373 Integrative Assessment*1–3 credit hours*

The course builds skills in integration of assessment data, communication of results toward answering a specific question, and development of treatment recommendations.

Prerequisites: (CH) PP7370, PP7371, PP7372; (DC) PP7365 or PP7370 or PP7520; (HI) PP7376, PP7377; (ORA) PP7300, PP7301, PP7020, PP7370, PP7371, PP7372, PP7365; (PHX) PP7370, PP7385; (SEA) PP7370, PP7371, PP7372; (SF) PP7370, PP7385; (TAM) PP7365, PP7370, PP7371, PP7372, PP8201.

PP7374 Assessment: Advanced Rorschach*3 credit hours*

The major focus of study is on interpretation, based largely, but not exclusively, on the work of Exner. Quantitative analysis, sequence analysis, content analysis, and an analysis of verbalizations and behavior are presented in a practical, experiential manner. Rorschach data with other projective data is integrated.

*(CH) PP7372.***PP7375 Assessment: Battery***2 credit hours*

This course studies the integration of tests (batteries), report writing from batteries, and utilization of test results to cross validate other findings.

*Prerequisites: (DAL) PP7370, PP7385.***PP7376 Assessment I***3 credit hours*

This course introduces the student to the assessment process, specifically the major approaches and techniques for intellectual assessment in children and adults. The course covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of clinical interviewing, intellectual assessment, and psychological report writing. Particular attention is given to the administration and interpretation of the *Wechsler Intelligence Tests*. Alternative methods of intellectual assessment are also covered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

*Prerequisite: (HI) PSY102.***PP7377 Assessment II***3 credit hours*

This course introduces the student to the major approaches and techniques for personality assessment in adults and children. Topics covered include general principles, issues, and techniques of objective and projective assessment. The primary emphasis is on the MMPI-2 and Rorschach, with an overview of other commonly used objective and projective personality assessment measures.

*Prerequisites: (HI) PSY102, PC6003.***PP7378 Objective Personality Assessment Lab***1 credit hour*

This course will be taken simultaneously with Objective Personality Assessment (PP7371). In the laboratory section, students learn and practice standardized objective personality test administration, scoring and interpretation. This course focuses on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course.

*Prerequisites: Concurrent enrollment PP7371.***PP7379 Projective Personality Assessment Lab***1 credit hour*

This course will be taken simultaneously with Projective Personality Assessment (PP7372). In the laboratory section, students will learn and practice standardized objective personality test administration, scoring and interpretation. This course will focus on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course.

*Prerequisites: Concurrent enrollment PP7372.***PP7380 Cognitive Assessment Lab***1 credit hour*

This course will be taken simultaneously with Cognitive Assessment (PP7370). In the laboratory section, students will learn and practice standardized cognitive test administration, scoring and interpretation. This course will focus on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course.

*Prerequisites: Concurrent enrollment PP7370.***PP7385 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 is covered, with emphasis on the Rorschach Inkblot Test. Coherent description of personality process is the focus of interpreting the test protocols and presenting them in the form of a professional report.

*Prerequisites: (DAL) PSY102, PSY361, PP7300, PP7301; (PHX) PP7501.***PP7400 Advanced Group Leadership and Supervision***1.5 credit hours*

The emphasis is on gaining firsthand group leadership experience and a conceptual grasp of group processes and leadership issues in group therapy. Students participate as co-leaders with the instructor of the Personal and Professional development group course over two consecutive terms. Analysis of interpersonal interactions and leadership styles and functions are conducted after each class session. Journals are kept that focus on dynamics observed in the group. Co-leaders also have the opportunity to make formal presentations and conduct structured exercises to help integrate relevant theory and experience. A weekend retreat held during the spring semester with students, co-leaders, and the instructor may complete the experience.

*By assignment only.***PP7500 Trauma Throughout the Lifespan***3 credit hours*

This course is an introduction to the psychological reaction and adjustment to sexual, physical, and emotional trauma at different stages of development. It addresses the theoretical understanding of trauma and the psychological adjustment to trauma, as well as assessment and diagnostic issues, and intervention strategies important for contemporary psychological practice. Some of the topics to be covered include assessment and treatment of child maltreatment and sexual abuse, treatment of adult survivors of sexual abuse, false memory controversy, date rape, domestic violence, and immigration trauma.

*Prerequisites: (ATL) PP7010, PP7311.***PP7501 Adult Psychopathology***3 credit hours*

This course is an introduction to the theoretical, clinical, and empirical knowledge about adult psychopathology and the classification of mental disorders. The entire continuum of adult psychological disorders is covered. Emphasis is placed on acquiring a conceptual foundation for understanding and classifying adult abnormal behavior. This is accomplished by reviewing the major theoretical models of abnormal behavior and by learning the rationale and procedures for the dominant nosological system.

Prerequisite: (DC) PC6003.

PP7520 Personality Assessment

4 credit hours

Administration, interpretation, and theory of major projective tests are presented. Objective personality testing is introduced. Coherent description of personality process is the focus.

This course is offered at Argosy University/Washington DC only.

Prerequisites: (DC) PP7370 or PP7501.

PP7550 Consultation in Diverse Settings

3 credit hours

This course is designed to familiarize students with the many ways and arenas in which clinical psychologists can function as consultants (including business, private practice, community settings, education, healthcare, and others). It is designed to help students understand the various processes of consultation and management, drawing from principles and procedures found within psychology and related disciplines.

PP7600 The Countertransference Experience

1.5 credit hours

A study of critical approaches to understanding of countertransference is conducted. Clinical interactions are carefully reviewed during class discussions.

PP7630 Assessment and Treatment in Behavioral Medicine I

1–3 credit hours

The student is presented with psychological issues in assessment and treatment. Topics to be covered include assessment of pain and pain management (inpatient and outpatient, cognitive and behavioral strategies, relaxation, imagery, hypnosis), stress management in medical conditions, assessment of coping styles and coping reactions in medical conditions, and spinal cord injury.

PP7632 Assessment and Treatment in Behavioral Medicine II

3 credit hours

This course is a continuation of Assessment and Treatment in Behavior Medicine I (PP7630).

PP7640 Supervision in Family and Couples Therapy

1.5 credit hours

This course trains students in supervision from a family systems perspective. Students must have taken Family and Couples Therapy (PP8050). The students will provide supervision to less advanced students in family therapy courses. Both individual and small group supervision skills are learned and practiced. The skill set to be covered is: (1) developing a supervisory alliance addressing culture, gender, disabilities, therapeutic orientation, and sexual orientation sensitivity in supervision, (2) developing one's own philosophy of supervision and demonstrating it through a case presentation, (3) exploring and identifying parallels between therapy model and supervision model, (4) handling transference and countertransference in supervision, and (5) providing weekly supervision and videotape.

PP7900 Intervention and Prevention Program Development

1.5 credit hours

In this course, students identify an area of professional practice in which they want to develop an intervention and/or prevention program for use in future places of employment, including internship, hospital, school and community settings, and private practice.

PP8010 Cognitive Behavioral Theory and 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.

Co-requisite: (TAM) PP7365; Prerequisites: (ATL) PP7311, (DAL) PP8035; (DC) PP7501 and C6433; (HI) PP7040; (NW) PP7300, PP7301, PP8020; (ORA) PP7300; (PHX) PP7501; (SEA) PP8038; (TAM) 7311; (TC) PP8020.

PP8011 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.

Prerequisite: (CH) PP8018; (SEA) PP8010; (TC) PP8010; (PHX) PP8010.

PP8015 Psychology and Trauma

3 credit hours

This course addresses the psychological impact of trauma on individuals and communities, as well as the treatment of trauma-related disorders. Trauma is examined in a broad context, including terrorism, natural disasters, violence, sexual assault, etc. Attention is also given to vicarious traumatization and caring for the caregiver.

PP8020 Person-Centered and Experiential Theory and Therapy

3 credit hours

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

Prerequisites: (DAL) PP8035; (HI) PSY361; (PHX) PP7501; (SEA) PP8038 concurrent; (TC) PP7000.

PP8021 Person-Centered Psychotherapy

3 credit hours

An introduction is presented to the theory and practice of person-centered psychotherapy developed by Carl Rogers and amplified by more recent person-centered theorists. Integration of the theory, research, and practice of person-centered therapy is the general goal of this course, which also has a practical aim of helping students develop person-centered attitudes and interviewing skills. Students submit tape recordings of practice interviews as an important part of this course.

PP8022 Exploring Diversity

1.5–3 credit hours

This course uses an open-ended group format to allow students to explore their own "growing edge" in relation to issues of difference. The group facilitators try to create a climate of authenticity, empathy, and prizing toward each member's experience, and group members are asked to help each other explore issues of difference in ways that are mutually productive. Students develop their own focus of learning during the course, and give each other feedback about their progress in peer review groups at the end of the class. Each group member develops a personal learning plan and engages in several out-of-group learning experiences as part of their plan.

PP8023 Advanced Experiential and Humanistic Existential Psychotherapy
3 credit hours

This course is designed to increase the student's knowledge of experiential, humanistic and existential theories. Through demonstrations, role-play, and structured exercises, students will practice and further develop their intervention skills within an experiential framework. There will be an emphasis on the importance of presence and intent for authentic in-depth communication with both clinical and non-clinical populations. Experiential learning is an important aspect of this course.

PP8030 Psychodynamic Theory and Therapy
3 credit hours

The course reviews major schools of psychodynamic theories and methodology of each approach in clinical settings. Both classic psychoanalysis and contemporary theoretical approaches are covered. Attention is given to case formulation with a psychodynamic orientation and the application of psychodynamic interventions in psychotherapy. Case material is used to help students better understand the theories and techniques.

Prerequisites: (DAL) PP8035; (DC) PP7501; (HI) PP7045; (PHX) PP7501; (SEA) PP8038; (TC) PP810.

PP8032 Advanced Psychoanalytic Psychotherapy and Supervision
3 credit hours

This advanced intervention course aims to consider in depth select schools of psychoanalytic thought and their respective theories of development and pathology, and, most notably, their perspectives on clinical practice. Object relations, self-psychological, and contemporary relational perspectives are examples of areas of focus. The theory and practice of psychoanalytic clinical supervision are explored and special topics/controversies in the field are also highlighted. The perspectives of individuals representing racial/ethnic, sexual, gender, and other aspects of diversity are incorporated throughout the semester. Clinical material offered by the instructor, and especially by course participants, always act as points of departure and/or the central focus of discussion.

Prerequisite: (CH) PP8040.

PP8033 Advanced Person-Centered Therapy and Supervision
3 credit hours

The participants, through engaging in a person-centered group process, determine the specific therapeutic interests or problems that become the focus for each meeting. Examples of topics the group may select for attention include the following specific problems of individual therapy: person-centered group or couples therapy, study of taped or filmed sessions, and therapy demonstrations by participants. The general aim of the course is to examine theory more closely and the capability for creating therapeutic, empathic relationships. Students should have at least one client or practice client during the course.

Prerequisite: (CH) PP8021.

PP8034 Advanced Experiential Psychotherapy and Supervision
3 credit hours

A number of basic therapeutic change processes are illustrated from therapy tapes: advanced listening, confrontation, catharsis, differentiation, and using one's own reactions. These basic processes occur across orientations, and are therefore examined synthetically through a variety of models. There is an experiential emphasis, with students participating in each of the basic processes with each other and/or clients. Working with feelings is emphasized, so students should be willing to self-disclose. This is a required course for all students who waived Person-Centered Psychotherapy (PP8021).

Prerequisites: (NVW) PP7300, PP7301, PP8020.

PP8035 Basic Intervention Skills
3 credit hours

This course provides an introduction to psychological services across theoretical orientations for clinical students. It involves development of basic intervention skills in the fundamental areas of conducting a clinical interview, with attention to initial engagement, diagnostic assessment and therapeutic activity. Legal, ethical, cultural, and professional issues are discussed as they relate to these basic clinical interventions.

PP8038 Interventions I
3 credit hours

This course is the first in a two-class sequence designed to prepare students for beginning clinical work. The purpose of this course is to provide a knowledge base regarding various approaches to psychological intervention, to apply that information to case examples, and to offer an increased understanding of the process of professional development. In addition, some attention is given to empirically validated treatments and current research in this area.

Prerequisite: (TAM) PP7373.

PP8039 Interventions II
3 credit hours

This course considers basic issues in the general conduct and processes of psychotherapy. Attention is given to understanding, demonstrating, and practicing the skills involved in developing core therapeutic conditions and the process of emotional discovery. Brief psychotherapy models are also considered.

Prerequisite: (TAM) PP8038.

PP8040 Psychoanalytic Theory and Therapy
3 credit hours

The course integrates psychoanalytic theories of personality with a study of the technique of psychoanalytic psychotherapy. Attention is given to actual case material and the role of the therapist in analytically oriented treatment. The psychoanalytic perspective on therapeutic process is explored both from classical and more recent analytic viewpoints. Students are introduced to basic psychoanalytic concepts of personality and psychopathology and their implications for therapeutic technique.

Prerequisites: (NW) PP7300, PP7301; (ORA) PP7300, PP7301, PP7365.

PP8041 Integrative Approaches to Therapy
3 credit hours

This course offers students the opportunity to develop an understanding of the ways in which theories can be integrated to develop a model of psychotherapy. Students are expected to generate case conceptualizations based on these models. This course also includes an applied component in which students will be expected to articulate their own theory of personality, psychopathology, and psychotherapy in light of the orientations they have learned.

Prerequisites: (DC) PP7340 or PP8010 or PP8030 or PP8050; (TAM) PP8039; (SEA) PP8038, 2 additional psychotherapy courses.

PP8045 Object Relations Theory and Self Psychology
3 credit hours

This course presents an overview of the historical origins of object relations theory and self psychology, the status of these theories with regard to contemporary psychodynamic thought and practice, their contributions to philosophy of human nature, and their usefulness in the understanding and treatment of psychopathology, particularly along the borderline/narcissistic spectrum. Beginning with a brief review of the Freudian drive/structural model and its contemporary derivatives, the contributions of several psychodynamic theorists are examined in detail. Particular attention is paid to the application of these perspectives to contemporary clinical psychotherapeutic practice, and the validity and usefulness of these approaches within the realities of current healthcare trends and with diverse populations.

Prerequisites: (PHX) PP8030.

PP8046 Short-Term Psychodynamic Psychotherapy

3 credit hours

This course introduces participants to the general enterprise and major systems of short-term psychodynamic psychotherapy. The evolution and current status of the short-term psychodynamic therapies along with the distinguishing features and techniques of the most prominent theoretical schools and systems will be reviewed. The course emphasizes the essential features of all short-term dynamic therapies, (i.e., brevity, selectivity, activity, and focus), and the critical distinctions between treatments that are short-term by design and those that are short-term by default.

Prerequisites: PP8030.

PP8050 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.

Prerequisites: (ATL) PP7311, PP7365; (DAL) PP8035; (DC) PP7501 or PP7330; (HI) PP7010, PP7045; (NW) PP7300, PP7301, PP7331; (PHX) PP7501; (SEA) PP7010.

PP8051 Systems Theory and Therapy

3 credit hours

This course examines basic systems theory and applications to clinical interventions. Examples of systems and of systemic conceptualizations include family systems, groups, and organizations. Experiential and didactic approaches are used.

Prerequisite: (TC) PP8010.

PP8060 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 experiential and didactic components. The course engages students in a thoughtful study of group process, and is structured to help them integrate their thoughts and feelings with their experience. Theories of group development and relevant research are also addressed.

Prerequisites: (ATL) PP7365; (DAL) PP8035; (DC/PHX) PP7501; (HI) PSY361, PC6003; (NW) PP7300, PP7301; (SEA) PP7302, PP7303; (TAM) PP8039.

PP8065 Advanced Group Psychotherapy

3 credit hours

This course is designed to increase the student's knowledge of group process and group psychotherapy, while providing the opportunity to further clarify and enhance leadership technique and style. Readings and class discussion will focus on both general and special issues in group psychotherapy. Experiential learning is a significant aspect of this course.

Prerequisite: (PHX) PP8060.

PP8070 Organizational Behavior

3 credit hours

This course examines organizational systems, contexts, common problems, and points of entry that might be of interest to an external consulting psychologist — particularly one without a specialized industrial psychology background. (e.g., matter of culture and its assessment; job/role design; change planning/organization development; distribution of power/influence and their effects; sources of conflict and paths to resolution; stress — causes and management; performance appraisal and individual development planning; personality assessment; team building, and other opportunities for group work; individual coaching contracts; value questions such as: "Who is the client?" and "What constitutes help?" in an organizational setting. Effort is made to tailor content of interests of the class. The objective is to help participants assess, and become comfortable with, possibilities of varied interesting work with an organizational clientele.

PP8072 Interventions I: Interviewing and Beginning Clinical Skills

3 credit hours

This course provides an introduction to basic clinical skills. It is the first in a two-course sequence that is designed to assist in the process of professional development and prepare students for clinical work. The focus of the course will be on clinical interviewing, establishing a therapeutic relationship, diagnostic assessment, and acquiring a working knowledge of various therapeutic intervention skills. Ethical, legal, cultural and professional issues will be considered as they apply to these psychological interventions.

PP8073 Interventions II: Advanced Clinical Skills

3 credit hours

Second in the two-part Interventions Series, this course is designed to examine the processes of psychotherapy and the therapeutic relationship in more depth and breadth than in Interventions I. Specific foci will include integrating case conceptualizations with treatment goals via individualized treatment plans. Both short and long-term empirically validated treatment methods will be explored. As in Interventions I (PP8072), ethical, legal, cultural and professional issues will be considered as they apply to these psychological interventions.

PP8091 Introduction to Brief Therapy Collaborative Therapy

1 credit hour

Participants are introduced to the basic ingredients of Brief Therapy.

PP8100 Assessment and Treatment of Children and Families

3 credit hours

This course provides an overview of evaluation and treatment procedures specific to children and families. Developmental psychopathology and common issues in child clinical psychology are reviewed. Implications of culture, gender, and society on child clinical practice are also examined.

PP8102 Advanced Family and Couples Therapy

3 credit hours

The emphasis is on an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Supervision skills in family and couples treatment are a second major emphasis of this course.

Prerequisite: (ATL/NW/PHX) PP8050.

PP8110 Interventions with Special Populations*3 credit hours*

The course focuses on how specific groups of people, or people with specific disorders, are best treated. Empirically supported treatments are emphasized, as are the importance of psychotherapy outcome research in clinical practice. The dialectic between therapist variables and treatment techniques is also addressed, as are such variables as age, gender, culture, sexual orientation, and economic conditions. Students see examples of how therapeutic modalities and theoretical perspectives can be integrated in the treatment of clinical populations and problems.

Prerequisites: (TC) PP8200, PP8010, PP8030, PP8051, one course may be taken concurrently.

PP8115 Development of Psychotherapists: An International Perspective*3 credit hours*

The course examines professional development of psychotherapists from an international perspective. The main objective of the course is to increase the visibility of international contributions to psychotherapy in a variety of ways: (1) to promote awareness, knowledge, and skill for international and intercultural psychotherapy activities among clinicians, (2) to promote professional relations and communication among therapists of various professional and training backgrounds as well as personal and cultural backgrounds, (3) to promote and facilitate professional collaboration between national psychotherapists and the larger international community of professional clinicians, and (4) to provide information on international and intercultural psychotherapy issues.

PP8116 Psychology of Gay, Lesbian, and Bisexual Development*3 credit hours*

Theories of development of gay, lesbian, and bisexual orientations, and appreciation for the associated sociopsychological challenges are explored.

PP8117 Indigenous Healing Models and Modern Psychotherapy*1.5 credit hours*

This course presents a cross-cultural overview of indigenous models of healing, including allopathic medicine and clinical psychology as modern, Western cultural models of healing. There is a general focus on altered states of consciousness in healing, as well as a specific focus on shamanism and its expression in different cultures (Northern, Southern, and Central American; Hawaiian; Tibetan; Africa). Indian ayurvedic medicine and Traditional Chinese medicine/acupuncture will also be reviewed.

PP8119 Family Violence Across the Life Cycle: Cross-Cultural Perspectives*3 credit hours*

This course presents an overview of current issues regarding the etiology, prevalence, research, treatment, and prevention of family violence from a lifespan developmental perspective. The course addresses cultural, racial, sociological, religious, gender, and clinical issues of various forms of family violence. Topics include perpetrator and survivors of child sexual, physical, and emotional abuse, dating violence, same and other-gender partner battering, and elder abuse.

PP8140 Directed Study: Pre-Practicum*1–3 credit hours*

This supervised course provides an opportunity for students to gain experience prior to enrollment in the required practicum. Students enrolled in this course also meet regularly with the director of Clinical Training or a faculty member for additional supervision and input.

PP8150 First-Year Practicum I*1–3 credit hours*

A first-year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

PP8151 First-Year Practicum II*1–3 credit hours*

A first-year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

PP8152 First-Year Practicum III*1–3 credit hours*

A first-year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

PP8155 Practice Development and Marketing for Psychologists*1–3 credit hours*

This class teaches the basics of practice development and marketing for psychologists, whether in private practice or working for an institution. This is a hands-on class that gives students a chance to practice many of the common modes of marketing and strategies for practice development. There is an emphasis on collaboration with fellow students.

PP8160 Introduction To Clinical Practice With Gay, Lesbian, Bisexual, And Transgendered Clients*3 credit hours*

This course provides an overview of clinical issues, contemporary theories, interventions, and research relevant to the treatment of gay, lesbian, bisexual, and transgendered clients. Emphasis is on affirmative mental health services for sexual minorities, including the importance of developing an awareness of the cultural, historical, and social realities of gay, lesbian, bisexual, and transgendered individuals.

Prerequisites: (PHX) PP7501, PP7340.

PP8165 Language and Communicative Disorders: Clinical Implications*3 credit hours*

This course emphasizes the importance of language and communicative styles in the psychotherapeutic process. Course content includes a review of normal and abnormal development of speech and language during formative years. Linguistic profiles of child and adult neuropsychiatric disorders are discussed along with implications for assessment and treatment.

PP8170 Juvenile/Child Forensic Psychology*3 credit hours*

This course reviews psychology practice in parent neglect and abuse, child protective services assessments, juvenile justice assessments and interventions, and other topics related to juvenile forensic practice.

PP8175 Child and Adolescent Therapy*3 credit hours*

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions.

Prerequisite: (PHX) PP7330.

PP8180 Forensic Issues and Assessment of Abuse Populations*3 credit hours*

Forensic concerns and assessment methods for child abuse victims, adult survivors, perpetrators, and abusive families are studied. Objective, projective, and interview methods, physiological measures, and forensic issues are emphasized.

PP8185 Social Psychology and Difference*3 credit hours*

This course presents the concepts of attitude formation, attribution theory, interpersonal perception, social constructivism, and social cognition. These concepts are also applied to populations with different social attributions related to culture, gender, race, age, sexual orientation, class, and physical status.

PP8190 Women's Issues In Health Psychology*3 credit hours*

This course covers the settings in which health psychology is practiced, with an emphasis on issues relevant to female patients. Topics covered include health promotion and epidemiology, the relationship between psychological factors and medical illnesses, stress management and coping strategies, intervention strategies in behavioral medicine, and methods of consultation in health settings. Students focus on women's health concerns such as weight management, eating disorders, and cardiac and renal disease.

PP8195 Substance Abuse Intervention With Diverse Populations*1–3 credit hours*

This course reviews key concepts to substance abuse interventions with diverse populations, including theoretical models for understanding and treating chemically dependent clients. Students review the literature relevant to the etiology, maintenance, and treatment of substance abuse disorders. Various screening and assessment approaches used to assess the severity of addiction and develop a treatment plan are discussed. Emphasis is on the treatment settings and interventions used with clients from diverse racial, ethnic, and socioeconomic backgrounds.

PP8201 Practicum I*3 credit hours*

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and II) will focus on assessment issues and the second year on psychotherapy (Practicum III and IV), or that both assessment and intervention experience will be intermixed over the two years of practicum.

Prerequisites: (ATL) PP7010, PP7040, PP7311, PP7370, PP7371, PP7365, PP7372; (ORA) PP7020, PP7060, PP7300, PP7301, PP7365, PP7370, PP7371, PP7372, PP7373, PP8010; (PHX) PP7010, P7111, PP7330, PP7370, PP7385, PP7501, PP8020.

PP8202 Practicum II*3 credit hours*

See description for Practicum I (PP8201).

Prerequisites: (ATL) PP7010, PP7040, PP7311, PP7370, PP7371, PP7365, PP7372; (CH) PP8201; (DC) PP8201; (ORA) PP7020, PP7060, PP7300, PP7301, PP7365, PP7370, PP7371, PP7372, PP7373, PP8010; (PHX) PP8201.

PP8203 Practicum III*3 credit hours*

See description for Practicum I (PP8201).

Prerequisites: (ATL) PP7100, PP7340, PP8010, PP8030; (CH) PP8201, PP8202; (ORA) PP7340, PP8010, PP8040, PP8050, P8201, PP8202; (PHX) PP8201.

PP8204 Practicum and Seminar IV*3 credit hours*

See description for Practicum I (PP8201).

Prerequisites: (ATL) PP7100, PP7340, PP8010, PP8030; (CH) PP8201, PP8202, PP8203; (PHX) PP8202, PP8203.

PP8205 Advanced Practicum*1–3 credit hours*

An additional period of practicum in either psychodiagnostic or psychotherapy for the purpose of gaining further skills in these areas.

PP8206 Practicum and Seminar V*3 credit hours*

Continuation of Practicum and Seminar IV (PP8204).

PP8207 Practicum and Seminar VI*0 credit hours*

Continuation of Practicum and Seminar V (PP8206).

PP8208 Diagnostic Practicum and Seminar I*3 credit hours*

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

PP8209 Diagnostic Practicum and Seminar II*3 credit hours*

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

PP8210 Diagnostic Practicum and Seminar II — Extended*0 credit hours*

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

PP8211 Intervention Practicum and Seminar I*3 credit hours*

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

PP8212 Intervention Practicum and Seminar II*3 credit hours*

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

PP8213 Intervention Practicum and Seminar — Extended*3 credit hours*

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

PP8300 Advanced Practicum*1–3 credit hours*

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. Students enrolled in this course will also meet regularly with the Director of Clinical Training or a faculty member for additional supervision and input. *Prerequisites: (CH) PP8201, PP8202, PP8203, PP8204; (PHX) PP8204.*

PP8310 Advanced Practicum and Seminar I*1–1.5 credit hours*

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. In addition to the required hours working at the assigned training site, students enrolled in a practicum meet regularly with a faculty member for additional supervision and consultation.

PP8311 Advanced Practicum and Seminar II*0–1.5 credit hours*

Continuation of Advanced Practicum (PP8310) and Seminar I.

PP8312 Advanced Practicum and Seminar III*1 credit hour*

Continuation of Advanced Practicum (PP8311) and Seminar II.

PP8400 Child and Family Behavior Therapy*3 credit hours*

Behavioral assessment and treatment approaches to the major disorders of childhood are surveyed. Specific strategies for intervention in dysfunctional parent-child interaction, as well as parent-adolescent and marital discord, are covered.

Prerequisites: (ATL/HI) PP8010.

PP8401 Child and Adolescent Psychotherapy*3 credit hours*

This course provides an overview of theory and techniques in child and adolescent psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions.

Prerequisites: (ATL) PP7010, PP7330, PP7331; (CH) PP6201, PP7020, PP8203; (HI) PP7045; (PHX) PP7330.

PP8450 Advanced Child Neuropsychology*3 credit hours*

This course addresses the administration, scoring and interpretation of neuropsychological test instruments for the purpose of the comprehensive assessment and diagnosis of organically-based disturbances in children and adolescents. Emphasis is given to specific developmental syndromes and disorders, appropriate assessment techniques, and basic report writing.

Prerequisite: (ATL) PP8720; (PHX) PP7330, PP7373, PP7050.

PP8470 Adult Development and Aging*3 credit hours*

This course concentrates on the health development of the individual personality during the second half of the lifespan, from early adulthood through the process of aging. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural and transcultural dimensions of personality development are examined. The normative path of individuation is the subject of the course, with some consideration, through class presentations, given to the genesis and epigenesis of psychopathology.

Prerequisite: (CH) PP7020; (NW) PP7300.

PP8499 CRP Proposal Development*3 credit hours*

The objective of this course is to teach students to develop a clinical research proposal that will be the basis for the required Clinical Research Project. The student is aided in locating and framing her/his research problem. The course then steps through the general preparation of the research proposal, including introduction, statement of the problem and purpose of the study, hypotheses or guiding questions, significance of the study, (preliminary) survey of the literature, research design and methodology, basic assumptions, limitations and delimitations, bibliography, APA style, and regulations on research with human subjects. An overview of qualitative research methodologies is also included.

PP8500 Clinical Research Project Seminar*0.5–1 credit hour*

The first of three required 1-credit hour Clinical Research Project (CRP) courses, the CRP Seminar meets for an hour once a week. It is designed to provide a forum to help students develop their CRP proposal. Students are encouraged to register for and attend the CRP Seminar once they have a CRP topic and are in the process of writing their research proposal.

PP8501 Clinical Research Project*1–3 credit hours*

This course provides academic credit while students are in the process of completing their Clinical Research Project (CRP). Students who have completed all degree requirements except for the CRP are required to register for CRP credit each semester until their CRP is approved by their faculty committee.

Prerequisite: (PHX) PP7201; (SF) PP7200, PP7201.

PP8502 Clinical Research Project II

1–3 credit hours

See description for Clinical Research Project (PP8501).

Prerequisite: (SF) PP8501.

PP8503 Clinical Research Project III

1–3 credit hours

See description for Clinical Research Project (PP8501).

PP8504 Clinical Research Project — Extended

1 credit hour

Students who have completed all degree requirements except for the CRP are required to register for Clinical Research Project—Extended each semester until the CRP is successfully defended.

PP8510 Dissertation Seminar

1 credit hour

The first of two required 1-semester credit hour dissertation courses, the Dissertation Seminar meets four times during the semester (usually weeks 1, 4, 7, and 11). It is designed to provide a forum to help students develop their dissertation proposal. Students are encouraged to register for and attend the Dissertation Seminar once they have a dissertation topic and are in the process of writing their dissertation proposal.

PP8514 Dissertation—Extended

1 credit hour

Students who have completed all degree requirements except for the dissertation are required to register for Dissertation—Extended each semester until the dissertation is successfully defended.

PP8515 Clinical Research Project Editing

0 credit hours

Students register for this course after final approval to the Clinical Research Project (CRP) has been granted by the full CRP committee. Student submits approved draft of CRP to editor, and then edits and proofreads it twice to ensure compliance with APA style, campus requirements, and the laws of standard English.

PP8601 Clinical Health Psychology I

3 credit hours

This course provides an introduction to the field of clinical health psychology. Biopsychosocial models of health, effects of stress, health-care settings, and systemic issues in health are covered.

Prerequisite: (TC) PP7050.

PP8602 Clinical Health Psychology II

3 credit hours

This course provides an introduction to the pathophysiology and psychology of various acute and chronic medical conditions. Assessment and treatment approaches in clinical health psychology are also covered.

Prerequisite: (TC) PP8601.

PP8603 Child Clinical Health Psychology

3 credit hours

A review of the application of psychology in pediatric settings, and in dealing with acute and chronic medical conditions among children and adolescents is provided. Techniques specific to working with this population are discussed.

PP8605 Issues In Pediatric Psychology

3 credit hours

This course provides students with an opportunity to discuss current cross-cutting issues in the practice of pediatric psychology. An overview of the historical and conceptual foundations of this area of clinical child psychology is provided. Students also have the opportunity to explore the role of the pediatric psychologist within the context of specific childhood illnesses. Students should be well-grounded in the area of child development and child psychopathology.

Prerequisites: (ATL) PP7050, PP731, PP8010.

PP8606 Stress Management and Relaxation Training

3 credit hours

Students are introduced to many principles and practices of stress management and the effects of stress on well-being, including an introduction to: the immune system, psychoneuroimmunology, progressive muscle relaxation, yoga based therapy, meditation, hypnosuggestive approaches, biofeedback, cognitive approaches, exercises and pharmacological approaches to stress reduction. The course will also introduce cross-cultural and alternative explanations of anxiety and stress (such as existential conceptualizations, concepts of health and healing from other cultures, such as prayer and holistic methods) and techniques for dealing with acute and chronic stress such as EMDR. The course includes both experiential work and practice in relaxation training.

PP8609 Advanced Cognitive Behavioral Psychotherapy and Supervision

3 credit hours

An integrated, multimodal approach to psychopathology, assessment, and intervention and supervision utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

Prerequisite: (NW) PP8010.

PP8610 Play Therapy

3 credit hours

This course familiarizes students with the unique techniques of symbolic play therapy with children of different ages and family backgrounds. Experiential projects and exercises allow students to develop increased comfort with using these techniques and with understanding and responding to the play communication of children.

Prerequisites: (PHX) PP7330; (TC) PP7010.

PP8611 Developmental Psychopathology

3 credit hours

This course introduces students to the models, concepts, and terminology of development psychopathology. Emphasis is placed on developing familiarity with the research base, and on implications for working with children and families of various cultural and socioeconomic groups.

Prerequisites: (PHX) PP8100; (TC) PP7010.

PP8616 Psychology of Women

3 credit hours

Through the use of readings, lecture and group process, theories are examined dealing with female personality development and gender-related psychopathology such as depression and anorexia. Also included are an exploration of problems women may encounter, including rape, incest and abuse. Issues relevant to clinical practice, such as therapist gender, therapist pregnancy, transference problems and role conflicts are discussed.

PP8620 Introduction to Forensic Psychology*3 credit hours*

The course focuses on the relationship between law, psychology, and the mental health system, with a more specific examination of the practice of psychology in the judicial forum. Ethical issues and practice concerns are examined in the context of criminal, civil, administrative, and family-related forensic practice.

Prerequisites: (ATL) PP7311; (TAM) PP7311, PP7372; (TC) PP7301, PP6300.

PP8621 Treatment of Forensic Populations*3 credit hours*

An overview of approaches to treating offender populations is provided. Factors in the etiology of perpetrator behavior, methods of assessment, current research, and treatment methods are addressed.

Prerequisites: (TC) PP8620.

PP8622 Survey of Forensic Psychology*3 credit hours*

This course introduces students to the role psychologists play in the judicial, correctional, and police fields as researchers, assessors, therapists, and expert witnesses. This class surveys relevant law and ethical issues, and specialized forensic assessment and intervention techniques, and introduces aspects of effective expert witness testimony and report writing.

PP8623 Landmark Cases in Psychology*3 credit hours*

This course introduces the legal systems and studies the judicial decisions that deal with various mental health issues. As the title "Landmark" suggests, the cases selected for discussion either define the mental health subject or are viewed as generally accepted law on the issue. The course covers both civil and criminal cases affecting the practice of psychology. The course reviews the evolution of thought on mental health law, including the disagreements within and across courts. The goal of the course is to understand what the law currently is, and the underlying legal principles and policy interests that have shaped the discourse about these issues.

PP8624 Criminal Psychology*3 credit hours*

This course addresses areas in which psychologists serve criminal law processes including evaluations for competency to stand trial. Interventions with criminal populations charged with violence, sexual abuse, and other crimes are also reviewed in the course.

Prerequisites: (PHX) PP8620.

PP8625 Child and Family Forensics*3 credit hours*

This course reviews psychology practice in parent neglect and abuse, child protective service assessments, juvenile justice assessments and interventions, and other topics related to juvenile forensic practice.

PP8626 Civil Psychology and Law*3 credit hours*

Students are introduced to civil law areas in which psychologists play a key role as experts, including personal injury, workman's compensation, Social Security disability, sexual harassment, and child custody. Relevant statutory and case laws are studied, as well as the specific ways psychologists can better contribute in this area. Expert witness testimony in this area is discussed.

Prerequisites: (PHX) PP8620.

PP8627 Assessment of Forensic Populations*3 credit hours*

Forensic assessment combines a background in psychological assessment, psychopathology, psychological report writing, and a basic knowledge of forensic psychology into actual assessment procedures and reports. This course advances psychological assessment and report writing knowledge to specific forensic contexts. It integrates the forensic psychology specialty guidelines and ethical considerations in the contexts where a psychologist may perform a forensic assessment. It reviews the basic legal knowledge and history pertinent to the topics of forensic assessment presented in class. It reviews the psychological knowledge needed for specialized assessment including issues of malingering, and applies it to the forensic psychological knowledge into reports that are appropriate for the forensic contexts presented in class.

Prerequisites: (PHX) PP7330, PP7373, PP7501.

PP8630 Theories of Family Process and Development*3 credit hours*

As a fundamental introduction to systems theory, students learn to think systemically across individual, family, and other human communities through a diverse range of presenting issues. Students are exposed to the major theories, metaphors, and concepts of systems thinking; to "personal" theory construction; and to conceptualizing clinical cases from a variety of perspectives. This course also focuses on the developmental stresses and changes that occur within families, both traditional and nontraditional, over the life cycle.

PP8631 Advanced Individual, Couples, and Family Therapy*3 credit hours*

An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course provides a survey of current skills and methods in individual, couples, and family therapy with an emphasis on integrating various systemic models of functioning and intervention.

PP8645 Introduction to Neuropsychology*3 credit hours*

This course provides a review of neuroanatomy and an introduction to neuropsychology, focusing on the neurological basis and neuropsychological consequences of cerebral dysfunction. The course surveys types of cognitive and behavioral dysfunction and a broad range of neurological conditions that have neuropsychological implications.

Prerequisite: (DAL) PP7050; (TC) PP7050, PP7373.

PP8646 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: (TC) PP8645; (PHX) PP7050, PP7373.

PP8647 Biological Bases of Behavior and Neuropsychological Assessment*3 credit hours*

An introduction is presented to brain-behavior correlates and the systematic function of the nervous system. Areas to be covered include anatomy, physiology, and theoretical formulations of neurobiology foundations of behavior. An introduction is also provided to neuropsychological tests and their use in the assessment of organically based disturbances.

Prerequisites: (HI) PP7045, PP7373.

PP8648 Neuropsychological Assessment

3 credit hours

This course builds on Introduction to Neuropsychology (PP8645) and extends the understanding of brain-behavior relationships through the formal assessment process. Students learn the administration and interpretation of instruments associated with neuropsychological functioning including cognition, memory, and personality functioning. Students learn to write comprehensive Neuropsychological Consultation reports, which include rehabilitation appropriate recommendations for treatment.

PP8650 Assessment and Treatment of Substance Use Disorders

3 credit hours

This course focuses on the examination of substance abuse and dependence disorders along with the relevant research, theory, assessment, and treatment approaches. Major classes of abused drugs will be discussed along with multicultural, traditional, as well as nonpsychologically based approaches to prevention and treatment.

Prerequisite: (ATL) PP7311.

PP8651 Skills Laboratory in Health Psychology

1.5 credit hours

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

PP8652 Skills Laboratory in Health Psychology II

1.5 credit hours

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

PP8653 Eye Movement Desensitization and Reprocessing

3 credit hours

This class covers the theoretical foundations of Eye Movement Desensitization and Reprocessing (EMDR), empirical research on EMDR, how to use EMDR as a therapeutic modality, and its applications to various client populations. It involves extensive role-playing and supervision of cases where students use EMDR.

PP8654 Ethical Issues for Psychology and Religion

3 credit hours

The legal and ethical issues are discussed in the conduct of psychotherapy, which includes the spiritual dimension of human life. Psychotherapy for clients whose problems raise theological questions (e.g., death and dying, cultism, divorce, abortion, suicide, sexual orientation, etc.) is also discussed.

PP8655 Skills Laboratory in Health Psychology III

1.5 credit hours

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

PP8656 Skills Laboratory in Health Psychology IV

1.5 credit hours

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

PP8660 Career Counseling

3 credit hours

This course introduces a base of theoretical knowledge and practical skills specific to career counseling with diverse populations in a variety of settings. This course also addresses the theory, administration, scoring, and interpretation of interests tests, aptitude tests, values tests, and career assessment tests. We review vocational development as a life-long process. Integral to this process are: (1) self-awareness and assessment; (2) career awareness and assessment; (3) career decision making and planning; and (4) career implementation.

Prerequisites: (ATL) PP6001, PP7010.

PP8665 Medical Psychology

3 credit hours

This course teaches students clinical skills for working with seriously medically ill patients. Topics covered include orientation to work within a hospital setting, acting as a member of a medical treatment team, common presenting problems of medically ill individuals and of their families, an overview of the disease process in several life-threatening illnesses, and cognitive and psychological factors in treatment and treatment compliance.

Prerequisite: (ATL) PP7050.

PP8670 Human Sexuality

3 credit hours

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, concepts of sex therapies, and sexual dysfunction. Other issues to be discussed are sexually transmitted diseases, contraceptives, and family planning.

PP8671 Clinical Use of Dreams

1–3 credit hours

A study of dreams from different theoretical and therapeutic perspectives is presented.

PP8673 Hypnotherapy

3 credit hours

Hypnosis is the mind-body approach with the oldest and largest body of literature in the West. This course represents an exploration of the history of hypnosis, and an introduction to the theory of hypnosis and the practice of hypnosis through building fundamental skills for hypnotic inductions and suggestions. Presented are an overview of the most significant hypnotic phenomena that have been examined in laboratory and clinical settings, a description of the phenomenology of hypnosis, and an overview of the relationship between hypnosis, relaxation, and meditation. There is also supervised participation in the group and individual hetero- and auto-hypnosis.

Prerequisites: (PHX) PP7501, PP8020.

PP8674 Clinical Hypnotherapy I

4 credit hours

This is a foundational course in Transpersonal Hypnotherapy, which provides students with an understanding of the essence of the transpersonal approach, the history of hypnosis, the language of hypnosis, and the application of hypnosis to psychotherapy. This course covers several hypnotic inductions, teaches students to monitor trance states, utilize suggestibility tests, and both learn and teach self-hypnosis. This foundational course offers students the opportunity to learn and practice journey work in a supportive environment, where they can receive feedback to enhance their therapeutic skills, languaging, and effectiveness working with clients in the hypnotic state.

PP8675 Clinical Hypnotherapy II

4 credit hours

Clinical Hypnotherapy II expands upon the core foundation of transpersonal journeys and integrates a variety of tools to intervene in behavioral, thought, and emotional patterns that may block the essential expression of your client. This course includes interventions from Ericksonian, NLP, Focusing and Naturalistic modalities.

PP8676 Clinical Hypnotherapy III

2 credit hours

The third course of a three-semester series of clinical hypnosis, this course focuses on medical hypnotherapy and provides the student with a transpersonal perspective on the healing of imbalances, the process of self-discovery, and accessing body wisdom to support clients in transforming their lives. The course covers a variety of subjects including immediate function, focusing, suggestibility tests, autogenic stress relief, smoking cessation, migraine headaches, pain management, anesthesia, supporting the immune system, and the use of hypnosis with medical procedures that cause discomfort. This course also provides an introduction to hypnosis and childbirth.

PP8680 Religious Theories of Personality and Psychotherapy

3 credit hours

This course is an introductory survey on the human condition, the causes of human distress, and strategies for human healing derived from the major religious traditions, East and West. Religious theories of personality structure, motivation, development, and dysfunction are discussed. Religiously grounded interventions are also presented, with emphasis upon various forms of meditation. Students are encouraged to integrate their own religious world view into their therapeutic approach.

PP8681 Psychology of Religious Experience

3 credit hours

This course explores how psychology and religion inform each other in fundamental ways by examining the psychological and theological perspectives on religious experience, including conversion phenomena.

PP8682 Psychotherapy and Spirituality

3 credit hours

This course focuses on the relationship between psychotherapy and spirituality. It reviews areas such as personality configuration and spirituality, values in psychotherapy, transference and spirituality, and the therapist's spiritual journey.

PP8683 Existential Psychotherapy

3 credit hours

Existential philosophy as a world view is thoroughly explored, as well as the impact of this philosophy on theories of personality and psychotherapy. The applications of this view to psychotherapy are reviewed. Students are also encouraged to use this viewpoint to promote their own self-awareness.

PP8690 Brief Therapy

3 credit hours

This course examines the structure and rationale of brief therapy, as applied to a wide range of problems. The course highlights the therapeutic relationship and the use of time as the vehicle of change, along with the skills and attitudes necessary for the successful brief therapist. The course may include didactic presentation, live demonstration, interviews, role-playing, and audio- or videotaped examples.

Prerequisites: (ATL) PP8010, PP8030.

PP8691 Personality Disorders

3 credit hours

This course provides a theoretical framework for understanding and treating personality disorders. Going beyond *DSM-IV* categories, the seminar examines both the developmental issues associated with dysfunctional patterns of personality and the challenges for clinicians in putting this knowledge into operation within psychotherapy. Some attention is given to assessment techniques and research strategies as these provide clinicians with tools to measure efficacy over time.

Prerequisites: (ATL) PP7311, PP8030.

PP8692 Gay and Lesbian Issues

3 credit hours

This course explores theories of development of gay, lesbian, and bisexual orientations, and appreciation for the associated sociopsychological challenges.

PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening

3 credit hours

This course focuses on the development of knowledge and skills necessary to perform psychological assessments and neuropsychological screenings, with an emphasis on older adults. Students gain a conceptual grasp of (1) uses of traditional assessment instruments with older adults, (2) use of psychological tests designed specifically for older adults, (3) use of neuropsychological tests to provide a screening for cognitive deficits, and (4) use of functional assessment with older adults.

Prerequisites: (TAM) PP7365, PP7370, PP7371, PP7372; *Recommended:* (TAM) PP7050 and PP7200.

PP8705 Child Assessment

3 credit hours

This course provides an introduction to commonly used child assessment tools, including both cognitive and personality instruments. Students develop skills in test selection, administration, interpretation, and the presentation of data in oral and written formats.

Prerequisites: (TAM) PP710, PP7311, PP7370, PP7371, PP7372; *Recommended:* (TAM) PP7330.

PP8710 Child Therapy

3 credit hours

This course focuses on models of psychotherapy with children. Basic approaches, theories, techniques, and interventions for working in a clinical setting with children are explored. Legal and ethical issues, as well as empirically validated treatments, are considered.

Prerequisites: (NVW) PP7300, P7301, PP8050; (PHX) PP7330; (TAM) PP7330, PP8705.

PP8711 Child Maltreatment

3 credit hours

The etiological factors, theoretical issues, diagnostic and treatment methods, and research in the area of child abuse (physical, sexual and emotional) are examined. Issues involving adult survivors of abuse are also discussed.

PP8715 Geropsychology

3 credit hours

This course provides an overview of diagnostic and treatment issues commonly found among older adult clients. Topics include the epidemiology of psychiatric and behavioral disorders among the aged, health psychology, treatment strategies, and sociocultural issues in assessment and treatment. Clinical applications are emphasized.

Prerequisites: (ATL) PP7010; (PHX) PP7010, PP7050, PP7370, PP7501; (SEA) PP8038, PP7010; (TAM) PP7010, PP7310, PP7311.

PP8717 Psychology of Gender

3 credit hours

The Psychology of Gender teaches the basic research and theory in the study of gender from a contextual perspective. Application of theoretical constructs to clinical material is integrated into each class meeting. The course focus is understanding the impact of gender on clinical work.

PP8718 Psychology of Women

3 credit hours

The course covers basic theory of the psychological development of women and girls. A dual emphasis is placed on contextual and dynamic factors which shape personality development and behavior, and application of these clinical constructs into work with women. An appreciation of diversity and different cultural experiences of women is integrated into the course.

Prerequisite: (HI) PP7340.

PP8720 Neuropsychological Assessment I

3 credit hours

This course covers the scientific basis of neuropsychology. Brain-behavior relationship, the research of neuropsychological assessment techniques, and the problems and utility of neuropsychological evaluation are covered. Various aspects of head injury and rehabilitation are presented. Students develop skills in the use of neuropsychological screening instruments through the administration and interpretation of these techniques.

Prerequisites: (ATL) PP7040, PP7050, PP7372; (TAM) PP7050.

PP8721 Neuropsychological Assessment II

3 credit hours

This advanced assessment course introduces students to a more comprehensive understanding of CNS functioning; both pediatric and geriatric variables are explored toward theoretical understanding of neuropsychological assessment of special populations. This course also includes diversity variables (e.g., racial and gender) as part of the assessment process.

Prerequisites: (ATL) PP8720; (TAM) PP8720.

PP8730 Marital Therapy

3 credit hours

Therapy and skills training in the treatment of couples are emphasized. Both married and committed unmarried adult couples are addressed, employing an integrative eclectic intervention model.

PP8731 Couples and Marital Therapy

3 credit hours

Assessment, therapy and skills training in the treatment of couples are emphasized. Married, committed unmarried adult couples, and parent-child couples are addressed, employing an integrative eclectic intervention model and other approaches.

Prerequisite: (CH) PP8050; (NW) PP8050; (TAM) PP8038.

PP8750 Evaluation And Treatment Of Behavioral Health Problems

3 credit hours

This course provides students with an overview of psychological practice within a medical setting with individuals who manifest the psychological concomitants of a medical illness. Students have the opportunity to discuss current cross-cutting issues in health psychology such as consultation, adherence, pain and pain management, and stress and coping. Assessment, intervention and prevention issues and the cultural factors that influence these issues are explored and discussed. The course format is a combination of didactic and advanced clinical seminar where students are expected to actively discuss relevant questions they bring to class.

Prerequisites: (ATL) PP7050, PP8010.

PP8751 Family Systems and Health

1.5 credit hours

This course provides an introduction to the field of family systems and health. The focus of the course is to develop clinicians who appreciate individual, family, and illness developmental stages. Rolland's (1994) Integrative Treatment Model is the theoretical template for this course. The objectives for the course are that students (1) understand the impact and experience of health, illness and disability for individuals, families, and healthcare treatment teams, (2) are able to conceptualize from a recursive perspective the nature of illness in families and how developmental time can constrain, maintain, or enhance family/individual problems, (3) consider how the therapist's experience with illness in their own lives (personal and/or family) affects their clinical work, (4) become familiar with assessment and treatment of families with health issues, and (5) become familiar with issues of collaboration with the medical community.

PP8753 Introduction to Managed Care for Psychologists

1.5 credit hours

This course introduces psychology students to managed care, its impact on the practice of psychology, and steps psychologists can take to provide quality care within a managed care environment. Issues such as the theory of managed care, cost accounting, managed care's impact on clinical psychology, and options for psychologists in relating to the managed care environment are considered.

PP8754 Group Person-Centered and Experiential Psychology

1.5 credit hours

This course features group sessions, including person-centered group process and open-space formats, in which students are invited to participate in the organization of the Minor, and to initiate interactions that they feel will assist in their ongoing development as person-centered and experiential psychotherapists.

PP8760 Extended Practice in Empathic Responding

3 credit hours

This course offers students extended practice in empathic responding. Students meet with partners, exchanging sessions with each other throughout the year and will meet with an ongoing consultation group.

PP8761 Teaching of Psychology

1.5 credit hours

This course addresses the principles and methods of effective teaching of psychology. Students engage in "teaching" a concept of topic in clinical psychology about which they have passion. Students also construct a course syllabus for a graduate or undergraduate course in psychology taught over a 14-week semester. Student evaluation methods are also considered.

PP8762 Death and Dying

1.5 credit hours

This course facilitates students' understanding of death, dying, grief, and bereavement through readings, videotapes, and participation in an experiential classroom format. Emphasis is placed on meaningful exploration of encounters with loss within the contexts of family, culture, ethnicity, religion, gender, and age. Moreover, ideas regarding helpful and unhelpful experiences of intervention through the examination of personal experiences with loss are considered.

PP8800 Directed Independent Study

1-3 credit hours

Special topics in clinical psychology are explored. These topics vary with student interest and available faculty.

PP8810 Special Topics in Psychotherapy*1–3 credit hours*

This course presents special topics related to psychotherapy. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular areas of interest or expertise. The focus of this course is on expanding and extending the core curriculum in all areas of psychotherapy in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

PP8820 Special Topics in Developmental Psychology*1–3 credit hours*

This course presents special topics related to developmental psychology. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular areas of interest or expertise. The focus of this course is on expanding and extending the core curriculum in all areas of developmental psychology in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

PP8890 Preparation for the Comprehensive Examination*0 credit hours*

As an aid to students, the institution provides a noncredit course designed to focus on the integrative skills that are assessed as part of the Comprehensive Examination. The course is not a review of content area, but rather is designed to provide students with a way of approaching content areas that allows for a meaningful comparison of different theories, and a way of translating concepts across different theoretical perspectives. Class time is spent in learning and practicing this skill.

PP8900 Internship*0 credit hours*

This course offers a supervised field experience in a variety of community settings.

PP8901 Half-Time Internship*0 credit hours*

This course offers a supervised field experience in a variety of community settings.

PP8950 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.

Prerequisites: (NW) varies depending on topic of interest.

SCHOOL PSYCHOLOGY (PS)**PS6005 Learning and Instruction***3 credit hours*

This course exposes students to current literature in the areas of learning and cognitive psychology. Students gain an increased understanding of the ethnic and cultural variabilities of learning, in addition to the philosophical, theoretical, and empirical aspects of learning and cognition. Implications of learning style concepts and the suggested teaching strategies for varied learning styles are introduced as well.

PS6020 School Psychology*3 credit hours*

This course includes the history and foundations of school psychology; the school psychologist's role in the education system, with an emphasis on consultation and collaboration; current legal, ethical, and professional issues; and alternative models of service provision.

PS6050 Special Education Systems and Populations*3 credit hours*

The course examines of common learning disabilities, emotional impairment, speech language disabilities, behavioral disturbances, mental retardation, physical and health impairments, visual and hearing disorders, early childhood learning impairments, child abuse, and substance abuse within the educational context. Content includes IDEA, 504, Title 5, children with disabilities, GATE, IEPs, and Student/Child Study Teams.

PS6080 Educational Assessment*3 credit hours*

This course identifies the purpose of instruction-based assessment and reviews curriculum-based assessment and programming approaches. Formal, informal, and alternative assessment instruments and techniques are studied for the planning and providing of instruction based diagnosis and remediation.

PS6090 Behavioral Assessment and Interventions*3 credit hours*

The focus of this course is teaming with teachers and a child's support team to assess student behavior and planning appropriate and effective behavior support plans that promote student academic and social success. The Functional Behavior Assessment and other current assessment, intervention strategies and programs will be reviewed.

PS6200 Systems: Schools and Families*3 credit hours*

This course examines fundamental systems theory, which students apply systemically across individual, family, and school settings and populations. Students learn to conceptualize and intervene in cases from multiple systemic orientations.

PS6300 Consultation and Collaboration in the Schools*3 credit hours*

This course reviews current behavioral, collaborative, and mental health philosophies as they pertain to the important skills in school consultation. Facilitating effective communication, collaboration, and change in students, classrooms and districts is emphasized. Useful methods of assessment, such as the Functional Behavior Assessment and their roles in effective consultation are addressed as well.

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 Professional Issues in 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 deals with 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

0 credit hours

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. The professionalization group does not carry academic credit.

PS7111 Professionalization Group II

0 credit hours

This course is a continuation of Professionalization Group I (PS7110).

Prerequisite: (PHX/CH) PS7110.

PS7200 Statistics and Research I

3 credit hours

The first of a two-semester sequence in statistics and research methodology, this course will include an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course will emphasize the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

Prerequisite: Statistics (PP7202) or Research Methods (PP7203).

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: (PHX/BI) 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: (PHX/HI) PP7010.

PS7331 Psychological Assessment of Children and Adolescents*3 credit hours*

This course is designed to provide a comprehensive review of evaluation procedures specific to children and adolescents. Topics may include developmental disorders, conduct disorders, attention deficit and learning disorders, sexual and physical abuse, psychosis, depression, custody determination, and anxiety disorders.

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.

Prerequisites: (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.

PS7501 Adult Psychopathology*3 credit hours*

This course is an introduction to the theoretical, clinical, and empirical knowledge about adult psychopathology and the classification of mental disorders. The entire continuum of adult psychological disorders will be covered. Emphasis is placed on acquiring a conceptual foundation for understanding and classifying adult abnormal behavior. This is accomplished by reviewing the major theoretical models of abnormal behavior and by learning the rationale and procedures for the dominant nosological system.

PS8010 Cognitive Behavior 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.

PS8020 Person-Centered and Experiential Theory and therapy*3 credit hours*

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

PS8030 Psychodynamic Theory and Therapy*3 credit hours*

The course reviews major schools of psychodynamic theories and methodology of each approach in clinical settings. Both classic psychoanalysis and contemporary theoretical approaches are covered. Attention are given to case formulation with a psychodynamic orientation and the application of psychodynamic interventions in psychotherapy. Case material is used to help students better understand the theories and techniques.

PS8050 Family and Couple 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: 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 I*3 credit hours*

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and II) will focus on assessment issues and the second year on psychotherapy (Practicum III and IV), or that both assessment and intervention experience will be intermixed over the two years of practicum.
Prerequisite: (PHX) PS7010, PS7110, PS7111, PS7370, PS7385, PS7330, PS7331, PS8010.

PS8202 Practicum II*3 credit hours*

See description for Practicum I (PS8210).
Prerequisite: PS8201.

PS8203 Practicum III*3 credit hours*

See description for Practicum I (PS8210).
Prerequisite: PS8202.

PS8204 Practicum IV*3 credit hours*

See description for Practicum I (PS8210).
Prerequisite: 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 credits 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: PS7200, PS7201.

PS8502 School Psychology Research Project II*1 – 3 credit hours*

See description for School Psychology Research Project I (SP8501).
Prerequisite: (PHX/HI) PS8501.

PS8503 School Psychology Research Project III*1 – 3 credit hours*

See description for School Psychology Research Project I (SP8501).
Prerequisite: (PHX/HI) PS8502.

PS8504 School Psychology Research Project III — Extended*1 credit hour*

See description for School Psychology Research Project I (SP8501).
Prerequisite: (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: (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: (HI/PHX) PS7330.

PS8950 Special Topics: Learning Disabilities and Neuropsychological Assessment of Children*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 tutorial 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 tutorial 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 tutorial. 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 tutorial 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.

*3 credit hours***R7031 Descriptive Research Methods**

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

R7032 Experimental Research Methods*3 credit hours*

This seminar focuses on the structure and process of experimental research across the disciplines of business, education, and behavioral science. The seminar presents the concepts of probability, cause-effect relationships, and experimental paradigms. Upon completion of the seminar, the student will be able to design a quasi-experimental or true experimental research study that has internal and external validity, utilize correct experimental sampling techniques, collect and organize data systematically, adhere to acceptable reliability and validity standards in measurement, apply appropriate experimental methodology, perform inferential statistical analysis including t-tests with unmatched groups, analysis of variance (ANOVA) and analysis of covariance (ANCOVA), and infer cause-effect relationships. The student will master the language of experimental research, distinguish between various methodologies, conduct literature surveys that provide the foundation of investigation, critique experimental research, review the dissertation research process, and construct effective research proposals. Also, computer applications, logistical issues, and ethical considerations are examined.

R7033 Research Methods for Data Analysis*3 credit hours*

In this course, students learn the basics of computer methods for data analysis, with an emphasis on data mining. Data mining is the process of using computers to discover useful patterns in data, in order to explain current behaviors or to predict future outcomes. Focus is placed on the processes of model building, execution, testing, and the interpretation and validation of model results. Course activities include lecture-presentations, discussion of case studies, and hands-on exercises. Students complete numerous exercises, a data mining project, and a take-home final exam.

R7034 Advanced Statistical Methods*3 credit hours*

This course provides a survey of advanced techniques to support doctoral research using hands-on applications with SPSS. Topics include multiple regression, time-series analysis, multiple discriminant analysis, MANOVA, canonical analysis, factor analysis, cluster analysis, MDS, conjoint analysis, and cross-tabulations.

R7035 Qualitative Research and Evaluation

3 credit hours

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

R7036 Program Evaluation Methods

3 credit hours

This seminar emphasizes the acquisition of knowledge and skills in program evaluation methodology. Six alternative evaluation approaches are surveyed, with a focus on developing a management/decision-oriented evaluation plan. This seminar also serves as a practicum for the conceptualization and development of a doctoral research study that employs a program evaluation model.

R7037 Survey Techniques

3 credit hours

This tutorial provides students with skills necessary for the survey research process. This includes familiarity with questionnaire design, including framing the question, sample size, reliability and validity in survey construction, and the strengths and limitations of the numerous methods used in survey research.

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 may not earn credit for any course more than once, including Directed Independent Studies.

R7103 Business Research Methods

3 credit hours

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

R7111 Special Topics in Research

3 credit hours

This seminar presents special topics related to research. It provides full-time and visiting faculty members, including recognized leaders in the field, a chance to provide a special seminar offering in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in all areas of counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies will be covered in this seminar. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

PSYCHOLOGY AND RELIGION (RP)

RP201 Psychology of Religious Experience

3 credit hours

This course explores how psychology and religion inform each other in fundamental ways by examining the psychological and theological perspectives on religious experience, including conversion phenomena.

RP304 Religious Anthropologies

3 credit hours

This survey course examines major religions and wisdom traditions of the East and West as sources for understanding persons and human experience. Insights relevant to personality theory, the causes of human distress, and psychotherapeutic goals are examined.

RP458 Faith Development and Techniques of Spiritual Assessment

3 credit hours

The development of religious beliefs and practices in the context of developmental psychology is carefully examined. Means of assessing level of faith development and degree of spiritual health are covered.

RP459 Faith Development and Techniques of Spiritual Assessment

1 credit hour

The development of religious beliefs and practices in the context of developmental psychology is carefully examined. Means of assessing level of faith development and degree of spiritual health (e.g., taking a religious/spiritual history, 'healthy' vs. 'sick-minded' religion) are covered.

RP555 Ethical Issues for Psychology and Religion

3 credit hours

The legal and ethical issues are discussed in the conduct of psychotherapy, which includes the spiritual dimension of human life. Psychotherapy for clients whose problems raise theological questions (e.g., death and dying, cultism, divorce, abortion, suicide, sexual orientation, etc.) are also discussed.

RP586 Psychotherapy and Spiritual Direction

3 credit hours

The relationship between psychotherapy and spiritual direction is examined. Wisdom traditions, including Hinduism, Buddhism, Judaism, Christianity, and Native American Religion, etc., are all considered as sources of knowledge relevant to psychotherapy.

SPECIAL TOPICS (S)

S7101 Professional Development in Pastoral Counseling

3 credit hours

This tutorial provides the student with an orientation to the program, and through interaction with a faculty advisor, the development of a personal and professional plan for completing the degree. Several topics are addressed, including, but not limited to, interactive expectations and reflective practice, interrelationships between psychology and religion, the use of technology in the program, and an overview of the roles of the pastoral counselor.

S7102 Individual Spiritual Enhancement

3 credit hours

This seminar focuses on the various methods of individual spiritual enhancement and the identification of skills to enable pastoral counselors to facilitate spiritual growth and insight in themselves and the people they encounter. Examples from key historical writings, contemporary theoretical perspectives, and practices from a variety of spiritual traditions are presented. The importance of the role of the individual enhancement and its contribution to the development of a religious/spiritual community are discussed.

S7103 Holistic Health Theory and Practice*3 credit hours*

Recent literature has emphasized the importance of the connection between mind, body, and spirit of a person. This seminar presents the theoretical and practical issues related to helping the complete person, including Holistic assessment, treatment planning, interdisciplinary teams, and the role of the pastoral counselor in the process.

S7104 Family Mediation and Conflict Resolution*3 credit hours*

In this seminar, students consider several family mediation strategies and practices as well as valuable strategies for constructive conflict resolution. The role of the individual is considered as it is affected by his or her role within the system. Resolution skills can be put to use in a variety of situations and settings. Many of the problem solving, communication skills, and theories of behavior that are a part of the pastoral counselor's training can be applied to briefer encounters with individuals, partners, families, groups, or factions of a community in order to resolve differences, stop harm, and reorient toward a more productive interaction.

S7105 Curriculum Development for Community Education*3 credit hours*

In this tutorial the student considers the multiple purposes, resources, and tasks involved in developing community education programs. Included are topics such as bibliotherapy, media interaction, resource development, needs assessment, program planning and assessment, and interagency relationships.

S7106 Non-Western Helping and Healing*3 credit hours*

This seminar explores the limited defining theories and cultural contexts used in helping and healing. Students focus on common methods used in interpersonal problem solving, mediation, growth and aid, with a survey of the more non-traditional methods of helping and healing in other parts of the world. This seminar compares these approaches and identifies what they have in common, the cultural specificity of their effectiveness, and the generalizability of the practices to individual counselor and client beliefs.

S7107 Directed Independent Study in Religion and Psychology*3 credit hours*

This Directed Independent Study (DIS) is completed on a one-to-one basis with a faculty mentor. This is an opportunity for the student to pursue a creative research project. Topics germane to the student's program of study and the course title may be pursued upon approval of the student's faculty advisor. The focus may include theoretical research, field experience, community problem solving, or other appropriate areas for research or evaluation.

Note: Students may not earn credit for any course more than once, including Directed Independent Studies.

S7108 Contemporary Ethical Issues in Counseling*3 credit hours*

In this seminar, the student considers a variety of contemporary concerns facing the pastoral and community counselor. The concerns addressed may be ethical, social, individual, and legal. The exact topics to be considered will be determined by the needs and interest of the participants, as identified during a precourse conference on Embanet. Visiting experts address the session on specified topics.

S7109 Special Topics in Pastoral Counseling*3 credit hours*

This course presents special topics related to pastoral counseling. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular area of interest or expertise. The focus of this course is expanding and extending the core curriculum in all areas of pastoral counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, special populations, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

S7110 Spiritual and Religious Issues in Counseling*3 credit hours*

This course utilizes lecture case study, and experience to focus on the vertical and depth dimension of counseling. Dynamics studied include the relationship of individuals and families to God, what gives meaning to life, practical morality, and personal inspiration. Expected student outcomes include mastering the basic concepts, theories, and techniques in spiritual counseling, assessing spiritual needs, and working effectively with diverse populations.

S7935 Dissertation—Pastoral Counseling*1–9 credit hours*

All Ed.D. dissertations require a minimum of 15 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration may carry 1–5 credits. At the end of each semester, the dissertation chair will issue a grade of "PR" (Progressing) indicating that the student is progressing toward completion of the dissertation or a grade of "NC" (No Credit) indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" (Credit) once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 15 credit hour requirements for completion of dissertation.

SPORT PSYCHOLOGY (SP)**SP6000 Professionalization Group I***0 credit hours*

This course is in small-group format. These groups include a didactic as well as a discussion component. The course focuses on topics related to issues important to new sport-exercise psychology students, including the following: an orientation to the program and the field of sport psychology; an introduction to ethical and legal issues necessary for students to begin class and training experiences; issues and trends in the professional education of sport psychologists; and professional practice trends and issues in sport psychology. In addition, the faculty member leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the students' academic experience.

Prerequisite: (PHX) SP6000.

SP6001 Professionalization Group II*0 credit hours*

This course is a continuation of Professionalization Group I (SP6000).

SP6005 Psychopathology

3 credit hours

This course is an introduction to theoretical, clinical and empirical knowledge of psychopathology and the classification of mental disorders. The course focus is on acquiring a conceptual foundation for understanding and classifying abnormal behavior. The rationale and procedure of the *DSM-IV* are addressed. A methodology for collecting, organizing and understanding clinical data by way of careful interview is presented. There is a careful examination of both normal and abnormal behaviors/affective states that impact sport and human performance.

SP6010 Sports Psychology

3 credit hours

This course introduces students to the clinical aspects, as well as current research and theory, of sport and exercise psychology. Areas covered include motivations, arousal, group and team dynamics, goal settings, performance enhancement, eating disorders, and sport injury regarding psychological rehabilitation. Clinical applications are emphasized throughout the course.

SP6020 Team Dynamics and Group Behavior

3 credit hours

This course provides students with an overview of the psychology of team sports and the role of group factors in individual and team performance. A theoretical understanding of various group processes in sport, such as team cohesion, group communication, and leadership, are reviewed. Team building and the development of group effectiveness also are highlighted. In addition, theoretical and practical issues involved when working with team sports are covered. Special attention is given to the impact of race and gender in sports.

SP6104 Counseling Skills I

3 credit hours

A fundamental study of the helping relationship is provided. The course provides a broad understanding of the philosophic bases of helping processes: counseling theories and their application; basic advanced helping skills; consultation theories and their application; client and helper self-understanding and self-development; and facilitation of client change.

SP6300 Professional and Ethical Issues

3 credit hours

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organizations and associations. This course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors.

SP6493 Psychological Aspects of Athletic Injury

3 credit hours

This course provides students a comprehensive overview of the knowledge base for the psychological aspects of sport injury and rehabilitation, including pain management and assessment issues. Mechanisms of sport injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to developing a psychological rehabilitation program, along with understanding how a sport medicine team works together to rehabilitate the "total" athlete. Issues such as return to play, adherence, and counseling injured/disabled athletes will be explored.

SP6494 Exercise and Health Psychology

3 credit hours

This course focuses on the development of a theoretical understanding and basic skill proficiency in the principles and techniques of exercise and health psychology. Issues such as exercise participation and adherence, exercise and its relationship to mental health, wellness promotion and behavior change, psychological factors and reactions to overtraining, pain management, and stress management are explored. Techniques such as goal setting and imagery as they relate to exercise and health are also covered. Exercise used in a therapeutic environment, and how exercise can be incorporated into a psychological skills training program are discussed.

SP6495 Appraisal of Individuals and Psychological Skills

3 credit hours

This course provides students with a conceptual and theoretical understanding of general principles and practices of psychological assessment. In addition, students will gain basic proficiency in intake interviewing, behavioral observation, and the administration, scoring, and interpretation of psychological inventories, including sport-specific questionnaires. Focus is given to ethical and professional issues in psychological assessment, such as test reliability and validity and confidentiality. The use of interviewing, behavioral observation, and testing for comprehensive intervention planning are covered as well.

SP6496 Social Psychology of Sport

3 credit hours

In this course students are introduced to the principles and concepts of group and organizational behavior. Theory and research in group membership, organizational culture and style, leadership development and style, coaching/management style, power, and decision making are also systematically addressed. Special attention is given to the concept of team cohesion and its relationship to performance.

SP6497 Motor Learning and Development

3 credit hours

This course provides students an overview of theory, research, and practice in motor behavior learning and control. Students develop an understanding of cognitive, behavioral, neurophysiological and biomechanical approaches to motor skill learning and development. Special attention is given to motor skill development at a variety of developmental levels, as well as the relationship between motor skill acquisition and practice schedules.

SP6498 Sports Medicine and Rehabilitation

3 credit hours

This course provides students a comprehensive overview of the knowledge base for sports medicine pain management, assessment issues, and psychological aspects of sport injury and rehabilitation. Mechanisms of sports injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to developing a physiological rehabilitation program, along with understanding how a sports medicine team works together to rehabilitate the "total" athlete. Issues such as return to play, adherence, and counseling injured/disabled athletes are explored.

SP6499 Applied Sport Psychology I: Theory and Research
3 credit hours

This course is designed to introduce students to theory, research and practice of sport performance enhancement for both individuals and groups of performers by a variety of psychological interventions. Theoretical understanding in the use of mental skills training techniques such as goal-setting, imagery, self-talk, and arousal regulation is a prime focus. In addition, topics such as self-motivation, self-confidence, and concentration are addressed. Special attention is given to the thorough understanding of the psychological factors necessary for optimal sport performance to aid in appropriate intervention planning.

SP6500 Applied Sport Psychology II: Professional Practice
3 credit hours

This course focuses on the development of an in-depth understanding of the professional practices of sport performance enhancement by the utilization of psychological interventions in both individual and group (team) settings. Students develop proficiency in the selection, development, and implementation of psychological interventions based on current theory and research. A variety of cognitive, affective, and behavioral mental skills training techniques are studied in-depth, with an emphasis on understanding the relationship between performance enhancement skill level and psychological factors. Ethical issues in the practice of applied sport psychology, as well as gender issues, considerations in working with diverse groups, and special needs of challenged populations are also addressed.

Prerequisite: (PHX) SP6499.

SP6501 Exercise Physiology
3 credit hours

This course provides students an overview of major body systems, acute and chronic responses to exercise, training and over-training, and environmental affects on those systems and responses. Various physiological approaches used to optimize sport and exercise performance are also addressed. Consideration is given to issues/concerns of special populations involved in physical activity. The importance of physical activity in health and wellness is described.

SP6505 Lifespan Development
3 credit hours

This course focuses on normal development related to cognitive abilities psychosocial development and biological status through the lifespan, while exploring the theoretical and empirical literature relating to emotional and social development. Gender, culture, and sexual orientation are used as important mediating variables throughout the course. The relationship between normal development and sport and exercise is highlighted

SP6510 Athletic Counseling
3 credit hours

This course is designed to introduce students to the range of counseling-based interventions in applied sport psychology. A psychoeducational-developmental perspective is provided as a theoretical framework for the practice of sport psychology. The course focuses on the development of life skills and the implementation of educational programs to enhance development in athletes, especially youth through adulthood. Academic counseling, issues related to transitions, and cultural factors also are addressed.

Prerequisite: (PHX) SP6505.

SP6515 Clinical Sport Psychology/Athletic Counseling
3 credit hours

This course focuses on the development of a theoretical understanding of clinical-counseling issues in applied sport psychology. Students are engaged in an in-depth exploration of both theory and technique in counseling student athletes, life skills program development and implementation, and the assessment and treatment of clinical issues often found in athletic settings. Special focus is given to the recognition and assessment of clinical issues often at the heart of performance concerns. Students develop the ability to distinguish between clinical syndromes and normal affective states typically found in elite and/or highly competitive performance situations.

Prerequisites: (PHX) SP6005, SP6505.

SP6535 Sport Psychology Master's Practicum I
3 credit hours

An experience in applied sport psychology with a client population under close supervision is provided. Special emphasis is placed on assessment, intervention planning, and program development. The goal of the seminar is to develop integrated skills in assessment and intervention. The focus is on the development of skills in interviewing, case formulation and appropriate intervention planning. The seminar meets weekly throughout the academic year.

Prerequisites: (PHX) SP6001, SP6005, SP6104, SP6499, SP8010.

SP6536 Sport Psychology Master's Practicum II
3 credit hours

This course is a continuation of Sport Psychology Masters Practicum I (SP6535).

Prerequisites: (PHX) SP6535.

SP7200 Statistics and Research I
3 credit hours

The first of a two-semester sequence in statistics and research methodology, this course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

This course is cross-listed with Statistics and Research (PP7200).

SP7349 Career Assessment and Counseling
1–3 credit hours

This course reviews theories of job satisfaction and performance, instruments used for career assessment purposes, and principles of career counseling.

SP8010 Cognitive Behavioral Theory and 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.

SP8011 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.

SP8950 Special Topics

1–3 credit hours

This generic course title permits faculty and students to pursue particular topics of interest in a lecture or seminar format. The topics are announced with each offering.

CONTINUING EDUCATION (CE)

CE6142 ESL Writing Workshop

3 credit hours

This class is designed to help English as a second language students build writing skills to prepare them for basic college composition. Major topics include, the writing process (brainstorming, drafting, revising, editing), identification of purpose, logical thinking, style, grammar, punctuation, and citation of sources. Credits earned in this course do not apply to the degree or general education requirements. Students may be referred to this course as directed by instructors/Deans or can sign-up independently

CE6143 Writing Skills Workshop — Level Two

3 credit hours

This course is a practicum in academic writing pertaining to the writing process, APA and specific structural issues. Each workshop is designed to target areas for individual improvement and facilitate better writing practices for the academic author.

CE6144 Writing Skills Workshop — Level Three

3 credit hours

This course is developed for those students who have college-level writing skills, but may need help in refining their technique toward comprehension exams and dissertation preparation. Objectives include attaining the understanding and usage of advanced revision strategies, APA format, and documentation. Students will be assigned specific tasks to lead them through the writing process from the generation of ideas to proofreading a final draft. Much like eating the proverbial elephant, serving the information in small bites accomplishes a great deal while avoiding frustrations sometimes encountered in learning to fully develop topics in various ways. Students come to understand the patterns in writing, and are more readily prepared to make author decisions. This comprehensive guided tour through the creation of an academic paper delivers curriculum through lecture and a progressive series of learning events toward a single final goal — the production of one excellent scholarly document.

CE6150 Transforming Students into Writers

3 credit hours

The challenge of teaching students to write, motivating them to invest their best efforts in the process, and assessing their products is a complex instructional task. The purpose of this course, which is customized for four different grade level groupings (K–2, 3–4, 5–8, 9–12), is to explore cognitive, developmental, and environmental aspects of the writing process and the ways in which a teacher can use this knowledge to improve writing instruction. This course is intended for experienced K–12 teachers who support writing across the curriculum and would like to improve their instructional ability in whatever discipline they teach. This course meets elements of all five NBPTS core propositions.

CE6151 Impacting Teaching and Learning with Brain Research

3 credit hours

Recent discoveries from brain research have been applied to human cognition during the learning process. This course focuses on the educational applications of this research by Dr. David Sousa, whose approach addresses the following content areas: brain development (including hemisphericity), information processing, memory and retention, transfer, and critical thinking. This course also addresses the application of this information in a constructivist classroom, which is especially conducive to the instructional strategies described. This course is intended for experienced K–12 teachers who are interested in helping their students learn more effectively via brain-compatible techniques. This course meets elements of all five NBPTS core propositions.

CE6152 Communities of Character

3 credit hours

Across the nation, teachers are being directed by their administrators to implement what is typically called “character education” in their classrooms and schools, a practice that has been absent in most public schools since the mid-50s. There are multiple obstacles involved in responding effectively to this request: conflicting definitions of what is meant by the term, lack of instructional expertise by teachers, vague understanding of the benefits to students, and an absence of flexible strategies for designing and implementing school-wide programs. This course provides teachers facing this challenge with the following information and skills: (1) an understanding of the historical, social, political, and cognitive support for character education endeavors, (2) a definition of character education that is appropriate for use in public schools, (3) a flexible four-level model for implementing character education that is based on each school’s individual needs, (4) instructional strategies that fit each level of the model plus practice using them, and (5) practical experience in planning a character education program designed for a specific school’s needs. This highly experiential course is intended for experienced K–12 teachers who have been asked to develop or implement character education in their district, school, or classroom. This course meets elements of all five NBPTS core propositions.

CE6153 Desktop Publishing for Educators

3 credit hours

This course explores the features of desktop publishing software and elements of graphic design, provides discussions and practice activities that link principles of graphic design with the process of publishing, and provides a hands-on opportunity for teachers to use the educational applications of both. This course is intended for experienced K–12 educators seeking ways to expand their teaching expertise by applying increased technology skills to the instructional process. This course meets elements of all five NBPTS core propositions.

CE6154 Discovering Computers for Educators

3 credit hours

This course provides teachers with a hands-on exploration of the uses of computers and computer technology in an educational context, including hardware, software, and the web. Content addresses why computers are an essential teaching tool of the 21st century, provides practice activities in the context of educational settings, and requires synthesis of content and skills in the development of a specialized educational project. This course is intended for experienced K–12 educators seeking ways to expand their teaching expertise by applying computer technology skills to the instructional process. This course meets elements of all five NBPTS core propositions.

CE6155 Internet Applications for Educators*3 credit hours*

This course explores the ways in which Internet technology is rapidly becoming an integral element of classroom learning and provides teachers with requisite skills to apply this technology in their classrooms. Content includes an overview of the instructional potential of the Internet, and practice in accessing, using, and critically evaluating available services such as the web, FTP, and Telnet for educational purposes. This course is intended for experienced K–12 educators seeking ways to expand their teaching expertise by incorporating Internet applications in the instructional process. This course meets elements of all five NBPTS core propositions.

CE6166 Microsoft Windows for Educators*3 credit hours*

This course explores classroom applications and educational uses of the Windows desktop operating environment. Content includes the exploration of various components and capabilities of Windows, including file and folder management, program installation, WordPad, Paint, Calculator, Help, spreadsheets, customizing the desktop, working in a network, connecting to the Internet, the web, bookmarking, and PowerPoint. Hands-on practice activities are presented in the context of classroom use. This course is intended for experienced K–12 educators seeking ways to expand their teaching expertise by applying increased technology skills to multiple elements of the instructional process. This course meets elements of all five NBPTS core propositions.

CE6167 Microsoft Office for Educators*3 credit hours*

This course explores the classroom applications and educational uses of three of the major components of Microsoft Office: Word, PowerPoint, and Excel. Course content includes an introduction to the elements of Microsoft Word, Excel, and PowerPoint; exploration of the common design elements that enable a flexible interchange of data between programs; and instruction in the creation of educational documents. All hands-on practice activities are presented in the context of classroom or educational uses for these software programs. This course is intended for experienced K–12 educators seeking ways to expand their teaching expertise by applying increased technology skills to the instructional process. This course meets elements of all five NBPTS core propositions.

CE6168 Microsoft Excel for Educators*3 credit hours*

This course provides an in-depth exploration of the classroom applications and education uses for Excel. Course content focuses on recording, organizing, formatting, and using data in an educational setting and includes an overview of the features of Excel; working with Workbooks and Worksheets to enter and edit data, use simple formulas and functions, move or copy data and formulas, manage files, and format worksheets; working with Charts to create automatic subtotals; and working with Lists and Databases to enter, sort, filter, find, and manage data. All hands-on practice activities are presented in the context of classroom or educational uses of Excel. This course is intended for experienced K–12 educators seeking ways to expand their teaching expertise by applying increased technology skills to data used in the instructional process. This course meets elements of all five NBPTS core propositions.

CE6169 Microsoft PowerPoint for Educators*3 credit hours*

This course provides teachers with the opportunity to focus on the PowerPoint component of the Microsoft office suite to develop professional-looking presentations for classroom use. In addition, content addresses principles of graphic design and provides practice activities that link principles of graphic design with the PowerPoint options to provide a hands-on opportunity for teachers to use the educational applications of both. This course is intended for experienced K–12 educators seeking ways to expand their teaching expertise by applying increased technology skills to the instructional process. This course meets elements of all five NBPTS core propositions.

CE6170 Web Publishing for Educators*3 credit hours*

This course provides teachers with the knowledge and skills to expand classroom Internet use by helping their students to design and publish educational home pages. Content addresses the features of an effective web site, the use of software tools to design web pages, developing and publishing a web site for educational use, and employing Internet educational resources within a web site. In addition, the course explores the value of student web site development as an instructional tool that facilitates learning, motivates reluctant students, improves communication skills, and provides parents with insights into student educational experiences. This course is intended for experienced K–12 educators seeking ways to expand their teaching expertise by incorporating web technology into the instructional process. This course meets elements of all five NBPTS core propositions.

CE6171 Advanced Microsoft Office for Educators*3 credit hours*

This course provides teachers with an in-depth exploration of the educational uses of Word, PowerPoint, and Excel. Content includes an expanded study of the use of these software products to enhance organization and productivity in an educational environment. Hands-on class activities demonstrate how common design elements create a synergistic interrelationship among the Office applications to help educators produce and incorporate professional quality documents and presentations into their daily teaching routines; effectively collect, manipulate, and represent data; and prepare to teach their students basic skills associated with each type of software. This course is intended for experienced K–12 educators seeking ways to expand their teaching expertise by applying increased technology skills to documents, presentations, and data used in the instructional process. This course meets elements of all five NBPTS core propositions.

CE6172 Advanced Microsoft Word for Educators*3 credit hours*

This course provides an in-depth experience 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 expand their teaching expertise by applying increased technology skills to documents used in the instructional process. This course meets elements of all five NBPTS core propositions.

CE6185 The Differentiated Classroom*3 credit hours*

As noted educator Carol Ann Tomlinson says, "...it's no longer possible to look at a group of students in a classroom and pretend they are essentially alike" (Tomlinson, 2001, p. v). The heterogeneous structure of classrooms requires teachers to design and implement lessons that are differentiated in ways that honor the diverse learning needs of each classroom's student population, yet few teachers possess the skills to achieve this task. In this course, participants will examine the work of one of education's most respected voices, Carol Ann Tomlinson, whose framework for implementing differentiated instructional strategies in the classroom has become the centerpiece for this movement. Course content addresses six primary categories of differentiation: content, process, product, readiness, interest, and learning profile, as well as issues of classroom climate, flexible grouping, assessment, and grading. Class members will examine and apply instructional strategies, lesson plans, and examples of classroom implementation in pursuit of learning to differentiate instruction in their own classrooms, in a manner that is both feasible and beneficial to students and teachers alike.

This course meets elements of all five NBPTS core propositions.

CE6190 Developing Curriculum for Online Courses*3 credit hours*

This course provides teachers with the skills needed to develop, facilitate, and evaluate learner-centered online courses. Content addresses the asynchronous interactive learning model, the role of the online facilitator, technology considerations, online instructional strategies, facilitator roles, characteristics of successful online learners, and change management. This course is intended for experienced K–12 educators seeking ways to incorporate technology into their teaching by learning how to develop curriculum for online courses. This course meets elements of all five NBPTS core propositions.

CE6191 Facilitating Online Courses*3 credit hours*

This course provides educators with training in effective online course facilitation. Content addresses skill development via structured practice sessions utilizing a model online course; a forum for practicing and discussing online facilitation skills; collegial peer evaluation and feedback; instructor conferences; and personal reflection. This course is intended for experienced K–12 educators seeking ways to incorporate technology into their teaching expertise. This course meets elements of all five NBPTS core propositions.

CE6210 Informed Educators for the Information Age*3 credit hours*

The factors influencing education in the first decade of the 21st century are myriad: broad educational reform movements, rapidly changing social conditions, political influence on educational issues, economic restrictions, technological advances, and changing demands for workplace preparedness, among many others. Teachers, who have the most at stake in the responses to these influences, conversely have the least amount of time available for studying them so that they might be informed participants in the decision-making process. The purpose of this course is to provide teachers with a focused overview of this spectrum of influences, to examine how they interact within the field of education, to discern how decisions made today may profoundly affect them in the future, and to help them synthesize the information in the context of their own experience. The course provides instruction and practice in using effective instructional techniques for today's diverse student population. The course is intended for K–12 educators. This course meets elements of all five NBPTS core propositions.

CE6211 The Power of Brain-Compatible Learning*3 credit hours*

Within the past decade, information from the emerging field of neuroscience has found its way into education, providing a scientific explanation for many standard learning theories, as well as a new set of instructional techniques based on knowledge of how the brain learns best. The purpose of this course is to introduce teachers to this knowledge and help them learn how to use it to increase student achievement in their own classrooms. Content of the course is based on the work of Renate and Geoffrey Caine, Candace Pert, David Sousa, Robert Sylwester, Eric Jensen, and Marian Diamond, among others, and addresses how to help students learn and remember better, developmental issues that affect learning, how the classroom can support brain-compatible learning, and instructional strategies that maximize the brain's ability to learn. Content is taught using brain-compatible instructional strategies, so that teachers learn about brain-compatibility while they simultaneously experience its benefits. This highly interactive course is intended for K–12 teachers who would like to practice using brain-compatible instructional strategies, analyze current practices in light of this information, and integrate age- and discipline-specific strategies into everyday lesson planning. This course meets elements of all five NBPTS core propositions.

CE6220 Conscious Classroom Management*3 credit hours*

Based on noted educator Rick Smith's exceptional book, *Conscious Classroom Management: Unlocking the Secrets of Great Teaching*, this course incorporates important principles underlying the nature of teacher-student interaction during classroom management that new teachers miss out on in most discipline courses. In approaching the hows and whys of classroom management, this course addresses both internal and external components of the process. Participants internalize six key internal attitudes and skills that comprise the foundation of the effective discipline process. They apply them using a series of innovative procedures designed to proactively prevent discipline problems and intervene effectively when necessary.

**CE6230 Classroom Management That Works:
Practical Solutions to Persistent Problems***3 credit hours*

The paradox of most existing discipline approaches is that even the best descriptions of effective classroom management techniques do not disclose the underlying principles of their effectiveness. Rather than simply providing a list of strategies and cookie-cutter techniques, this course incorporates several missing pieces of the classroom management puzzle by helping teachers to understand how to develop the inner authority they need as well as the invisible principles underlying the nature of effective teacher-student interactions. Thus, in approaching the hows and whys of classroom management, this course proposes that effective classroom management results from the dynamic interplay of both internal and external components in the context of collaboration and mutual respect. Participants internalize key internal attitudes and skills that comprise the foundation of the effective discipline process, learn how to develop the inner authority they need in order to be effective, understand what students are communicating when they misbehave, and learn to respond to them in a way that invites their cooperation. They then apply these insights in a highly personalized manner by adapting a series of innovative procedures designed to proactively prevent discipline problems and to intervene effectively when necessary.

This course meets elements of all five NBPTS core propositions.

CE6250 Tools for Professional Resilience*3 credit hours*

Current research reinforces the proliferation of articles in educational periodicals which indicate that stress and burnout among professional educators has reached a crisis point. Though teachers across the nation struggle to believe that what they do is worth the difficulties and challenges they encounter on a daily basis, increasing accountability demands, lack of professional autonomy, unreasonable workloads, constant media criticism, reduced resources, low salaries, and the daily problems brought on by a hugely diverse student populations have produced a sense of urgency and crisis in schools that is burning teachers out and diminishing the effectiveness of those who stay. This is an enormous problem with lasting social and economic effects that will be felt not only among the ranks of teaching professionals, but also among their students and communities in which they live and work. 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.

This course meets elements of all five NBPTS core propositions.

CE6300 Arts with the Brain in the Mind*3 credit hours*

The visual, music, and kinesthetic arts are fundamental to success in our demanding, highly technical, fast-moving world; and in a standards-driven, test-frenzied educational environment, the arts provide students with opportunities to develop the creativity, self-discipline, motivation, and self-expression often absent in other classrooms, yet critically important to their ultimate ability to function successfully in the real world. The central theme of this course is that the arts promote the development of valuable human neurobiological systems—“our integrated sensory, attentional, cognitive, emotional, and motor capacities—which are, in fact, the driving forces behind all other learning” (Jensen, 2001). By studying recent discoveries about the way the brain works, participants will learn why the knowledge and skills of arts education have tremendous value in an of themselves, as well as how to incorporate brain-compatible arts instructional strategies throughout the curriculum, with the goal of supporting learning in all of the disciplines.

CE6400 Inclusion: Strategies for Educators*3 credit hours*

The challenge of teaching students with diverse learning needs pervades the 21st century classroom. The standards accountability movements have added tremendous pressure by requiring that all students must demonstrate grade level mastery of instructional concepts. When the and inclusion of at-risk and special needs students in the regular classroom adds yet another level of complexity to the situation, teachers may feel both unprepared and overwhelmed. The purpose of this course is to provide regular 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. This course is intended for professional and paraprofessional educators within the regular education setting that desire to understand student characteristics and improve teaching abilities for addressing the needs of diverse student populations in a variety of discipline settings.

This course meets elements of all five NBPTS core propositions.

CE6500 Fundamentals of School Law for Educators*3 credit hours*

All teachers are required to know the law under our system of jurisprudence. The purpose of this course is to explore 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. This course is designed for K – 12 teachers who want to understand how the law impacts individual teachers and the profession in general.

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Argosy University Academic Calendar 2004–2005

2004

September	7 <i>Fall Semester begins</i>	November	1 <i>Priority application deadline for financial aid for Spring Semester 2005</i>	December	18 <i>Fall Session II ends</i>
	7 <i>Fall Session I begins</i>		8–12 <i>Priority registration for Spring Semester 2005</i>		18 <i>Fall Semester ends</i>
October	11 <i>Columbus Day, offices closed</i>		22 <i>Registration deadline for Spring Semester 2005</i>		24–27 <i>Christmas Holiday, offices closed</i>
	27 <i>Fall Session I ends</i>		25–26 <i>Thanksgiving Holiday, offices closed</i>		31 <i>New Year's Eve, offices closed</i>
	28 <i>Fall Session II begins</i>				

2005

January	10 <i>Spring Semester begins</i>	April	23 <i>Spring Session II ends</i>	July	1 <i>Priority application deadline for financial aid for Fall Semester 2005</i>
	10 <i>Spring Session I begins</i>		23 <i>Spring Session II ends</i>		4 <i>Independence Day, offices closed</i>
	15 <i>Priority application deadline for Fall Semester 2005</i>		17 <i>Spring Semester ends</i>		
	19 <i>Martin Luther King Day, offices closed</i>	May	9 <i>Summer Semester begins</i>	August	20 <i>Summer Session II ends</i>
March	1 <i>Priority application deadline for financial aid for Summer Semester 2005</i>		9 <i>Summer Session I begins</i>		30 <i>Summer Semester ends</i>
	2 <i>Spring Session I ends</i>		30 <i>Memorial Day, offices closed</i>		
	3 <i>Spring Session II begins</i>	June	13–17 <i>Priority registration for Fall Semester 2005</i>		
	14–18 <i>Priority registration for Summer Semester 2005</i>		27 <i>Registration deadline for Fall Semester 2005</i>		
	25 <i>Good Friday, offices closed</i>		29 <i>Summer Session I ends</i>		
	28 <i>Easter Monday, offices closed</i>		29 <i>Summer Session II begins</i>		
	<i>Registration deadline for Summer Semester 2005</i>				

Students attending Argosy University/Sarasota should refer to the academic calendar located in the Argosy University/Sarasota Student Handbook for dates pertaining to that campus.

Academic Programs at Argosy University Campuses and Satellite Locations

	ATLANTA, GA	Savannah, GA*	Nashville, TN*	CHICAGO, IL	DALLAS, TX	HONOLULU, HI	Hilo, HI*	Maui, HI*	ORANGE COUNTY, CA	PHOENIX, AZ	SAN FRANCISCO, CA	SARASOTA, FL	SCHAUMBURG, IL	SEATTLE, WA	TAMPA, FL	Cleawater, FL*	TWIN CITIES, MN	WASHINGTON DC
BUSINESS																		
B.S. in Business Administration (Degree Completion)	•			•		•			•			•	•	•	•	•	•	•
B.S. in E-Business (Degree Completion)												•			•	•		
B.S. in Organizational Management (Degree Completion)	•			•		•			•		•	•	•		•	•	•	
M.B.A. in Business Administration	•			•		•			•		•	•	•	•	•	•	•	
D.B.A. in Accounting									•			•					•	
D.B.A. in Information Systems				•					•			•	•				•	
D.B.A. in International Business	•			•					•	•	•	•	•				•	
D.B.A. in Leadership						•						•						
D.B.A. in Management	•			•					•		•	•	•	•	•		•	
D.B.A. in Marketing									•			•	•	•			•	
EDUCATION																		
M.A.Ed. in Curriculum & Instruction	•			•		•			•		•	•	•	•	•		•	•
M.A.Ed. in Educational Leadership	•			•		•			•		•	•	•	•	•		•	•
Ed.S. in Curriculum & Instruction	•									•		•	•		•		•	•
Ed.S. in Educational Leadership	•			•						•		•	•		•		•	•
Ed.D. in Curriculum & Instruction	•			•		•			•	•	•	•	•	•	•		•	•
Ed.D. in Educational Leadership	•			•		•			•	•	•	•	•	•	•		•	•
HEALTH SCIENCES																		
A.A.S. in Diagnostic Medical Sonography																		•
A.A.S. in Histotechnology																		•
A.A.S. in Medical Assisting																		•
A.A.S. in Radiologic Technology																		•
A.A.S. in Veterinary Technology																		•
A.S. in Dental Hygiene																		•
A.S. in Medical Laboratory Technology																		•
A.S. in Radiation Therapy																		•
PSYCHOLOGY AND BEHAVIORAL SCIENCES																		
B.A. in Psychology (Degree Completion Program)	•			•	•	•			•	•	•	•	•	•	•	•	•	•
M.A. in Clinical Psychology	•			•	•	•				•	•		•	•	•		•	•
M.A. in Clinical Psychology/Marriage & Family Therapy									•									
M.A. in Counseling Psychology																		•
M.A. in Counseling Psychology/Marriage & Family Therapy									•									
M.A. in Forensic Psychology																		•
M.A. in Guidance Counseling												•			•			
M.A. in Marriage & Family Therapy						•	•	•							•		•	
M.A. in Mental Health Counseling												•		•	•			
M.A. in Professional Counseling	•	•	•	•	•					•		•						
M.A. in Sport-Exercise Psychology										•								
Ed.S. in School Counseling												•						
Ed.D. in Counseling Psychology				•					•		•	•	•					•
Ed.D. in Organizational Leadership				•					•			•	•	•				
Ed.D. in Pastoral Community Counseling												•						
Psy.D. in Clinical Psychology	•			•	•	•			•	•	•	•	•	•	•		•	•
Psy.D. in School Psychology						•			•									

A.A.S. = Associate of Applied Science
 A.S. = Associate of Science
 B.A. = Bachelor of Arts
 B.S. = Bachelor of Science

M.A. = Master of Arts
 M.A.Ed. = Master of Arts in Education
 M.B.A. = Master of Business Administration
 Ed.S. = Education Specialist

Ed.D. = Doctor of Education
 D.B.A. = Doctor of Business Administration
 Psy.D. = Doctor of Psychology
 * Satellite Locations

Schedule of Tuition and Fees

The following schedule of tuition and fees will become effective September 1, 2004. Argosy University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

TUITION

Business Programs	Cost Per Credit Hour
Bachelor of Science (B.S.) in Business Administration Degree Completion Program	\$ 380.00
Bachelor of Science (B.S.) in E-Business Degree Completion Program	380.00
Bachelor of Science (B.S.) in Organizational Management Degree Completion Program	380.00
Master of Business Administration (M.B.A.) Program	475.00
Doctor of Business Administration (D.B.A.) Program	750.00
Education Programs	
Master of Education (M.A.Ed.) in Curriculum & Instruction Program	475.00
Master of Education (M.A.Ed.) in Educational Leadership Program	475.00
Education Specialist (Ed.S.) in Curriculum & Instruction Program	<i>See campus-specific Academic Catalog Addenda</i>
Education Specialist (Ed.S.) in Educational Leadership Program	<i>See campus-specific Academic Catalog Addenda</i>
Doctor of Education (Ed.D.) in Curriculum & Instruction Program	<i>See campus-specific Academic Catalog Addenda</i>
Doctor of Education (Ed.D.) in Educational Leadership Program	<i>See campus-specific Academic Catalog Addenda</i>
Health Sciences Programs	
Associate of Applied Science (A.A.S.) in Diagnostic Sonography Program	380.00
Associate of Applied Science (A.A.S.) in Histotechnology Program	380.00
Associate of Applied Science (A.A.S.) in Medical Assisting Program	380.00
Associate of Applied Science (A.A.S.) in Radiologic Technology Program	380.00
Associate of Applied Science (A.A.S.) in Veterinary Technology Program	380.00
Associate of Science (A.S.) in Dental Hygiene Program	380.00
Associate of Science (A.S.) in Medical Laboratory Technology Program	380.00
Associate of Science (A.S.) in Radiation Therapy Program	380.00
Psychology Programs	
Bachelor of Arts (B.A.) in Psychology Degree Completion Program	380.00
Master of Arts (M.A.) in Clinical Psychology Program	750.00
Master of Arts (M.A.) in Clinical Psychology/Marriage & Family Therapy Program	750.00
Master of Arts (M.A.) in Counseling Psychology Program	475.00
Master of Arts (M.A.) in Counseling Psychology/Marriage & Family Therapy Program	475.00
Master of Arts (M.A.) in Forensic Psychology Program	475.00
Master of Arts (M.A.) in Guidance Counseling Program	475.00
Master of Arts (M.A.) in Marriage & Family Therapy Program	475.00
Master of Arts (M.A.) in Mental Health Counseling Program	475.00
Master of Arts (M.A.) in Professional Counseling Program	475.00

Psychology Programs, cont.	Cost Per Credit Hour
Master of Arts (M.A.) in Sport-Exercise Psychology Program	\$ 750.00
Education Specialist (Ed.S.) in School Counseling Program	475.00
Doctor of Education (Ed.D.) in Counseling Psychology Program	750.00
Doctor of Education (Ed.D.) in Organizational Leadership Program	750.00
Doctor of Education (Ed.D.) in Pastoral Community Counseling Program	750.00
Doctor of Psychology (Psy.D.) in Clinical Psychology Program	750.00
Doctor of Psychology (Psy.D.) in School Psychology Program	750.00

TRAINING AND PROGRAM-RELATED FEES

	Cost Per Semester
Fees vary by campus	<i>See campus-specific Academic Catalog Addendum</i>

OTHER NON-REFUNDABLE STUDENT CHARGES

Item	Cost
Application for Admission Fee ¹	\$ 50.00
Student Activity Fee ²	<i>See campus-specific Academic Catalog Addenda</i>
Graduation Fee/End of Program Fee ³	150.00
Course Add/Drop Fee ⁴	50.00
Installment Plan Fee	35.00
Late Registration Fee	50.00
Late Payment Fee	20.00
Returned Check Fee	35.00
Transcript Fee	No Charge
Express Transcript Fee ⁵	20.00

¹ Non-refundable, except in California.

² Students enrolled in no greater than one credit hour each semester are exempt from the Student Activity Fee.

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

⁴ Students who elect to change their schedule after registration may do so by completing a Course Add/Drop Request Form. The Course Add/Drop Fee is assessed for each request form submitted to the Student Services Department. Multiple changes may be submitted on one form.

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

ARGOSY UNIVERSITY

Two First National Plaza
20 South Clark Street
28th Floor
Chicago, IL 60603

1.800.377.0617

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CAMPUSES

ARGOSY UNIVERSITY/ATLANTA

990 Hammond Drive
Building 1, 11th Floor
Atlanta, GA 30328
1.770.671.1200
1.888.671.4777

ARGOSY UNIVERSITY/CHICAGO

Two First National Plaza
20 South Clark Street
3rd Floor
Chicago, IL 60603
1.312.201.0200
1.800.626.4123

ARGOSY UNIVERSITY/SCHAUMBURG (CHICAGO NORTHWEST)

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

ARGOSY UNIVERSITY/DALLAS

8950 North Central Expressway
Suite 315
Dallas, TX 75231
1.214.890.9900
1.866.954.9900

ARGOSY UNIVERSITY/HONOLULU

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

ARGOSY UNIVERSITY/ORANGE COUNTY

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

ARGOSY UNIVERSITY/PHOENIX

2233 West Dunlap Avenue
Phoenix, AZ 85086
1.602.216.2600
1.866.216.2777

ARGOSY UNIVERSITY/SAN FRANCISCO BAY AREA

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

ARGOSY UNIVERSITY/SARASOTA

5250 17th Street
Sarasota, FL 34235
1.941.379.0404
1.800.331.5995

ARGOSY UNIVERSITY/SEATTLE

1019 8th Avenue North
Seattle, WA 98109
1.206.283.4500
1.866.283.2777

ARGOSY UNIVERSITY/TAMPA

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

ARGOSY UNIVERSITY/TWIN CITIES

1515 Central Parkway
Eagan, MN 55121
1.651.846.2882
1.888.844.2004

ARGOSY UNIVERSITY/WASHINGTON DC

1550 Wilson Boulevard
Suite 600
Arlington, VA 22209
1.703.526.5800
1.866.703.2777

ADDITIONAL SITES

ARGOSY UNIVERSITY/NASHVILLE

Branch Location of Argosy University/Atlanta
205 Powell Place
Brentwood, TN 37027
1.615.369.0616
1.866.833.6598

Clearwater, FL

A satellite location of Argosy University/Tampa

Savannah, GA

A satellite location of Argosy University/Atlanta

Hilo, HI

Maui, HI

Satellite locations of Argosy University/Honolulu