

ARGOSY UNIVERSITY HAWAI'I



Academic Catalog Addendum 2005–2006

Effective September 1, 2005–August 31, 2006

This catalog was prepared by Argosy University, Two First National Plaza, 20 South Clark Street Chicago, Illinois 60603. The information contained herein applies to the academic years 2005–2006. Curriculum, fees, expenses and other information described herein, while current at the time of publication, are subject to change without notice at the discretion of Argosy University. For more information, write to the above address or phone 1.800.800.8888.

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Accreditation and Programs

The information listed in this addendum applies to the *Argosy University Academic Catalog 2005–2006*. To ensure that this information is applied to the proper publication please refer to the effective date, September 1, 2005–August 31, 2006 on the front cover of the *Academic Catalog*. If you have questions related to information this addendum, please contact your academic advisor or program chair for assistance.

ARGOSY UNIVERSITY/HAWAII

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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

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

PROGRAMMATIC ACCREDITATION

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

ARGOSY UNIVERSITY/HAWAII PROGRAMS

The College of Business and Information Technology

Bachelor of Science (BS)

- Business Administration (Degree Completion Program)

May choose one of three optional concentrations:

Finance
International Business
Marketing

Master of Business Administration (MBA)

- Business Administration

Must choose one of three concentrations:

International Business
Leadership
Marketing

Doctor of Business Administration (DBA)

- International Business
- Leadership
- Management
- Marketing

Professional Graduate Business Certificate¹

- Business Administration

Must choose one of eight concentrations:

Accounting
Finance
Healthcare Administration
Human Resources
Information Systems
International Business
Leadership
Marketing

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

The College of Education and Human Development

Master of Arts in Education (MAEd)

- Curriculum & Instruction
- Educational Leadership

Doctor of Education (EdD)

- Curriculum & Instruction

Must choose a concentration in either:

Higher Education

K–12 Education

- Educational Leadership

Must choose a concentration in either:

Higher Education Administration

K–12 Education

The American School of Professional Psychology

Bachelor of Arts (BA)

- Psychology (Degree Completion Program)

Master of Arts (MA)

- Clinical Psychology
- Marriage & Family Therapy
- School Psychology

Doctor of Education (EdD)

- Organizational Leadership

Doctor of Psychology (PsyD)

- Clinical Psychology

May choose an optional concentration in either:

Child & Family Clinical Practice

Diversity in Clinical Practice

- School Psychology

Postdoctoral Respecialization Certificate¹

- Clinical Psychology

SATELLITE LOCATIONS: HILO, HI; MAUI, HI The American School of Professional Psychology

Master of Arts (MA)

- Marriage & Family Therapy

¹ Postdoctoral certificate programs are not eligible for federal financial aid programs.

Argosy University/Hawai'i

The American School of Professional Psychology

Master of Arts in Clinical Psychology Program

PROGRAM OVERVIEW

The Master of Arts (MA) in Clinical Psychology Program at Argosy University/Hawai'i is designed as both a terminal degree and for those who plan to pursue doctoral study. The program provides a solid core of basic psychology, as well as a strong clinical orientation, with an emphasis in psychological assessment. The curriculum provides the theoretical and clinical elements to allow students to become effective members of mental health teams.

Both by virtue of the location of Hawai'i and by the specific design of the faculty, a central focus of education at Argosy University/Hawai'i is relevance to social issues, to social justice, and to all manner of human diversity and difference. Attention to issues of human diversity occurs throughout the curriculum and within a number of additional learning opportunities outside of the classroom. Work with diverse and marginalized populations is a major focus of the teaching, scholarship, and clinical practice of all of the core faculty members at the Argosy University/Hawai'i. The faculty is committed to mentoring students who will provide effective and relevant services to underserved populations.

Specific objectives of the Master of Arts in Clinical Psychology Program include the following:

- The training of practitioners capable of delivering effective diagnostic and therapeutic services to diverse populations of clients. Diverse client populations refer to different groups as defined by race, ethnicity, and culture as well as to a range of other marginalized and underserved groups as defined by factors including but not limited to gender, class, age, sexual identity, physical ability and health, and religion.
- The development of mental health practitioners who understand the biological, psychological and social bases of human functioning.
- The preparation of practitioners capable of working with other disciplines as part of a professional team.
- The development of practitioners who understand and value diversity in its many forms.
- The development of practitioners who are capable of critical thinking and who are engaged in and committed to continuing enhancement of personal self-awareness and growth.
- The development of practitioners who are committed to improving the quality and scope of psychological services available to underserved populations with a particular emphasis on Hawai'i and the Pacific Rim.

Professional Standards

Argosy University/Hawai'i has a strong commitment to developing clinical practitioners who demonstrate high levels of professionalism and clinical skill. Argosy University/Hawai'i programs are rigorous and demanding; they require that students continually apply themselves to all aspects of their preparation over an extended period of time.

It is a fundamental requirement of Argosy University/Hawai'i that all students meet the standards of the profession of psychology. As an expression of these standards, Argosy University/Hawai'i requires adherence to the principles of the American Psychological Association (APA) *2002 Ethics Code*. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Demanding, threatening, or rude behavior is inconsistent with the identity of a professional psychologist.

Any activities that appear to violate the school's principles of professional standards in the course of the student's education or training will be reviewed carefully by the appropriate faculty committee.

Students Rights and Responsibilities

Failure to comply with the standards set forth within the Student Rights and Responsibilities Policy may subject students to review by the Academic Affairs Committee and may result in probation and/or dismissal from the institution.

Students should acquaint themselves with the assessment and recommendation policies and options of the faculty and administrative staff in addressing issues of student behavior and performance.

The Student Rights and Responsibilities Policy appears in its entirety in the *Argosy University Academic Catalog*.

ADMISSION REQUIREMENTS

The application process for admission into the Master of Arts in Clinical Psychology Program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications to enroll in program. Because the admission process also takes into consideration the qualities essential to becoming an effective member of a mental health team, material is also required that will enable the Admissions Committee to make a determination of the individual's personal integrity, maturity, interpersonal skills, and ability to communicate.

Applicants must have a bachelor's degree from a regionally accredited institution, a nationally accredited institution approved by the faculty and dean of the College of Professional Psychology and Behavioral Sciences, 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

Prerequisites for Admission

Argosy University/Hawai'i graduate programs in clinical psychology requires the successful completion of the following undergraduate courses, or their equivalent prior to their enrollment in the program:

- Abnormal psychology
- General psychology
- Tests and measurement
- Statistics or research methods
- Personality theories

Individuals interested in applying for entry into the MA in Clinical Psychology Program must submit the following materials:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Two-to three-page personal statement
- Current résumé
- Three completed Argosy University/Hawai'i Applicant Recommendation Forms (letters may be attached)
- Official transcripts from all postsecondary institutions attended
- 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.

Optional Admission Materials

- Official scores from the Graduate Record Exam's General Test (our GRE Institutional Code: 4096) or the Miller Analogies Test
- Writing sample (i.e., term paper, senior thesis)
- Paraprofessional counseling or human service experience

Completed application files are forwarded to the Admissions Committee for review. Applicants under serious consideration for admission will be required to present themselves for an interview. MA in Clinical Psychology Program applicants are interviewed by the core faculty of the clinical psychology program. Out-of-state applicants to Argosy University/Hawai'i may be given the opportunity to complete a telephone interview.

Application Deadlines

Applications are accepted for Fall admission only. All admission materials for the MA in Clinical Psychology Program must be submitted by the following dates:

Fall Admission

January 15	Priority deadline (Interviews conducted in February/March; final notification April 1)
May 15	Final deadline (dependent on space availability)

ENROLLMENT REQUIREMENTS

Students who have not completed the undergraduate prerequisite courses prior to admission must complete them prior to enrollment. There are no exceptions to this policy. To assist students seeking to fulfill this requirement, Argosy University/Hawai'i offers courses in a number of these subject areas. Given sufficient interest, some of the prerequisite/foundation courses may be offered during the Summer Semester. In addition, prerequisite/foundation courses are available online.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within five years after matriculation. Students who take an approved leave of absence will have five years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

Students who receive a grade lower than "B-" in a course must retake the course within the next twelve months and receive a grade of "B-" or better.

Full-time students must complete a minimum amount of academic work by the end of each year in the program following matriculation to demonstrate satisfactory progress.

The suggested incremental time frame completion rates are as follows:

Suggested Incremental Time Frame Completion Rates

End of Year One	14 credit hours
End of Year Two	28 credit hours
End of Year Three	42 credit hours
End of Year Four	50 credit hours
End of Year Five	50 credit hours

GRADUATION REQUIREMENTS

Students who are admitted into the MA in Clinical Psychology Program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by Argosy University/Hawai'i.

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

- 50 semester credit hours that must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 42 credit hours of required courses completed with a grade of “B-” or better.
 - 2 credit hours of Master’s Project
 - 6 credit hours (one academic year) of Intervention Practicum and Seminar.
- Satisfactory completion of Master’s Project
- A grade point average of at least 3.0 on a scale of 4.0
- Successful completion of the first year and Master’s Clinical Evaluation Conference (CEC).
- Completed Petition to Graduate submitted to campus administration

Students enrolled in the master’s program are required to complete all graduation requirements within five years of the date of matriculation.

Petition to Graduate

Argosy University/Hawai`i holds a commencement ceremony annually. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the appropriate graduation forms and fees to the Student Services Department no later than July 1 prior to the date of commencement. Students must complete all graduation requirements including submission and approval of the Master’s Project eight weeks prior to commencement.

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.

WRITING PROGRAM

Argosy University/Hawai`i may offer Professional Writing (ENG104) whenever there is a need, as a no credit course for students who demonstrate a need to develop their writing skills. Students may enroll in this course on a voluntary basis. Other students, who receive written referrals for more than one semester by one or more faculty members as needing assistance with writing, will be required to take this course. The standard method for faculty members to indicate this is through a notification on the student’s grade sheet.

PROGRAM REQUIREMENTS

The MA in Clinical Psychology Program requires the satisfactory completion of 50 semester credit hours are distributed as follows: clinical knowledge requirements, 6 credit hours; professional issues and roles requirements, 5 credit hours; psychological assessment requirements, 6 credit hours; psychological intervention requirements, 12 credit hours; psychology foundation requirements, 9 credit hours; science and scholarship requirements, 6 credit hours; and clinical practicum requirements, 6 credit hours.

Clinical Knowledge Requirements— Students Are Required to Take the Following

PP7045	Psychopathology (3)
PP7342	Evaluation and Treatment of Diverse and Marginalized Populations (3)

Clinical Knowledge Requirements—6 Credit Hours

Professional Issues and Roles Requirements— Students Are Required to Take the Following

PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)

Professional Issues and Roles Requirements—5 Credit Hours

Psychological Assessment Requirements— Students Are Required to Take the Following

PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)

Psychological Assessment Requirements—6 Credit Hours

Psychological Intervention Requirements— Students Are Required to Take the Following

PP7365	Clinical Interviewing (3)
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Students Choose Three of the Following

PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8060	Group Psychotherapy (3)

Psychological Intervention Requirements—12 Credit Hours

Psychology Foundation Requirements— Students Are Required to Take the Following

PP7010	Lifespan Development (3)
PP7040	Cognition and Affective Processes (3)
PP7051	Biological Basis of Behavior (3)

Psychology Foundation Requirements—9 Credit Hours

Science and Scholarship Requirements— Students Are Required to Take the Following

PP6011	MA Project Seminar (2)
PP7041	Quantitative Inquiry (3)
PP7042	Statistics Laboratory (1)

Science and Scholarship Requirements—6 Credit Hours

Clinical Practicum Requirements— Students Are Required to Take the Following

PP6204	Master’s Intervention Practicum and Seminar I (3)
PP6205	Master’s Intervention Practicum and Seminar II (3)
PP6206	Master’s Intervention Practicum and Seminar II—Extended (0)

Clinical Practicum Requirements—6 Semester Credit Hours

Professionalization Group Requirements

During the first year, students participate in 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 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. The faculty member who leads the student's Professionalization Group also serves as his/her academic advisor.

Practicum and Practicum Seminar Requirements

Full-time students will normally be placed in a master's practicum and seminar during their second year of study. For registration purposes, the practicum and seminar are treated like one course. The practicum/seminar carries a total of 3 credit hours per semester (2 credit hours per practicum/1 credit hour per seminar) and 6 credit hours per academic year. Practicum usually begin in September and conclude in June. Throughout the year, the student will be required to spend 20–24 hours per week or a minimum of 720 hours in the practicum training experience (not including the seminar).

All students who enter the practicum application process must be in good academic standing (minimum grade point average of 3.0 on a 4.0 scale) and have completed the academic planning that will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum.

If a student who has accepted a practicum is placed on probation prior to the beginning of practicum, the student may not attend practicum. If the student is placed on academic probation during practicum, the student may be removed from practicum and referred to the Clinical Training Committee to develop a remediation plan.

In cases of non-academic training difficulties, the student may be referred to the Clinical Training Committee for development of a remediation plan. The student may be withdrawn from practicum.

The goal of the practicum is to foster the training of competent clinicians capable of providing basic and effective clinical intervention. Evaluation of student progress in clinical field training focuses on three areas:

- Theoretical knowledge bases
- Clinical skills
- Professional attitudes and behaviors

Training in the Place of Employment

Clinical training may not be done in the student's place of current employment. This restriction recognizes that training most optimally occurs in settings uncomplicated by dual relationships, employment pressures, and financial demands. Students also profit from training in diverse organizational "cultures" or structures.

Occasionally, the interpretation of what constitutes "place of employment" is unclear. For example, a large corporation may own several smaller corporations that operate at different sites, managed by different supervisors, serving different populations. A student may request the opportunity to train at a subsidiary of the parent organization in which the student works. In order to identify what constitutes a student's "place of employment," the school has developed the following guidelines:

- *Dual Relationships* The field training supervisor periodically evaluates the student's progress in training and submits reports to the school. These reports must be objective, fair, and candid. Therefore, the student should not be evaluated by someone who is a co-worker, work supervisor, or employer. The director of Practicum Training will evaluate the student's training request to ensure that no dual relationship exists.
- *Multiple Identities* A student should enter a training site with a single identity: a professional-in-training. Students attempting to train in their place of employment continue to be identified as an employee. This identity can place competing demands on a student and thus compromise the training that a student receives.
- *Geographical Relationships* Occasionally, health organizations, like other corporations, merge with or acquire, other companies that are at some geographical distance from one another. In these circumstances, the corporations continue to operate independently of one another and are united "in name only." Under these circumstances, a student may train at the separate corporation, so long as the other criteria are met.
- *Power in Relationships* Students enter training programs to be the recipients of educative, professional training experiences. This arrangement places the student in a role in which the student depends upon the supervisor and the agency for a successful training experience. Students may not hire their supervisors, nor pay the agency for their training experience. Such arrangements remove the professional-in-training from the student role and elevate the student to the status of business partner in the training process.

No student will be waived from the practicum requirements. Whenever possible, students who come to Argosy University/Hawai'i with extensive clinical backgrounds are placed in practicum sites offering experience in areas where they have an interest and do not have previous experience.

A thorough review of site and seminar evaluations is conducted by the Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record. All students should be familiar with the *Argosy University/Hawai'i Clinical Training Manual*. The manual provides a comprehensive overview of the practicum and its requirements.

Clinical Competency Evaluation Requirements

The Clinical Evaluation Competency (CEC) is a series of two competency-based examinations that are designed to evaluate students' mastery of major clinical assessment and therapeutic skills.

Students are expected to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (i.e., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the CEC. Passage of the CEC is a requirement for passing the seminar.

The CEC takes place in conjunction with the Master's Therapy Practicum Seminar during the Spring Semester of the year in which the student is enrolled in the Master's Therapy Practicum.

The CEC is graded "Credit/No Credit." Students have three opportunities to receive a passing grade on the CEC. After the first failure, students will receive an informal remediation plan developed by the faculty involved in the CEC. After two failures, students will be referred to the Clinical Training Committee for a formal remediation plan. After the third failure, students will be dismissed from the program.

Further information about the CEC is found in the *Argosy University/Hawai'i Clinical Training Manual*.

Master's Project Requirements

The purpose of the Master's Project is to demonstrate the student's critical and analytical skills focused upon a specific topic in applied psychology. The Master's Project is most useful when the topic is related to the student's area of interest and projected career goals. The Master's Project serves to deepen the student's knowledge and understanding of the current thought and research in the area of interest. As the focus of the Master's Project is on the application of a theoretical perspective to clinical work, the paper may be a review of the literature as it relates to a clinically relevant topic.

Students write the project within the context of a two-semester Master's Project Seminar that is a requirement for all master's program students. Students are required to register for two consecutive semesters of formal seminar meetings.

Students who do not meet requirements in the seminar by the stated deadline during either of the first two semesters will not receive credit for that semester. Because the curriculum requires two Master's Project credit hours for graduation, students who do not receive credit must register for one or more additional thesis credits to be eligible for graduation. Students who do not complete and receive approval of the thesis project by the end of the second semester must continue to register for Master's Project and register for one credit hour of project credit each semester until the thesis project is completed and accepted.

CLINICAL PRACTICE POLICY

Argosy University/Hawai'i recognizes the responsibility of institutions preparing clinical psychologists to provide training experiences of the highest quality for their students and to ensure that this training protects the best interest of the public. It is entirely consistent with training goals for the institution to require that students not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on quality of mental health services, or are inconsistent with ethical and legal standards. The participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession.

While matriculating at Argosy University/Hawai'i, students are specifically prohibited from being involved in private practice unless the following standards are met:

- Any student who has appropriate state registration, certification, credentialing, or licensure relevant to the practice and delivery of mental health services is entitled to practice independently in that particular area of registration or certification.
- It is the responsibility of any student engaged in private practice to notify the program chair of this private practice and to provide evidence of appropriate current registration, certification or licensure by the state in which the practice occurs.

Failure to comply with these policies may result in dismissal from the program.

RECOMMENDED COURSE SEQUENCE FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. Certain advanced courses also require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official.

Year One

Fall Semester		Spring Semester		Summer Semester	
PP7370	Cognitive Assessment ¹ (3)	PP7371	Objective Personality Assessment ¹ (3)	PP7100	Professional Issues: Ethics, Conduct, and Law ¹ (3)
PP7045	Psychopathology ¹ (3)	PP7010	Lifespan Development ¹ (3)	PP7342	Evaluation and Treatment of Diverse and Marginalized Populations (3)
PP7365	Clinical Interviewing ^{1,2} (3)	PP7051	Biological Bases of Behavior (3)		
PP7040	Cognition and Affective Processes (3)	PP8030	Psychodynamic Theory and Therapy ¹ (3)		
PP7110	Professionalization Group I ^{1,2} (1)	PP7111	Professionalization Group II ^{1,2} (1)		

Year Two

Fall Semester		Spring Semester		Summer Semester	
PP6011	MA Project Seminar II ² (1)	PP6012	MA Project Seminar II ² (1)	PP6206	MA Intervention Practicum and Seminar II—Extended ² (0)
PP6204	MA Intervention Practicum and Seminar I ² (3)	PP6205	MA Intervention Practicum and Seminar II ² (3)	PP8060	Group Psychotherapy (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)	PP7041	Quantitative Inquiry (3)		Complete MA CEC
PP8010	Cognitive Behavioral Theory and Therapy (3)	PP7042	Statistics Laboratory (1)		

¹ Prerequisite for practicum. Must take one intervention course plus Evaluation and Treatment of Diverse and Marginalized Populations (PP7342) prior to doing Master's Intervention Practicum.

² Course cannot be waived.

PROGRAM TRANSFER

Program Transfer from the Master of Arts in Clinical Psychology to the Doctor of Psychology in Clinical Psychology Program

The Argosy University/Hawai'i Admissions Committee will use the following guidelines for considering admission of master's in clinical psychology students into the Doctor of Psychology in Clinical Psychology Program:

- The student must be in good standing in the clinical psychology master's program.
- The student must show measurable achievement in clinical competencies as experienced in an applicable setting.
- The student must have a GPA of 3.25 or better.

Application to Doctor of Psychology in Clinical Psychology Program from the Master of Arts in Clinical Psychology Program

Students in the Master of Arts in Clinical Psychology Program may apply for the Doctor of Psychology in Clinical Psychology Program; however, it is highly recommended that those wishing admission to the PsyD in Clinical Psychology Program consider applying towards the end of their master's training. The application process for Master of Arts in Clinical Psychology students to the PsyD in Clinical Psychology Program is the same as all PsyD in Clinical Psychology Program applicants.

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit from Other Institutions

Argosy University/Hawai'i does not automatically transfer credit from graduate coursework taken at other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply toward transfer credit for courses in the curriculum. Course transfers are not reviewed or granted until the student has been accepted and paid the initial deposit following admission to the program.

For a course to be considered eligible for transfer credit, the following conditions must be met:

- The course must have been taken no more than five years before the student's entry into Argosy University/Hawai'i.
- The course must have been a graduate-level course, taken for graduate-level credit from a regionally accredited college or university. In the case of institutions outside the U.S., the appropriate state or national accreditation is required.
- Any course submitted towards a transfer of a 3 credit course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better in any course submitted for transfer credit.
- A maximum of five courses (15 credit hours) may be transferred towards the master's program in psychology.

Argosy University does not accept any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited schools.

A student who desires to submit a course for transfer review should notify the Student Services Department and obtain the appropriate Transfer Request Form. This form should be completed and returned to the Student Services Department. Only requests made in writing are reviewed.

Course/Credit Transfer Procedures

All credit transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfers may be requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfers are granted by a faculty member if there is an 80 percent overlap in course content and objectives between the course submitted for transfer credit and the course as it is offered at Argosy University/Hawai'i. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Students who wish to submit a course for transfer credit:

- Must complete a separate form for each transfer request
- May submit the request anytime before the end of the first academic year
- Will provide a transcript and other supporting documentation, such as course descriptions, syllabi, exams, diagnostic test protocols and write-ups
- Must submit the appropriate forms to the Student Services Department

The following is a list of courses that may not be transferred into the MA in Clinical Psychology Program.

Non-Transferable Courses

PP6204	Master's Intervention Practicum and Seminar I (3)
PP6205	Master's Intervention Practicum and Seminar II (3)
PP6206	Master's Intervention Practicum and Seminar II—Extended (0)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)

Students who wish to transfer Assessment I (PP7376) and Assessment II (PP7377) will complete the above review process, and, if they are determined to be eligible, may be required to pass a practical competency exam in order to be granted a course transfer. The Student Services Department may answer general questions about the transfer examination procedure and will direct specific questions to the faculty members who administer the examination.

Transfer of Courses/Credit from Another Argosy University Campus

If students internally transfer within the Argosy University system, approved transfers are transferred if the course is identical to the one offered at the campus to which the student is transferring. If the course is similar but not identical, Argosy University/Hawai'i will review for approval or denial. Credit transfers are only accepted if the course being transferred is a requirement of the degree program (including electives) at Argosy University/Hawai'i.

All transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfers may be required to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups.

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Program from the Master of Arts in Clinical Psychology Program

Overlapping coursework in the Master of Arts in Clinical Psychology Program with the Doctor of Psychology in Clinical Psychology Program will be automatically transferred to the doctoral program for those students who transfer from the master's to PsyD in Clinical Psychology Program.

Master of Arts in Marriage & Family Therapy Program

PROGRAM OVERVIEW

The Master of Arts (MA) in Marriage & Family Therapy Program has been designed to educate and train students to function effectively as professional counselors in the field of marriage and family therapy. Argosy University/Hawai'i provides for its master's students an educational program with the necessary theoretical and clinical elements that will allow them to be effective counselors of couples, families, groups and individuals. The program introduces students to therapeutic foundations of systemic theory and the development of appropriate clinical relationships. Coursework in addiction studies and substance abuse counseling prepare students to work with families affected by the burgeoning substance abuse problem in Hawai'i and elsewhere.

Course Delivery Formats

To meet the needs of working adults, except for practicum, courses for the program meet on weekends with some courses offered online. Courses in the Master of Arts in Marriage & Family Therapy Program are taken in a lock-step format in a cohort model.

Attendance Policy

The intensive weekend format of the program makes attendance crucial. Any amount of class time missed negatively impacts upon the grade. More than three hours of missed class time will result in automatic loss of one full letter grade. More than six hours missed will result in automatic failure for the class. Instructors may have more stringent requirements that will be supported by the program administration.

Students who have emergencies or other circumstances that prevent them from attending or from being able to fully participate in class will be encouraged to withdraw from the class. Students are required to notify instructors concerning any anticipated absences.

Students are required to be familiar with the Course Add/Drop and Registration areas of the *Argosy University Academic Catalog*.

Eligibility for Licensure

While the program attempts to prepare students to become eligible for licensure as marriage and family therapists, eligibility requirements by the state of Hawai'i may require additional coursework or clinical contact hours beyond the scope of the current program design. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice.

ADMISSION REQUIREMENTS

The MA in Marriage & Family Therapy Program welcomes application from students with diverse educational, professional and ethnic backgrounds. Argosy University/Hawai'i requires successful completion of 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, or an appropriately certified foreign institution. Students making application to the program are required to submit the following:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- A two- to four-page typewritten personal statement describing their reasons for seeking an advanced degree in the field of marital and family therapy
- Current résumé
- Three complete Applicant Recommendation Forms—letters of recommendation from professional associates, professors, academic counselors or other individuals who can vouch for the applicant's personal and professional conduct, aptitude in the field of counseling and/or probable success in a graduate program.
- Official transcripts from all post secondary institutions attended
- 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.

Provisional Candidacy

All students enter the program as provisional candidates, and are awarded full candidacy upon successful faculty evaluation and successful completion (GPA of 3.0 or higher) of the initial four courses and two semesters of Professionalization Group:

Students Must Have Successfully Completed the Following for Full Candidacy

MF6010	Professionalization Group I (0)
MF6011	Professionalization Group II (0)
MF6022	Family Therapy Counseling Skills (3)
MF6024	Theories of Family Therapy and Development (3)
MF6032	Psychopathology and Assessment (3)
MF6520	Research and Assessment In Marriage and Family Therapy (3)

The first four courses of the program plus two semesters of Professionalization Group (MF6010 and MF6011) must be satisfactorily completed before a student is allowed to take additional courses in the program. If a student is unable to complete one of these courses he/she will become ineligible to take other courses until the dropped or failed course is successfully completed. In special circumstances, the program chair may allow a student to continue taking courses, but that student will remain under provisional status for a minimum of two additional courses until a formal evaluation is conducted.

The student's potential for completing the program and performing as professional marriage and family therapists will be assessed from a variety of perspectives. A formal evaluation process is used to review each student for full degree candidacy. Students meeting the academic requirements and who have satisfactory evaluation will be awarded full candidacy status. Candidacy status is not based on grades alone. Decisions for candidacy are final and are not subject to appeal.

Students who achieve a grade point average (GPA) of 2.5 or below will no longer be allowed to take courses in the program. Students with grade point averages above 2.5 but below 3.0 will be advised of their status and may be maintained as provisional degree candidates. If allowed to continue as provisional degree candidates, students will be required to take an additional two courses. Following the completion of those two courses, students will be re-evaluated for full degree candidacy. Students will not be allowed to take more than two additional courses without achieving an over-all GPA of 3.0. See the section of the *Argosy University Academic Catalog* concerning Satisfactory Academic Progress for additional information regarding GPAs below 3.0 in graduate programs.

ENROLLMENT REQUIREMENTS

Students in the Master of Arts in Marriage & Family Therapy Program enroll for the equivalent of 6 credit hours per semester with possible exception during practicum. Students should complete the coursework in a lock-step sequence. Any student who wishes to take a course or courses out of sequence must have the permission of the program chair.

Additional Requirements for Academic Progress

To maintain academic progress towards a degree, students must maintain the required cumulative GPA and meet cumulative maximum time frames for their program. In addition to the Minimum Standards for Academic Progress requirements outlined in the *Argosy University Academic Catalog*, all students are reviewed each academic year at the completion of the Spring Semester by the Student Services Department to determine if academic progress requirements are being met for the following criteria:

- *Cumulative GPA* Students must maintain a cumulative grade point average (GPA) of 3.0 on a scale of 4.0.
- *Cumulative Maximum Time Frame* Students must complete the program within four years after matriculation. Students who take an approved leave of absence will have four years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.
- *Incremental Maximum Time Frame Schedule* The minimum amount of work that a full time student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Students taking an approved leave of absence will not have the length of time that they were on the leave counted in the calculation of the student's year in the program. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Students should complete 45 semester credit hours within the suggested incremental maximum time frame requirement listed below:

Suggested Incremental Time Frame Completion Rates

End of Year One	16 credit hours
End of Year Two	21 credit hours
End of Year Three	32 credit hours
End of Year Four	51 credit hours

The incremental maximum time frame requirements are not a replacement for the specific program sequencing and enrollment requirements, which may be stricter than the incremental maximum time frame requirements.

Repeating Courses and Academic Dismissal

Students who receive a grade below "B-" in any course within their program must repeat and pass that course.

Transcripts reflect all grades below a "B-" earned by students, even after a course is retaken. All grades below "B-" appearing on transcripts will be counted in assessing the academic performance of students, however when a student retakes a course, only the grade earned for the course when it is retaken is used to calculate the student's GPA.

Students will receive a letter of academic warning for:

- Receipt of a grade of "F"
- Receipt of a second grade below "B-"

In addition, students placed on warning may be referred to an appropriate Committee.

Students are dismissed from the program for:

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

Standards of Conduct

Students in the Master of Arts in Marriage & Family Therapy Program are expected to conduct themselves at all times in a manner consistent with the ethical and professional standards outlined in the *Codes of Ethics* of the American Association for Marriage and Family Therapy and The American Psychological Association. In addition, consistent with the mission of Argosy University Hawai'i, respect for human difference in all its many forms is practiced at all times. Students who violate the ethical and professional principles and standards of conduct will be referred to an appropriate Committee for evaluation of suitability for training. Students should familiarize themselves with the of Argosy University Ethical Code of Conduct found in the *Argosy University Academic Catalog* as well as the formal codes of ethics of AAMFT.

GRADUATION REQUIREMENTS

Students who are admitted into the Master of Arts in Marriage & Family Therapy Program will be responsible for completing the program requirements that are in effect at the time of their admission. The School retains the right to modify these requirements in accordance with the demands of the profession. The courses will be completed in the order recommended by Argosy University/ Hawai'i. To be eligible for graduation, students must meet the following requirements:

- 51 semester credit hours that must be completed by the end of the fourth year of matriculation. The total hours must include:
 - 42 credit hours of required courses
 - 9 credit hours of required practicum and practicum seminar
- Satisfactory completion of the Comprehensive Examination
- Satisfactory completion of the Practicum Seminar Final Project
- A grade point average of at least 3.0 on a scale of 4.0
- Completed Petition to Graduate Form submitted to campus administration

Students enrolled in the MA in Marriage & Family Therapy Program are required to complete all graduation requirements within four years of the date of matriculation.

All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the Petition to Graduate form and fees to the Student Services Department at least eight weeks prior to the date of commencement. In addition, all graduation requirements must be completed prior to the commencement, including satisfactory completion of the Comprehensive Examination.

Although commencement is held annually on O'ahu, students who complete graduation requirements at other times during the year will be recognized as a graduated student and will receive a letter of completion.

WRITING PROGRAM

Students are expected to be proficient in written and oral communication and to produce graduate-level written work consistent with the accepted standards in the field of counseling and psychology.

Students who need to develop their writing skills will be encouraged to enroll in a Professional Writing course. The standard method for a faculty member to indicate that a student's writing is deficient is through written notification on the student's grade sheet, although notification may come in any form. Students who receive a second referral for writing course will be required to enroll in an approved Professional Writing course. Writing courses that meet the requirement will be offered periodically at the main campus. In addition, an approved Professional Writing course is offered online. Students who are required to take the Professional Writing course should contact Student Services for information on how to enroll. The requirement must be fulfilled by the student before the end of the semester following the semester

in which the second referral was made. Proof of satisfactory completion must be submitted to Student Services. Failure to fulfill this requirement within the specified time frame may result in the student being placed on administrative leave and/or referral to an appropriate committee.

PROGRAM REQUIREMENTS

Student progress through the Master of Arts in Marriage & Family Therapy Program at Argosy University/Hawai'i is intended to be sequential. Introductory courses are offered to first year students which provide a theoretical and practical foundation for courses and practicum that will follow. In addition, certain courses require the student to have the background of more basic courses in order to benefit fully from the course experience. A minimum of 18 credit hours of successful coursework completion including successful completion of Professional and Ethical Issues (PC6300), two semesters of Professionalization Group (PC6011 and PC6011) and status as full candidacy in the program, is required prior to starting practicum training.

The following is the plan of study for the MA Marriage and Family Therapy.

The MA in Marriage & Family Therapy Program requires the satisfactory completion of 51 semester credit hours, distributed as follows: required courses, 42 credit hours; and practicum requirements, 9 credit hours.

Required Courses—Students Are Required to Take the Following

MF6008	Advanced Theories of Family Therapy and Development (3)
MF6010	Professionalization Group I (0)
MF6011	Professionalization Group II (0)
MF6022	Family Therapy Counseling Skills (3)
MF6024	Theories of Family Therapy and Development (3)
MF6032	Psychopathology and Assessment (3)
MF6090	Couple and Relational Counseling Skills (3)
MF6101	Theories of Group Counseling (3)
MF6200	Human Sexuality (3)
MF6300	Professional and Ethical Issues (3)
MF6305	Basic Addiction Studies (3)
MF6310	Substance Abuse Counseling Skills (3)
MF6440	Child and Adolescent Counseling (3)
MF6501	Human Development: Lifespan (3)
MF6511	Social and Cultural Foundations in Counseling (3)
MF6520	Research and Assessment in Marriage and Family Therapy (3)

Required Courses—42 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

MF6400	Practicum I (3)
MF6401	Practicum II [A continuation of PC6400] (3)
MF6402	Practicum III [A continuation of PC6401] (3)

Practicum Requirements—9 Credit Hours

Some courses in the curriculum may be delivered in an online format.

Practicum and Practicum Seminar Requirements

The practicum is the initial opportunity provided to Argosy University/Hawai'i students for clinical field training. Within the series of practicum courses, the School provides students with the opportunity to work under supervision of an appropriate clinician in an approved setting with a clinical population. The practicum is an essential part of clinical training, and all students are required to participate in the practicum experience.

The practicum is a required 600-hour (minimum) 45-week training experience. Practicum carry 3 credit hours per semester. All students enrolled in practicum are concurrently enrolled in a mandatory weekly, 1.5-hour practicum seminar which meets throughout each semester and is led by a faculty member. To be eligible to enroll in practicum, students must have achieved full-candidacy status and must have completed Professional and Ethical Issues (PC6300).

Students are placed in a practicum and practicum seminar during their second year of study. A student may also have the option of waiting until all coursework is completed before beginning the practicum experience. For registration purposes, the practicum and seminar are treated like a single course. The practicum carries 3 credit hours per semester for three consecutive semesters. Credit is assigned on a "Credit/No Credit" basis by the seminar instructor.

Practicum Evaluation

The practicum is the primary mechanism of applied training and evaluation in the Master of Arts in Marriage & Family Therapy Program. Practicum training is the supervised out-of-class contact of students with a clinical population that takes place within a mental health care delivery system. The purpose of practicum training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop clinical techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional counselor. Evaluation of student progress in practicum training focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes and conduct.

The foundation of student practicum training in marriage and family therapy is the accurate assessment and understanding of human clinical problems from a systemic perspective. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client. Ethical standards of the American Association for Marriage and Family Therapy and the American Psychological Association are incorporated into student training.

The Argosy University/Hawai'i administration closely monitors academic and clinical development during all stages of progress throughout a student's graduate career. This monitoring includes assessment of clinical suitability as well as academic achievement. Thus, aspects of student's personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals. Students who are removed from their practicum site because they

are not meeting training or professional standards will be referred to an appropriate committee and will have to repeat that semester of practicum. Students who are identified as not meeting program expectations or standards will be referred to an appropriate committee. The refinement of criteria for clinical competency and assessment of competency are ongoing institutional concerns.

Assessment of students' clinical training culminates with The Practicum Seminar Final Project, which is designed to assess students ability to apply learning in the core curricular areas of counseling theory, human development, social and cultural foundations, ethics and counseling skills to an actual clinical case. Successful completion of the Final Project is required for graduation. The Practicum Seminar Final Project is presented during the final semester of practicum. Students who fail to successfully complete this program requirement will be required to take an additional semester of practicum.

All students are responsible for being familiar with the information contained in the *Training Manual*.

Comprehensive Examination Requirements

All students are required to successfully complete a Comprehensive Examination. The content of the Comprehensive Examination includes the material covered during a student's entire course of study in the master's program. 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.

The student must successfully complete all required courses, excluding the practicum, in order to take the Comprehensive Examination. Courses transferred from another institution are considered successfully completed. Students taking the Comprehensive Examination must be students in good academic standing, having a GPA of 3.0 on a 4.0 scale. The Comprehensive Examination is offered following completion of the final class (excluding practicum) of the curriculum. Students are required to turn in a completed application at least two months before they intend to take the exam.

The Comprehensive Examination is an in-class, essay format examination. It covers knowledge base expected of students at the conclusion of a graduate program in marriage and family therapy and is designed to assess student's ability to use their knowledge in an integrative, reflective and critical manner to address issues relevant to marriage and family therapy. The examination covers all domains of the marriage and family therapy curriculum, including:

- Professional and ethical issues
- Psychopathology, assessment and case conceptualization
- Social, cultural and human diversity
- Interventions and clinical skills
- Systemic counseling theory
- Lifespan and family development
- Research

Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures.

Students must pass all four questions in order to receive a “Full Pass” for the examination. Students who pass two or three of the four examination questions will be given a “Conditional Pass” and the opportunity to remediate the question(s) they failed. If they do not pass one or both questions on remediation, they will be afforded the opportunity to retake the examination until the maximum time frame to complete the program has been reached. Students who do not pass three or four questions will be given a “Fail” for the examination and will be afforded the opportunity to retake the examination until the maximum time frame to complete the program has been reached.

Students who need special accommodations during the examination are required to request them in writing and provide any necessary documentation with the request.

COURSE/CREDIT TRANSFER

Transfer of Courses/Credit from Other Institutions

Credit from graduate coursework taken at other institutions cannot automatically be transferred to the Master of Arts Marriage & Family Therapy Program. Students who have taken graduate coursework at other accredited institutions may petition to have these courses apply toward a transfer of course credit in the curriculum any time during the admission process until the end of the first year of matriculation. Credit transfers are not reviewed or granted until students have been accepted and will not be recorded on the transcript until the student has paid a transfer fee for each approved transfer.

Transferred courses will appear on the transcript as “transfer credit accepted by the institution” under the Argosy University/Hawai‘i course name and number.

For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years before the student’s entry into Argosy University/Hawai‘i.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited college or university. In the case of institutions outside the United States, the appropriate state or national accreditation is required.
- Any course submitted toward the transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- Students must have earned a grade of “B” or better on any course submitted.
- The maximum number of credit hours or courses eligible for transfer in the Master of Arts in Marriage & Family Therapy Program is 9 credit hours, three courses.
- All transfer requests must be submitted during the first academic year of the student’s enrollment.

The following courses are not eligible for transfer credit:

Non-Transferrable Courses

MF6022	Family Therapy Counseling Skills (3)
MF6024	Theories of Family Therapy and Development (3)
MF6032	Psychopathology and Assessment (3)
MF6400	Practicum I (3)
MF6401	Practicum II (3)
MF6402	Practicum III (3)
MF6520	Research and Assessment In Marriage and Family Therapy (3)

Procedure for Course/Credit Transfer

Students who wish to submit a course for transfer credit:

- Must obtain a transfer form from the Student Services Department.
- Must complete a separate form for each transfer request.
- May submit the request anytime before the end of the first academic year.
- Will provide a transcript and other supporting documentation, such as course descriptions, syllabi, exams, diagnostic test protocols and write-ups, according to the requirements set forth by the program.
- All transfer requests must follow this procedure and be submitted in writing to the Student Services Department.

Upon receipt of a transfer request, the request will be processed and will record any approved transfers on a student’s transcript upon receipt of the transfer fee.

Contact the Student Services Department for a transfer form and information on transfer fees.

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology from the Master of Arts in Marriage & Family Therapy Program

Overlapping coursework in the Master of Arts in Marriage & Family Therapy Program with the Doctor of Psychology in Clinical Psychology Program will be automatically transferred to the doctoral program for those students who transfer from the master’s to the PsyD in Clinical Psychology Program.

Doctor of Psychology in Clinical Psychology Program

PROGRAM OVERVIEW

The Doctor of Psychology (PsyD) in Clinical Psychology at Argosy University/Hawai'i is designed to prepare students for both contemporary and emerging roles in the practice of professional psychology. Students are trained to be practitioner-scholars who are skilled in local and contextual investigation and problem solving. The school offers a generalist program that supports the development of core competencies in psychological assessment, intervention, consultation/education, and management/supervision. The curriculum provides for the meaningful integration of theory, research, and practice. The doctoral program emphasizes the acquisition of attitudes, knowledge bases, and skills essential for professional psychologists who are committed to the provision of ethical quality services.

Both by virtue of the location of Hawai'i and by the specific design of the faculty, a central focus of education at Argosy University/Hawai'i campus is relevance to social issues, to social justice, and to all manner of human diversity and difference. Attention to issues of human diversity occurs throughout the curriculum and within a number of additional learning opportunities outside of the classroom. Work with diverse and marginalized populations is a major focus of the teaching, scholarship, and clinical practice of all of the core faculty members at Argosy University/Hawai'i campus. The faculty is committed to mentoring students who will provide effective and relevant services to underserved populations.

Program requirements include coursework, two years of practicum, Advanced Practicum (optional) and practicum seminar groups, a Clinical Research Project, and a one-year, full-time pre-doctoral internship (or its equivalent). Argosy University/Hawai'i maintains an internship consortium for its doctoral program students, which is listed with the Association of Psychology Postdoctoral and Internship Centers (APPIC).

Specific objectives of the doctoral program in clinical psychology include the following:

- The training of practitioners capable of effectively delivering diagnostic and therapeutic services to diverse populations of clients. Diverse client populations refers to different groups as defined by race, ethnicity, and culture as well as to a range of other marginalized and underserved groups as defined by factors including but not limited to gender, class, age, sexual identity, physical ability and health, and religion.
- The development of mental health practitioners who understand the biological, psychological and social bases of human functioning and who can critically evaluate the empirical literature.
- The training of practitioners who are capable of exercising leadership both in the health care delivery system and in the training of mental health professionals.
- The preparation of mental health practitioners capable of expanding the role of psychologists within society.
- The preparation of psychologists capable of working with other disciplines as part of a professional team.
- The development of practitioners who appreciate and value diversity in its many forms.
- The development of practitioners who are capable of critical thinking and who are engaged in and committed to continuing enhancement of personal self-awareness and growth.
- The development of practitioners who are committed to improving the quality and scope of psychological services available to underserved populations with a particular emphasis on Hawai'i and the Pacific Rim.
- The development of psychologists who are committed to the continued growth of their attitudes, knowledge, and skills throughout their professional lives.

Clinical Training Overview

Clinical training involves the supervised out-of-class contact of students with a clinical population. Through this contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Argosy University/Hawai'i students possess effective assessment and intervention skills, and practice in a highly ethical and culturally sensitive manner.

During their clinical training, students advance through progressively more challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. PsyD students generally complete their practicum in the second and third years of the program, optional Advanced Practicum in the fourth year and internship in the fifth year.

Concentrations in the Doctor of Psychology in Clinical Psychology Program

Students enrolled in the PsyD in Clinical Psychology Program may choose a concentration in Child & Family Clinical Practice or Diversity in Clinical Practice. These concentrations reflect both the mission of the campus and the contemporary mental health marketplace. Through choosing a concentration, students focus their elective classes in order to acquire more knowledge and expertise in that area.

Professional Standards and Principles

Argosy University/Hawai'i has a strong commitment to developing clinical practitioners who demonstrate high levels of professionalism and clinical skill. Argosy University/Hawai'i programs are rigorous and demanding; they require that students continually apply themselves to all aspects of their preparation over an extended period of time.

It is a fundamental requirement of Argosy University/Hawai'i that all students meet the standards of the profession of psychology. As an expression of these standards, Argosy University/Hawai'i requires adherence to the principles of the American Psychological Association (APA) *2002 Code of Ethics*. Not only will students be required to complete academic and clinical requirements, but they will be expected to conduct themselves in a manner consistent with the profession of psychology at all times. Professional conduct includes respectful interpersonal relationships with all individuals. Demanding, threatening, or rude behavior is inconsistent with the identity of a professional psychologist.

Any activities that appear to violate the school's principles of professional standards in the course of the student's education or training will be reviewed carefully by the appropriate faculty committee.

POSTDOCTORAL RESPECIALIZATION CERTIFICATE IN CLINICAL PSYCHOLOGY

The Postdoctoral Respecialization Certificate in Clinical Psychology is designed for qualified individuals who have doctorate degrees in areas of psychology other than clinical psychology. It provides the opportunity to obtain clinical knowledge and skill, to participate in supervised clinical fieldwork, and to become familiar with areas of current professional interest. Prior coursework of respecialization candidates is carefully reviewed by the program chair of graduate psychology, and an individualized course of study is developed to complement the student's previous training and experience.

ADMISSION REQUIREMENTS

The application process for admission into the PsyD Clinical Psychology Program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications. The admission process also takes into consideration the qualities essential to becoming an effective clinical psychologist. Additional materials are required which assist the Admissions Committee in assessing the individual's personal integrity, maturity, interpersonal skills, and ability to communicate effectively.

Applicants must have 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, or an appropriately certified 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 course work
- Coursework in psychology
- Highest degree attained

Prerequisites for Admission

Argosy University/Hawai'i requires certain undergraduate courses of all students enrolling in a graduate program in clinical psychology. These courses serve as a foundation for graduate that will follow. Students should have successfully completed the following courses prior to admission:

Abnormal Psychology
General Psychology
Tests and Measures
Statistics and Research Methods
Personality Theories

Students must have successfully passed and completed each of these courses prior to admission. Argosy University/Hawai'i offers courses in most of the above subject areas through Argosy Online and on campus courses.

Individuals interested in applying for entry into the doctoral program must submit the following materials:

- Completed Application for Admission Form
- Application fee (non-refundable except in California)
- Two- to three-page personal statement
- Current résumé
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary institutions attended
- 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.
- Writing sample (i.e., term paper, senior thesis)

Optional Admission Criteria

- Official scores from the Graduate Record Exam's General Test (our GRE Institutional Code: 4096) or the Miller Analogies Test
- Paraprofessional counseling or human service experience

Completed application files for the PsyD in Clinical Psychology are forwarded to the Admissions Committee for review. Applicants under serious consideration for admission will be required to present themselves for an interview. Out-of-state applicants to Argosy University/Hawai'i may be given the opportunity to complete a telephone interview.

An applicant for the doctoral program may be reviewed, and/or interviewed for the master's program if the Admissions Committee determines the applicant is more appropriately qualified for the master's program.

Postdoctoral Respecialization Certificate Application Process

The Postdoctoral Respecialization Certificate application process is the same as the PsyD in Clinical Psychology Program as stated above; however, the application is forwarded to the program chair of graduate psychology for review.

Application Deadlines

Applications are accepted for both Fall and Spring admission. All admission materials for the PsyD in Clinical Psychology Program must be submitted by the following dates:

Fall Admission

January 15	Priority deadline (Interviews conducted in February/March; final notification April 1)
May 15	Final deadline (dependent on space availability)

Spring Admission

October 1	Final deadline (Interviews conducted in early November; final notification mid-November)
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ENROLLMENT REQUIREMENTS

Students must enroll for the equivalent of 9 credit hours per semester except during and after internship. Doctoral students wishing to be enrolled less than 9 credit hours must petition the program chair for part-time status.

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 course work to take prior to internship. Students registered for Clinical Research Project (CRP) are considered full-time.

Additional Requirement for Academic Progress

Students must maintain academic progress toward a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0, and completing the program within seven years after matriculation. All coursework and practicum must be completed by the end of the fifth year after matriculation. The Comprehensive Examination must be completed successfully no later than the beginning of the fifth year after matriculation. Students who take an approved leave of absence will have seven years plus the length of time that they were on the approved leave of absence, not to exceed one year, to complete the program.

Students who receive a grade lower than “B-” in a course must retake the course within the next twelve months and receive a grade of “B-” or better.

Following matriculation, full-time students must complete a minimum amount of academic work by the end of each year in the program following matriculation to demonstrate satisfactory progress. The suggested incremental time frame completion rates are listed below. Students should familiarize themselves with this time frame to insure that they are meeting the incremental and cumulative maximum time frames for the program. Students are required to complete 98 credit hours within the incremental maximum time frame requirements listed below:

Suggested Incremental Time Frame Completion Rates

End of Year One	14 credit hours
End of Year Two	27 credit hours
End of Year Three	41 credit hours
End of Year Four	60 credit hours
End of Year Five	83 credit hours (includes Comprehensive Exam or Clinical Competence)
End of Year Six	98 credit hours
End of Year Seven	98 credit hours (including internship)

GRADUATION REQUIREMENTS

Students who are admitted into the PsyD in Clinical Psychology Program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the order recommended by Argosy University/Hawai'i. Students can complete the Doctor of Psychology Program in either four or five years, with five years being the preferred plan.

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

- Completion of 98 semester credit hours of which 60 must be completed by the end of the fourth year of matriculation. The total credit hours must include:
 - 69 credit hours of required courses completed with an earned grade of “B-” or better
 - 15 credit hours of Clerkship, practicum, and practicum seminar groups
 - 12 credit hours of electives
 - 2 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year
- Successful completion of the second, and third year Clinical Evaluation Competency (CEC)
- Successful completion of a 2,000-hour pre-doctoral one-year, full-time internship or a two-year, half-time internship
- Successful completion of the Clinical Research Project (CRP)
- Grade Point Average (GPA) of at least “B” (3.0 on a 4.0 scale)
- Completion of these requirements within seven years of matriculation into the program

Petition to Graduate

Argosy University/Hawai'i holds a commencement ceremony annually. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremonies, must submit the appropriate graduation forms and fees to the Student Services Department by July 1 prior to the date of commencement. In addition, PsyD in Clinical Psychology Program students must complete all graduation requirements with the exception of the internship eight weeks prior to commencement, including submission of the bound copy of the Clinical Research Project 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. Graduates may begin counting postdoctoral supervision hours for licensing after the date that all degree requirements have been met.

WRITING PROGRAM

Argosy University/Hawai'i may offer Professional Writing (ENG104) whenever there is a need, as a non-credit course for students who demonstrate a need to develop their writing skills. Students may enroll in this course on a voluntary basis. Students, who receive written referrals for more than one semester by one or more faculty members as needing assistance with writing, will be required to take this course. The standard method for faculty members to indicate this is through a notification on the student's grade sheet at the end of each semester.

PROGRAM REQUIREMENTS

The Doctor of Psychology (PsyD) in Clinical Psychology Program requires the satisfactory completion of 98 semester credit hours distributed as follows: clinical knowledge requirements, 9 credit hours; elective requirements, 12 credit hours; professional issues and roles requirements, 11 credit hours; psychological assessment requirements, 15 credit hours; psychological intervention requirements, 15 credit hours; psychology foundation requirements, 15 credit hours; science and scholarship requirements, 9 credit hours; and clinical practicum requirements, 12 credit hours.

Clinical Knowledge Requirements— Students Are Required to Take the Following

PP7045	Psychopathology (3)
PP7342	Evaluation and Treatment of Diverse and Marginalized Populations (3)
PP7360	Clinical Psychopharmacology (3)

Clinical Knowledge Requirements—9 Credit Hours

Elective Requirements—Students Choose Four of the Following¹

PP7046	Brief Treatment Models and Applications to Diverse Populations (3)
PP7047	Diversity Issues in Clinical Health Psychology (3)
PP7048	Evaluation and Treatment of Asian and Pacific Island Populations (3)
PP7049	Evaluation and Treatment of Diverse Families (3)
PP8050	Family and Couple Therapy(3)
PP8400	Child and Family Behavior Therapy (3)
PP8710	Child Psychotherapy (3)
PP8718	Psychology of Women (3)

Elective Requirements—12 Credit Hours

Professional Issues and Roles Requirements— Students Are Required to Take the Following

PP7044	Consultation and Community Mental Health (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7352	Clinical Supervision (3)

Professional Issues and Roles Requirements—11 Credit Hours

Psychology Foundation Requirements— Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7010	Lifespan Development (3)
PP7040	Cognition and Affective Processes (3)
PP7051	Biological Basis of Behavior (3)
PP7060	Social Psychology (3)

Psychology Foundation Requirements—15 Credit Hours

Psychological Assessment Requirements— Students Are Required to Take the Following

PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8645	Intro to Neuropsychology Assessment (3)

Psychological Assessment Requirements—15 Credit Hours

Psychological Intervention Requirements— Students Are Required to Take the Following

PP7365	Clinical Interviewing (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8060	Group Psychotherapy (3)

Psychological Intervention Requirements—15 Credit Hours

Science and Scholarship Requirements— Students Are Required to Take the Following

PP7041	Quantitative Inquiry (3)
PP7042	Statistics Lab (1)
PP7043	Qualitative Inquiry (3)
PP8500	Clinical Research Project (2)

Science and Scholarship Requirements—9 Credit Hours

Clinical Practicum Requirements— Students Are Required to Take the Following

PP8208	Diagnostic Practicum and Seminar I (1)
PP8209	Diagnostic Practicum and Seminar II (1)
PP8210	Diagnostic Practicum and Seminar II—Extended (0)
PP8211	Intervention Practicum and Seminar I (1)
PP8212	Intervention Practicum and Seminar II (1)
PP8213	Intervention Practicum and Seminar II—Extended (0)

Clinical Practicum Requirements—12 Credit Hours

Elective Requirements

The PsyD in Clinical Psychology Program at Argosy University/Hawai'i requires 12 credit hours of elective courses. Electives may be combined to form a "concentration." Each student may take 9 elective credit hours to meet the requirements of at least one concentration; 3 elective credits are then "free" or are taken outside of the concentration area. Or students may opt to spread their electives among various courses.

¹ These may be chosen to represent a concentration of courses or be just various courses of interest to the student. These electives may not be available in every semester.

Optional Concentration Requirements

Students may choose an area of concentration as part of the PsyD in Clinical Psychology Program. Students may declare a concentration in the Fall of their second year of study. If a student chooses a concentration the courses are substitutes for the student's elective courses. Students are required to take three of the courses in the chosen concentration listed below, and one "free" elective, for a total of 12 credit hours.

Child & Family Clinical Practice Concentration Requirements— Students Are Required to Take Three of the Following

PP7049	Evaluation and Treatment of Diverse Families (3)
PP8050	Family and Couples Therapy (3)
PP8400	Child and Family Behavior Therapy (3)
PP8710	Child Therapy (3)

Child & Family Clinical Practice Concentration
Requirements—9 Credit Hours

Diversity in Clinical Practice Concentration Requirements— Students Are Required to Take Three of the Following

PP7046	Brief Treatment Models and Applications to Diverse Populations (3)
PP7047	Diversity Issues in Clinical Health Psychology (3)
PP7048	Evaluation and Treatment of Asian and Pacific Island Populations (3)
PP8718	Psychology of Women (3)

Diversity in Clinical Practice Concentration
Requirements—9 Credit Hours

Professionalization Group Requirements

During the first year, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through readings and discussions led by a faculty member, students 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. The faculty member who leads the student's Professionalization Group also serves as his/her academic advisor.

Practicum Requirements

Full-time students will normally be placed in a Diagnostic Practicum and Seminar during their second year of study and in an Intervention Practicum and Seminar during the third year. For registration purposes, the practicum and seminar are treated like one course. The practicum/seminar carries a total of 3 credit hours per semester (2 credit hours per practicum/one credit hour per seminar) and 6 credit hours per academic year. Practicum usually begin in September and conclude in June. Throughout the year, the student will be required to spend 20–24 hours per week or a minimum of 720 hours in the practicum training experience (not including the seminar).

Further discussion of the practicum is found in the *Argosy University/Hawai`i Doctoral Program Clinical Training Manual*.

Diagnostic and Intervention Practicum

The Diagnostic Practicum emphasizes the observation and diagnostic interviewing of clients and provides exposure to psychological evaluation and other assessment procedures. The Intervention Practicum usually emphasizes some aspect of therapeutic intervention. Time is proportionately allocated to direct client contact, seminars and meetings, and supervision.

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar is geared to the nature of the practicum setting, the needs of the enrolled students, and the professional expertise of the faculty member. The seminar also assists students to prepare for the Diagnostic (second year) and Intervention (third year) Clinical Evaluation Conferences.

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on a 4.0 scale and have completed the academic planning that will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum.

If a student who has accepted a practicum is placed on probation prior to the beginning of practicum, the student may not attend practicum. If the student is placed on academic probation during practicum, the student may be removed from practicum and referred to the evaluation committee to develop a remediation plan.

In cases of non-academic training difficulties, the student may be referred to the Clinical Training Committee for development of a remediation plan. The student may be withdrawn from practicum.

The goal of the practicum is to foster the training of competent clinicians capable of providing basic and effective assessment and therapeutic intervention. Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge bases, clinical skills, and professional attitudes. A thorough review of site and seminar evaluations is conducted by the Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record. All students should be familiar with the *Argosy University/Hawai`i Doctoral Program Clinical Training Manual*. The manual provides a comprehensive overview of the practicum and its requirements.

Comprehensive Examination Requirements

All doctoral students are required to successfully complete a comprehensive examination. The successful passage of this examination marks the official acceptance of the matriculated student as a doctoral candidate. The material covered in the Comprehensive Examination includes the courses and material required of students during the first two years of study of the Four-Year Study Plan, excluding electives. The examination requires students to be able to integrate the material into a form demonstrating both mastery of the material and ability to organize and to apply what they have learned in a coherent and logical manner. Students should

demonstrate the ability to think critically, integrate ideas thoughtfully, and be self-reflective. They should further demonstrate an understanding and competency with issues of diversity.

Students who are unable to pass the Comprehensive Examination will receive information concerning their performance on the examination and assistance in constructing additional experiences and instruction aimed at enabling them to pass this program requirement. Students may take this exam up to three times. Three failures of this exam will result in dismissal from the program.

To be able to sit for the Comprehensive Examination, students must have successfully completed all required first and second year courses, outlined in the Four or Five Year Study Plan, excluding electives. Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must be in good standing and have a minimum GPA of 3.0 on a 4.0 scale. The first two years of the four-year study plan lists these courses.

Students are required to take the Comprehensive Examination no later than the beginning of the fifth year after matriculation in order to meet the seven-year maximum time frame for completion of degree requirements. This examination is offered once each year in late August or early September. Students interested in taking the Comprehensive Examination should fill out the request form to do so during the preceding Spring Semester. A description of the exam, sample questions, and/or study packet is on reserve in the Resource Center.

Clinical Evaluation Competency (CEC)

The Clinical Evaluation Competency (CEC) is a series of competency-based examinations that are designed to evaluate doctoral students' mastery of major clinical assessment and therapeutic skills.

Students are expected to demonstrate clinical competence both conceptually and in application. It is also expected that students, having learned theoretical and applied bases in classroom courses, will have made use of out-of-class clinical contacts (i.e., practicum, seminar groups, supplementary supervision, visiting lecturers) to refine and extend the skills to be evaluated by the CEC. Passage of the CEC is a requirement for passing the Diagnostic and Therapy Practicum Seminars.

There are two sections to the CEC:

- The Diagnostic and Case Formulation CEC: This CEC takes place in conjunction with the Diagnostic Practicum Seminar during the Summer I Semester of the year in which the student is enrolled in the Diagnostic Practicum.
- The Psychotherapy and Case Analysis CEC: This CEC takes place in conjunction with the Intervention Practicum Seminar during the Summer I Semester of the year in which the student is enrolled in the Intervention Practicum.

The CEC is graded "Pass, Conditional Pass, Fail." Students have three opportunities to receive a passing grade on each CEC. After the first failure, students will receive an informal remediation plan developed by the faculty involved in the CEC. After two failures,

students may be referred to either the Clinical Training Committee or the Academic Affairs Committee for a formal remediation plan. After the third failure students will be dismissed from the program.

Further information about the CEC is found in the *Argosy University/Hawai'i Doctoral Program Clinical Training Manual*.

Clinical Research Project (CRP) Requirements

Argosy University/Hawai'i requires each doctoral student to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is a scholarly work that provides students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to critically analyze methodological issues, and to produce an original and potentially publishable piece of research and/or scholarly work in the field of clinical psychology. Please refer to the *CRP Handbook* for detailed information.

Students must register for the Clinical Research Project during each semester in which they either consult with or use their CRP advisor or committee. This registration guideline applies to Pre-Interns as well as to Interns. Students must register for a minimum of two semesters of CRP in order to graduate. It is recommended that students successfully defend their CRP proposal by the end of the Spring Semester preceding their internship year. Students who are unable to do so will be required to register for CRP credit during the internship year until the proposal defense is completed. Students who have successfully defended their proposal are not required to be enrolled for the CRP during the internship year unless they are in contact with their committee. Post-Interns must register continuously for one credit of CRP per semester until the CRP is completed.

Advanced Practicum Requirements

A number of students opt to complete a practicum beyond the required two years of practicum. Advanced practicum students train in an agency or program, which is formally approved by the Clinical Training Committee. Students are expected to provide services consistent with those provided by professional psychologists in clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services.

To be eligible for Advanced Practicum, students must be in good academic standing, have completed two years of required practicum, and successfully completed the CEC.

Clinical Practice Requirements

Argosy University/Hawai'i recognizes the responsibility of institutions preparing clinical psychologists to provide training experiences of the highest quality for their students and to ensure that this training protects the best interest of the public. It is entirely consistent with training goals for the institution to require that students not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on quality of mental health services, or are inconsistent with ethical and legal standards. The participation of students in

outside work activities should be secondary to training and should also uphold and be consistent with the ethical and legal standards of the profession.

While matriculating at Argosy University/Hawai'i, students are specifically prohibited from being involved in private practice unless the following standards are met:

- Any student who has appropriate state registration, certification, credentialing, or licensure relevant to the practice and delivery of mental health services is entitled to practice independently in that particular area of registration or certification.
- It is the responsibility of any student engaged in private practice to notify the program chair of this private practice and to provide evidence of appropriate current registration, certification or licensure by the state in which the practice occurs.

Failure to comply with these policies may result in dismissal from the program.

Training in the Place of Employment

Clinical training may not be done in the student's place of current employment. This restriction recognizes that training most optimally occurs in settings uncomplicated by dual relationships, employment pressures, and financial demands. Students also profit from training in diverse organizational "cultures" or structures.

Occasionally, the interpretation of what constitutes "place of employment" is unclear. For example, a large corporation may own several smaller corporations that operate at different sites, managed by different supervisors, serving different populations. A student may request the opportunity to train at a subsidiary of the parent organization in which the student works. In order to identify what constitutes a student's "place of employment", the school has developed the following guidelines:

Dual Relationships The field training supervisor periodically evaluates the student's progress in training and submits reports to the school. These reports must be objective, fair, and candid. Therefore, the student should not be evaluated by someone who is a co-worker, work supervisor, or employer. The director of Practicum Training or the Clinical Training Committee will evaluate the student's training request to ensure that no dual relationship exists.

Multiple Identities A student should enter a training site with a single identity: a professional-in-training. Students attempting to train in their place of employment continue to be identified as an employee. This identity can place competing demands on a student and thus compromise the training that a student receives.

Financial Relationships Students enter a clinical field placement as a student, not as an employee, private practitioner, or independent contractor. Ideally, financial matters do not impinge upon clinical training education; however, a minority of advanced Argosy University/Hawai'i practicum sites will offer paid practicum. Practicum trainees at such sites may be required to assume "employee status" in accordance with Hawai'i State Labor Law and the U.S. Department of Labor. These paid practicum sites

will be carefully selected by the practicum training director to ensure that the educative and training mission of the clinical practicum are not compromised by financial considerations such as compensation based on "productivity" or "collections."

Geographical Relationships Occasionally, health organizations, like other corporations, merge with or acquire, other companies that are at some geographical distance from one another. In these circumstances, the corporations continue to operate independently of one another and are united "in name only." Under these circumstances, a student may train at the separate corporation, so long as the other criteria are met.

Power in Relationships Students enter training programs to be the recipients of educative, professional training experiences. This arrangement places the student in a role in which the student depends upon the supervisor and the agency for a successful training experience. Students may not hire their supervisors, nor pay the agency for their training experience. Such arrangements remove the professional-in-training from the student role and elevate the student to the status of business partner in the training process.

No student will be waived from the practicum requirements. Whenever possible, students who come to Argosy University/Hawai'i with extensive clinical backgrounds are placed in practicum sites offering experience in areas where they have an interest and do not have previous experience.

Internship Requirements

All doctoral students are required to complete a one-year, full-time 12 month, or a two-year, half-time approved pre-doctoral internship as a condition for graduation. This intensive and supervised contact with clients is essential for providing breadth and depth to the student's overall training experience. Typically, full-time students will begin the internship during fifth year of enrollment.

In order to be eligible to begin the internship application process, the student must have completed the following requirements:

- Students must make an initial application for approval by the Training Department who will evaluate students for internship eligibility and readiness. If all requirements are met, the student will receive written approval from the Training Department for application to internship sites.
- The student must have successfully completed the Comprehensive Examination prior to the Fall internship application process.
- While Argosy University/Hawai'i encourages its students to obtain an APA-approved internship, the school is aware that there are several reasons why this may not be possible. For example, currently there are a very limited number of APA-approved internships within the state of Hawai'i. Argosy University/Hawai'i recognizes that relocation to the mainland to attend an APA-approved internship may be a hardship due to economic, social, and/or cultural factors, and many students are dedicated to deepening their knowledge and experience in the provision of services to the underserved populations within the state of Hawai'i.

- The student reviews the approved and active internship sites and discusses these possible sites with the director of Internship Training and their academic advisor. It is the student's responsibility to obtain further information and application materials from the sites.
- Argosy University/Hawai'i students are to submit a list of internship preferences to the director of Internship Training. After gaining approval for site applications, students submit application forms directly to the internship site and request that the School provide sealed copies of transcripts. Requests for transcripts and reference letters must be made in advance and in writing by the student.
- It is the student's responsibility to request letters of recommendation. The Training Department will assist the student by providing letters of eligibility for internship when appropriate.

Students may petition the program Training Department for local-only application in cases where there are extenuating circumstances. Petitions must be made in writing.

In order to be eligible to begin the internship, the student must have completed the following requirements:

- The student must have successfully completed all sections of the Clinical Evaluation Conference.
- The student must have successfully completed all course work and all practicum with no "Incompletes" and good academic standing.
- The student must have a GPA of 3.0 on a scale of 4.0.
- The student must have completed at least one Clinical Research Project seminar credit.
- The student must have an approved CRP proposal prior to going out on internship. Failure to do so will require registration for CRP credit while on internship until the proposal is approved.

Further elaboration of the internship application process is found in the *Argosy University/Hawai'i Internship Applicant Handbook*.

RECOMMENDED COURSE SEQUENCE FOR THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM — FIVE-YEAR CURRICULUM

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before a registration for that course can be considered official. A listing of the prerequisites for courses in the PsyD in Clinical Psychology Program is printed in each *Registration Bulletin*.

Year One

Fall Semester		Spring Semester		Summer Semester	
PP7370	Cognitive Assessment ^{1,3} (3)	PP7371	Objective Personality Assessment ¹ (3)	PP7372	Projective Personality Assessment (3)
PP7045	Psychopathology ¹ (3)	PP7010	Lifespan Development ¹ (3)	PP7100	Professional Issues: Ethics, Conduct, and Law ^{1,2} (3)
PP7365	Clinical Interviewing ^{1,3} (3)	PP7051	Biological Bases of Behavior (3)		
PP7040	Cognition and Affective Processes (3)		Elective 1 (3)		
PP7110	Professionalization Group I ^{1,3} (1)	PP7111	Professionalization Group II ^{1,3} (1)		

Year Two

Fall Semester		Spring Semester		Summer Semester	
PP8208	Diagnostic Practicum and Seminar I (3)	PP8209	Diagnostic Practicum and Seminar II (3)	PP7342	Evaluation and Treatment of Diverse and Marginalized Populations (3)
PP7373	Integrative Assessment ^{2,3} (3)	PP7360	Clinical Psychopharmacology (3)	PP8210	Diagnostic Practicum and Seminar II—Extended (0)
PP8010	Cognitive Behavioral Theory and Therapy (3)	PP7041	Quantitative Inquiry (3)		Diagnostic CEC Completed ³
		PP7042	Statistics Laboratory (1)		

¹ Prerequisite for Diagnostic Practicum.

² Prerequisite for Intervention Practicum.

³ Prerequisite for Comprehensive Examination.

Year Three

Fall Semester		Spring Semester		Summer Semester	
PP8211	Intervention Practicum and Seminar I (3)	PP8212	Intervention Practicum and Seminar II (3)	PP8213	Intervention Practicum and Seminar II—Extended (0)
PP8020	Person-Centered and Experiential Theory and Therapy ¹ (3)	PP8645	Intro to Neuropsychological Assessment (3)	PP8060	Group Psychotherapy (3)
PP7043	Qualitative Inquiry (3)	PP8030	Psychodynamic Theory and Therapy (3)		Intervention CEC Completed ¹

Year Four

Fall Semester		Spring Semester		Summer Semester	
PP7000	History and Systems (3)	PP7352	Clinical Supervision (3)		Elective 4 (3)
PP7044	Consultation and Community Mental Health (3)	PP7060	Social Psychology (3)		
PP8500	Clinical Research Project (1)		Elective 3 (3)		
		PP8500	Clinical Research Project (1)		

Year Five

Fall Semester		Spring Semester		Summer Semester	
PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0)

¹ Prerequisite for Comprehensive Examination.

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM COURSE PREREQUISITES

Student progress through the doctoral program at Argosy University/Hawai'i is intended to be sequential. Certain courses are offered to first year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course and preceding courses in a given sequence before a registration for that course can be considered official. Approval from the program chair is needed for taking any course out of sequence. Students are expected to follow one of these plans for completion of the program. Students must receive prior approval from their academic advisor before taking courses in any other sequence than that which is described in these templates. Students are responsible for timely completion of the program and are expected to work closely with their academic advisors in planning their curriculum.

Course Number and Title	Prerequisite
PP7043 Qualitative Inquiry	PP7041 Quantitative Inquiry and PP7042 Statistics Lab
PP7342 Evaluation and Treatment of Diverse and Marginalized Populations	PP7045 Psychopathology
PP7373 Integrative Assessment	PP7365 Clinical Interviewing (3) PP7370 Cognitive Assessment (3) PP7371 Objective Personality Assessment (3) PP7372 Projective Personality Assessment (3)
PP8010 Cognitive-Behavioral Theory and Therapy	PP7040 Cognition and Affective Processes
PP7044 Consultation and Community Mental Health	PP7041 Quantitative Inquiry and PP7042 Statistics Lab PP7043 Qualitative Inquiry PP8209 Diagnostic Practicum Seminar II PP8060 Group Psychotherapy
PP7051 Biological Basis of Behavior	PP7045 Psychopathology
PP7360 Clinical Psychopharmacology	PP7051 Biological Basis of Behavior
PP7350 Consultation and Supervision	PP8210 Diagnostic Practicum Seminar II—Extended PP8030 Psychodynamic Theory and Therapy PP7045 Psychopathology
PP7046 Brief Treatment Models and Applications to Diverse Population	PP7342 Evaluation and Treatment of Diverse and Marginalized Populations PP8010 Cognitive-Behavioral Theory and Therapy
PP7047 Diversity Issues in Clinical Health Psychology	PP7342 Evaluation and Treatment of Diverse and Marginalized Populations PP7051 Biological Basis of Behavior

Course Number and Title	Prerequisite
PP8718 Psychology of Women	PP7342 Evaluation and Treatment of Diverse and Marginalized Populations
PP7048 Evaluation and Treatment of Asian and Pacific Island Populations	PP7342 Evaluation and Treatment of Diverse and Marginalized Populations
PP8050 Family and Couples Therapy	PP7045 Psychopathology PP7010 Lifespan Development
PP7049 Evaluation and Treatment of Diverse Families	PP7342 Evaluation and Treatment of Diverse and Marginalized Populations
PP8710 Child Therapy	PP7045 Psychopathology
PP8400 Child and Family Behavior Therapy	PP8010 Cognitive-Behavioral Theory and Therapy

PROGRAM TRANSFER

Program Transfer from the Doctor of Psychology in Clinical Psychology Program to the Master of Arts in Clinical Psychology Program

Students accepted to the Doctor of Psychology in Clinical Psychology Program who would like to transfer to the Master of Arts in Clinical Psychology Program must submit their request in writing to the chair of the graduate psychology program. If their request is granted, they may transfer the courses required in the master's program taken during their doctoral program study to their master's requirements. However, all requirements for the master's must be completed to receive the degree of Master of Arts in Clinical Psychology.

QUALIFYING FOR THE MASTER OF ARTS IN CLINICAL PSYCHOLOGY DEGREE AS A STUDENT IN THE DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM

PsyD in Clinical Psychology Program students who wish to earn the master's in Clinical Psychology degree while working toward the doctorate must petition for the degree and complete courses and clinical training consistent with the requirements of the Master of Arts in Clinical Psychology Program, including the completion of a practicum and the Master's Project.

COURSE/CREDIT TRANSFER

Transfer of Credits to the Doctor of Psychology in Clinical Psychology Program from Other Programs

The following is a list of courses that may not be transferred into the PsyD in Clinical Psychology Program.

Non-Transferable Courses

PP7100 Professional Issues: Ethics, Conduct, and Law (3)
PP7110 Professionalization Group I (1)
PP7111 Professionalization Group II (1)
PP7342 Evaluation and Treatment of Diverse and Marginalized Populations (3)
PP7373 Integrative Assessment (1–3)
PP8208 Diagnostic Practicum Seminar I
PP8209 Diagnostic Practicum Seminar II
PP8210 Diagnostic Practicum Seminar II—Extended
PP8211 Intervention Practicum and Seminar I
PP8212 Intervention Practicum and Seminar II
PP8213 Intervention Practicum and Seminar I—Extended
All Electives

Schedule of Tuition and Fees

The following schedule of tuition and fees will become effective September 1, 2005. Argosy University reserves the right to add or change any of the fees or charges listed below at any time without prior written notice.

TUITION

Business Programs	Cost Per Semester Credit Hour
Bachelor of Science (BS) in Business Administration Degree Completion Program	\$ 416.00
Master of Business Administration (MBA) Program	520.00
Doctor of Business Administration (DBA) Program	780.00
Education Programs	
Master of Education (MAEd) in Curriculum & Instruction Program	520.00
Master of Education (MAEd) in Educational Leadership Program	520.00
Doctor of Education (EdD) in Curriculum & Instruction Program	780.00
Doctor of Education (EdD) in Educational Leadership Program	780.00
Psychology Programs	
Bachelor of Arts (BA) in Psychology Degree Completion Program	416.00
Master of Arts (MA) in Clinical Psychology Program	832.00
Master of Arts (MA) in Marriage & Family Therapy Program	520.00
Master of Arts (MA) in School Psychology Program	832.00
Doctor of Education (EdD) in Organizational Leadership Program	780.00
Doctor of Psychology (PsyD) in Clinical Psychology Program	832.00
Doctor of Psychology (PsyD) in School Psychology Program	832.00

TRAINING AND PROGRAM-RELATED FEES

Psychology Program Fees	Cost Per Semester
Internship Fee (per semester)	\$ 832.00
Professional Liability Insurance (added to all practicum)	20.00
Professionalization Group Fee—MA in Marriage & Family Therapy Program	520.00
Clinical Psychology Program Fees	
Testing Resource Fee (added to first testing course)	104.00

OTHER NON-REFUNDABLE STUDENT CHARGES

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

¹ Non-refundable, except in California.

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

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

⁴ Students enrolled in no greater than one credit hour each semester are exempt from the Student Activity Fee. Activity fees are charged at \$25.00 in the Fall and \$25.00 in the Spring.

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

Faculty Descriptions

CORE FACULTY

Argosy University/Hawai'i has a highly experienced core faculty with extensive backgrounds in a wide range of clinical orientations and with a broad spectrum of clinical populations.

Below is a list of our core faculty with a brief description of their individual backgrounds, interests, current activities and years at Argosy University/Hawai'i.

Robert M. Anderson Jr., PhD

University of Hawai'i

Faculty in Graduate Psychology

Dr. Anderson has interests in the areas of clinical neuropsychology, cross-cultural assessment, transpersonal psychology, and consciousness. He completed postdoctoral work in neuropsychology with Karl Pribram, MD at the Stanford University Medical Center and in clinical neuropsychology with Peter Como, PhD at the University of Rochester Medical Center. He is the author, coauthor, or coeditor of several books, including *Practitioner's Guide to Clinical Neuropsychology*, *Mastering Expert Testimony*, *Avoiding Ethical Misconduct in Psychology Specialty Areas*, and *Induction, Probability, and Confirmation*. He is a consulting editor for *Neuropsychology*. He teaches learning and cognition, biological basis of behavior, cognitive-behavioral theory and therapy, and transpersonal psychology and psychotherapy.

Suzanne Anthony, PhD

University of California Santa Barbara

Director of Internship Training,

Faculty in Graduate Psychology

Dr. Anthony is licensed in the states of Hawai'i and California and in addition to her doctoral degree, earned a teaching credential and school psychology credential in the state of California. Her areas of interest include school-based mental health, risk and resiliency, youth aggression and problem behavior, child and adolescent assessment, and diversity issues in prevention programming. She has a wide-range of experience in program evaluation and has published and presented at the national level. Dr. Anthony teaches courses in cognitive assessment, quantitative inquiry, statistics laboratory, and diagnostic practicum seminar.

Yvonne N. Awana, PsyD

American School of Professional

Psychology/Hawai'i Campus

Faculty in Graduate Psychology

Dr. Awana's areas of specialization and interests are human diversity, which includes Pacific and Asian Populations, marginalized populations including at-risk adolescents, women's issues, self-reflexivity, self-empathy, experiential approaches, interpersonal and relational processes, and transpersonal psychology. She has presented scientific papers at the local and national levels. Her clinical experiences included working with children, adolescents, adults, and families in Hawai'i. Dr. Awana is a consult for local agencies in Hawai'i regarding mental health issues and also conducts seminars regarding spiritual and personal development. She teaches courses in the evaluation and treatment of diverse populations, clinical interviewing, social and cultural foundations in counseling, psychology of women, and leads the internship consortium seminar.

Raymond A. Folen, PhD, ABPP

University of Hawai'i at Manoa

Director of the Postdoctoral Program

in Clinical Psychopharmacology

Dr. Folen has been teaching at the Argosy University/Hawai'i since it opened and serves as director of the Postdoctoral Program in Clinical Psychopharmacology. Dr. Folen is also chief of the Behavioral Medicine and Health Psychology Service at Tripler Army Medical Center and has over 24 years of postdoctoral experience in clinical practice, research, and training. He has published extensively in the areas of behavioral medicine, biofeedback, telehealth, psychopharmacology, and professional issues in psychology. Dr. Folen is board-certified in clinical psychology, is past-president of the Hawai'i Psychological Association, and is a fellow of the American Psychological Association. He is one of 150 psychologists in the country recognized as a Distinguished Practitioner by the National Academies of Practice. His current courses include personal-ity assessment, assessment integration, and diversity issues in health psychology.

Richard P. Kappenberg, PhD, ABFM

University of Hawai'i, Manoa

Chair, Graduate Program in Psychology

Dr. Kappenberg was a faculty member and chair of the Human Development Department of the University of Hawai'i. Following this, he was the chief psychologist at Rehabilitation Hospital of the Pacific. Dr. Kappenberg has been a forensic psychologist on the Courts and Corrections team for State of Hawai'i and has testified extensively in criminal and civil cases over the last 25 years. In the area of neuropsychology, Dr. Kappenberg was the Clinical Director of the Head Injury Program at Rehabilitation Hospital of the Pacific. He has also been an expert witness in the area of neuropsychology in Hawai'i, Louisiana, and Guam. He is also a certified health service provider in marital and family therapy who has worked closely with the Family Court in Hawai'i as a court-certified custody evaluator, parent counselor, and custody guardian ad litem. Dr. Kappenberg is board-certified by the American Board of Forensic Examiners and by the American Board of Medical Psychotherapy. He has published professional papers and presented extensively at professional meetings. In addition to forensic psychology and neuropsychology, Dr. Kappenberg has a strong interest in the field of positive psychology.

Claudette H. Ozoa, PhD

University of Nebraska-Lincoln

Faculty in Graduate Psychology

Dr. Ozoa has held appointments as staff psychologist at the Stratton Veterans Administration Medical Center, New York, where she specialized in psycho-oncology/hospice and geriatrics, and Memorial Hospital, Albany, New York, where she gained extensive experience working with multidisciplinary teams. Dr. Ozoa was a principal partner, Capital Psychological Associates, Albany, New York and founded OnePinkRibbon.com. Her clinical work has focused on women's health issues; in particular breast cancer and the impact psychoeducational and coaching techniques have on women's response to treatment and recovery. Additionally, she has clinical interests in post-traumatic stress disorder, sexual abuse, and relationship issues. Currently, Dr. Ozoa maintains a part-time private practice primarily focused on pain management and behavioral medicine with a special focus on how psychological well-being impacts recovery from and coping physical illness. Dr. Ozoa teaches courses in group therapy, child and family therapy, assessment I, developmental psychology, and leads practicum seminars.

Louise Penkman, PhD, CPsych

University of Victoria
Faculty in Graduate Psychology

Dr. Penkman has interests in pediatric oncology which is implicated through her active involvement in research such as: developing educational and rehabilitative interventions for children with neurological dysfunction, creating links for professionals working with understudied populations, and a focus on psychosocial programs for children with cancer and their families. Prior to joining Argosy University/Hawai'i, she was an adjunct assistant professor at the University of Calgary's Department of Oncology. Her areas of interests are in educational and rehabilitative interventions for children with neurological dysfunctions and children with cancer and their families. She has clinical experience working with indigenous youth and their families on Canada's west coast.

Shelley Savage, PsyD

Chicago School of Professional Psychology
Faculty in Graduate Psychology

Dr. Savage has worked with culturally diverse populations across the developmental lifespan in the contexts of hospitals (providing crisis counseling), student counseling centers, community mental health centers, and residential treatment centers. Dr. Savage's dissertation was on the identity development of mixed-heritage adults in Hawai'i. Believing that Hawai'i should figure more prominently in the multicultural dialogue in mainland psychological circles, she is spearheading the department's research in this area. She has presented at professional papers both locally and nationally. Her interests are in multiculturalism, trauma, gender issues and specifically women's psychology, substance abuse, geropsychology, theories of change, and issues of professional development. She describes her therapeutic style as integrative, drawing from Psychodynamic, Relational, and Humanistic/Existential frameworks to promote insight and change. She teaches in the areas of lifespan development, trauma, history and systems, exploring diversity, and psychology and trauma.

Joy M. Tanji, PhD

University of Nebraska-Lincoln
Faculty in Graduate Psychology

Dr. Tanji has been teaching at Argosy University/ Hawai'i since 1995. Her specializations and areas of interest include systemic and process-experiential approaches to therapy, qualitative method, clinical supervision, diversity education, creative process, personal myth construction, and East Asian meditation. She has published in the areas of qualitative inquiry and evaluation, and made local presentations in the areas of narrative psychology; mindfulness meditation; qualitative method; multicultural counseling; clinical supervision training; and systemic and diversity training models. She teaches courses in family and couple therapy, clinical supervision, and person-centered therapy. She has consulted with local agencies about clinical supervision and strength-based systemic models and skill development.

Rick Trammel, PhD

Arizona State University
Faculty in Graduate Psychology

Dr. Trammel has been faculty in graduate psychology since 1998, and was the director of the Internship Consortium from 1998 to 2001. He has clinical and research interests in existential/humanistic psychotherapy, group therapy approaches, substance abuse and addictions, suicide, gay/lesbian/bisexual/transgender issues, and organizational development and consultation. Dr. Trammel teaches courses in group psychotherapy, adult psychopathology, forensic assessment, consultation, treatment and evaluation of substance abuse, professional writing, child/adolescent and adult development, and lesbian, gay, bisexual, and transgender issues. He is particularly interested in how group therapy approaches and addictions treatment are delivered to diverse, marginalized populations, and multicultural populations.

Bill Zwick, PhD, CSAC

University of Rhode Island,
*Faculty in Graduate Psychology
and the Director of Practicum Training.*

Dr. Zwick joined Argosy University in 2004. His professional interests include substance use disorders, severe and persistent mental illness and research on clinical assessment outcome. He completed his postdoctoral work in adult substance abuse with Dr. Peter Monti, PhD, at the Brown University Medical School, in the Department of Psychiatry and Human Behavior. He is the author or coauthor of professional papers, presentations and book chapters addressing substance abuse and mental health assessment and treatment. His primary professional activities before coming to Argosy University centered on developing treatment programs and treatment systems and contributing to the research design and data analysis of colleagues funded grants. His main areas of teaching interest are research methods, statistics and substance use disorders.



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