



ARGOSY UNIVERSITY®

2008-2009 ACADEMIC CATALOG

argosy.edu

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Introduction

ACCREDITATION

Institutional Accreditation

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

State Licensing

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

Argosy University, Atlanta is authorized by the Georgia Nonpublic Post-secondary Education Commission (2082 East Exchange Place, Suite 220, Tucker, GA 30084-4113, 1.770.414.3300).

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

Argosy University, Dallas is authorized by the Texas Higher Education Coordinating Board (Box 12788, Austin, Texas 78711, 1.512.427.6225).

Argosy University, Denver is approved and regulated by the Colorado Department of Higher Education, Private Occupational School Board, 1380 Lawrence Street, Suite 1200, Denver, CO 80204-2059.

Argosy University, Orange County, Argosy University, San Francisco Bay Area, Argosy University, Argosy University, Los Angeles, San Diego, and Argosy University, Inland Empire have been granted approval to operate by the California Bureau for Private Post-secondary and Vocational Education (California Department of Consumer Affairs, 1625 North Market Boulevard, Suite S-308, Sacramento, CA 95834, 1.916.574.8200, www.bppve.ca.gov).

Argosy University, Nashville is authorized by the Tennessee Higher Education Commission (Parkway Towers, Suite 1900, 404 James Robertson Parkway, Nashville, TN 37243, 1.615.741.3605). This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

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

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

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

Argosy University, Seattle is authorized by the Washington Higher Education Coordinating Board (HECB) and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until November 20, 2009, and authorizes Argosy University to offer the following degree programs: Bachelor of Arts in Psychology; Bachelor of Science in Business Administration; Master of Arts in Clinical Psychology; Master of Arts in Counseling Psychology; Master of Arts in Education in Educational Leadership; Master of Arts in Education in Instructional Leadership; Master of Business Administration; Master of Science in Management; Doctor of Business Administration; Doctor of Education in Community College Executive Leadership; Doctor of Education in Counseling Psychology; Doctor of Education in Educational Leadership; Doctor of Education in Instructional Leadership; and Doctor of Psychology in Clinical Psychology. Any person desiring information about the requirements of the Act or the applicability of those requirements to the institution may contact the HECB office at P.O. Box 43430, Olympia, WA 98504-3430.

Argosy University, Twin Cities is registered with the Minnesota Office of Higher Education (1450 Energy Park Drive, Suite 350, St. Paul, MN 55108, 1.651.642.0533, www.mheso.state.mn.us) pursuant to sections 136.A to 136A.71. Registration is not an endorsement of the institution. Registration does not mean that credits earned at the institution can be transferred to other institutions.

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

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

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

Programmatic Accreditation

The Commission on Accreditation of the American Psychological Association (APA) (750 First Street N.E., Washington, D.C. 20002-4242, 1.202.336.5979) has granted accreditation to the Doctor of Psychology in Clinical Psychology programs at the following Argosy University campuses:

- Argosy University, Atlanta
- Argosy University, Chicago
- Argosy University, Hawai'i
- Argosy University, Orange County
- Argosy University, Phoenix
- Argosy University, San Francisco Bay Area
- Argosy University, Schaumburg
- Argosy University, Tampa
- Argosy University, Twin Cities
- Argosy University, Washington DC

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Mental Health Counseling (MA degree) program at Argosy University, Sarasota. Council for Accreditation of Counseling and Related Educational Programs, 599 Stevenson Avenue, Alexandria, VA 22304, 703.823.9800, www.cacrep.org.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Community Counseling (MA degree) program at Argosy University, Schaumburg. Council for Accreditation of Counseling and Related Educational Programs, 599 Stevenson Avenue, Alexandria, VA 22304, 703.823.9800, www.cacrep.org.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Community Counseling (MA degree) program at Argosy University, Washington DC. Council for Accreditation of Counseling and Related Educational Programs, 599 Stevenson Avenue, Alexandria, VA 22304, 703.823.9800, www.cacrep.org.

The Associate of Applied Science in Diagnostic Medical Sonography Program at Argosy University, Twin Cities is accredited by the Commission on Accreditation of Allied Health Education Programs on recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (1361 Park Street, Clearwater, FL 33756, 1.727.210.2350, www.caahep.org). The Commission on Accreditation of Allied Health Education Programs has awarded initial accreditation to the Echocardiography concentration upon the recommendation of the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS). The initial accreditation status will expire on 9/30/08.

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

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

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

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

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

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

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

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

STATEMENT OF MISSION

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

VALUES

Argosy University is a university community dedicated to delivering high quality professional education programs to working professionals. The university serves these individuals by offering doctoral, masters, post-graduate certificate and undergraduate programs in professional and career fields as well as continuing education and professional development services.

Argosy University dedicates itself to offering its programs and services in ways that are accessible and responsive to the needs of its students. By focusing on the development of key educational and professional competencies, the university is able to serve effectively its student body and the needs of the professions served by its programs. The Argosy University community therefore embraces the following institutional beliefs and values:

We Believe in Quality

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

We Believe in Access

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

We Believe in Diversity

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

We Believe in Student Focus

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

We Believe in Practicality

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

We Believe in Respect

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

Approved by Board of Trustees during Strategic Planning in 2006.

STATEMENT OF PURPOSES

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

HISTORY AND PHILOSOPHY

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

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

Argosy University's programs in business and education also provide students with a solid practical and theoretical foundation. These programs, which for more than 30 years were offered at the University of Sarasota (formerly Laurence University), had a specific focus of providing educational opportunities at the graduate level to working adults without requiring them to compromise their professional or personal lives. This was accomplished through a unique delivery format involving a mix of distance learning and brief, intensive on-campus study periods. In 1976, the state of Florida granted licensure to the University to offer the Doctor of Education (EdD). In 1990, the University was accredited by the Southern Association of Colleges and Schools (SACS) to offer master's and doctoral degrees, which was eventually expanded to include bachelor's completion programs. The institution also found strong demand for its programs and delivery methods, adding new campuses and new programs, widening the opportunities for working professionals interested in pursuing post-secondary education.

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

OWNERSHIP

Argosy University is owned by Argosy Education Group, Inc. which through two limited liability corporations is a subsidiary of Education Management Corporation. Argosy Education Group, Inc. is located at 20 South Clark Street, Suite 2800, Chicago IL 60603, 312.899.9900 and Education Management Corporation is located at 210 Sixth Avenue, Suite 3300, Pittsburgh, PA 15222.

GOVERNANCE

Board of Trustees

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

Argosy University Administration

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

Campus Administration

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

Advisory Boards

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

Institutional Policies

ACADEMIC AND PROFESSIONAL STANDARDS

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

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

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

OUTCOMES ASSESSMENT

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

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

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

PHILOSOPHY OF INSTRUCTION

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

COMMITMENT TO DIVERSITY

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

NOTICE OF NONDISCRIMINATION

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

STUDENT GRIEVANCE PROCEDURE FOR INTERNAL COMPLAINTS OF DISCRIMINATION AND HARASSMENT

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

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

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

RIGHT TO CHANGE REQUIREMENTS

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

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

LICENSING/REGISTERING/CERTIFICATION

Completion of Argosy University programs does not guarantee students will be eligible for professional licensing, registration, or certification. Students are responsible to check with their local agency in the state in which they intend to practice or be employed to confirm such requirements.

DISABILITY SERVICES

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

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

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

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974

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

I. Procedure to Inspect Education Records

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

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

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

II. Disclosure of Educational Records

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

1. To Argosy University officials who have been determined by the university to have legitimate educational interests in the records. A university official is
 - a. a person employed by the university in an administrative, supervisory, academic or research, or support staff position; or
 - b. a person employed by or under contract to the university to perform specific tasks, such as an auditor, consultant, or attorney, a person on the Board of Trustees, or a student serving on an official committee or assisting another university official.

Any university official who needs information about a student in the course of performing instructional, supervisory, advisory, or administrative duties for Argosy University has a legitimate educational interest.

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

III. Record of Requests for Disclosure

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

IV. Directory Information

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

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

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

V. Correction of Educational Records

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

1. A student must ask the campus director of Student Services or Registrar to amend a record. As part of the request, the student should identify the part of the record they want to have changed and specify why they believe it to be inaccurate, misleading, or in violation of his/her privacy rights.

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

VI. Student Right to File Complaint

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

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

GRADUATION/COMPLETION RATES

According to regulations published by the U.S. Department of Education based on the Student Right-to-Know act, the graduation/completion rates for first time, full-time students who entered school in 2001 and who graduated/completed within 150 percent of the normal time to complete the program is 43%. It was not until the 2007-2008 academic year that enrollment of first-time, full-time freshmen was expanded to additional Argosy University campuses, however there has not been sufficient time for a graduation/completion rates to be determined.

ARBITRATION AGREEMENT

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

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

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

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

CLAIMANTS PERTAINING TO ANY CLAIM SUBJECT TO ARBITRATION. THE ARBITRATOR'S DECISION WILL BE FINAL AND BINDING. OTHER RIGHTS THAT THE STUDENT OR ARGOSY UNIVERSITY WOULD HAVE IN COURT ALSO MAY NOT BE AVAILABLE IN ARBITRATION.

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

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

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

Health/Safety Policies and Procedures

PROFESSIONAL CONDUCT

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

Definition of Sexual Harassment

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

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

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

Other Forms of Harassment

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

Complaint Procedure

Students who feel they have been harassed should follow the Student Grievance Procedure for Internal Complaints of Discrimination and Harassment described on page 5 of this catalog. Promptly after learning of such alleged conduct, Argosy University will conduct an investigation for the purpose of determining whether prohibited harassment has occurred. Efforts will be made to ensure confidentiality to the extent consistent with the goal of conducting an appropriate investigation. Students who initiate or participate in such investigations in good faith will be protected against school-related retaliation. If an investigation confirms the allegations, Argosy University will take prompt corrective action, which may include discipline, up to and including immediate dismissal.

Anti-Hazing Policy

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

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

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

REPORTING AN ASSAULT

In the event of an assault on campus, victims should first call 911 for immediate help. A complete report of an assault on campus should be made promptly to a campus official, preferably within 48 hours of the occurrence. Faculty, administration, and staff are required to provide immediate support and assistance to the victim. At the victim's request, the campus president or any administrator will assist victims in filing criminal charges with the appropriate law enforcement officials.

In the event of an assault against a student or employee occurring off-campus, victims should call 911 to request police assistance and to report the crime in the jurisdiction in which the crime occurred. Argosy University will assist law enforcement authorities for the purposes of obtaining, securing, and maintaining evidence in connection with any alleged crime of violence committed on campus.

REPORTING HEALTH OR SAFETY HAZARDS

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

NO SMOKING POLICY

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

CAMPUS SECURITY REPORT

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

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

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

HEALTH AND IMMUNIZATION

Health Sciences Program Requirements

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

Minnesota Requirements

In an effort to control the spread of disease, Argosy University conforms to Minnesota state requirements that all students have the following current vaccinations: mantoux (within one year of starting date), measles, mumps, rubella and diphtheria/tetanus booster. Hepatitis B vaccination is also required for all human allied health programs prior to clinical training. Rabies vaccination is strongly recommended for all veterinary technician students. Those students who will be taking the wildlife course (VET260 Wildlife Handling) will be required to have the rabies vaccination series prior to the start of the class.

Hawai'i Requirements

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

MEDICAL RESPONSIBILITY AND RISKS

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

While on clinical training/practicum/internship, students will adhere to standard health policies at their respective facilities.

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

Health Insurance

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

Liability Insurance

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

DRUG-FREE WORKPLACE AND CAMPUS

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

Effects of Drugs and Alcohol

Although individuals often use drugs and alcohol to achieve a variety of effects on mind and body that are found to be temporarily useful or pleasurable, drugs can be highly addictive and injurious. A person can pay a price in terms of his or her physical, emotional, and social health.

This price can be paid in a number of ways. The risk of contracting sexually transmitted diseases, including AIDS, is increased through unwanted or unprotected sex when one is under the influence of drugs or alcohol. Drugs can be the trigger for violent crime. Economic and legal problems usually follow directly when one tries to support a drug habit by resorting to crime. The dependence, illness, loss of job, and loss of family or friends that can result from drug or alcohol use and abuse can be tragic.

In keeping with the mission of Argosy University and the requirements of state and federal law, Argosy University has adopted this policy to ensure a drug-free campus and workplace and to prevent the use of controlled substances and the abuse of alcohol.

Health Risks Associated with the Use of Alcohol

Short-Term Risks

- Increased risks of accidents and injuries
- Alcohol-related traffic accidents (the leading cause of death for teens)
- Alcohol slows reaction time, decreases muscle coordination, and impairs vision
- Fatal overdose
- Unconsciousness or blackout
- Death by aspiration of vomit
- Nausea
- Gastritis

Long-Term Risks

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

Health Risks Associated with the Use of Drugs

Amphetamines (*Speed, Uppers*)

- Malnutrition
- Hallucinations
- Dependence, psychological and sometimes physical

Delirants (*Aerosols, Lighter Fluid, Paint Thinner*)

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

Depressants (*Barbiturates, Tranquilizers, Methaqualone*)

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

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

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

Intravenous Drug Use

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

Marijuana and Hashish

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

Stimulants (*Cocaine*)

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

Narcotics (*Heroin, Morphine, Codeine, Opium*)

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

Sanctions

Argosy University Sanctions

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

General State Laws

Individuals under 21 may not purchase, accept as a gift, or possess alcoholic beverages on any street or highway or other public place. Consumption by minors is expressly prohibited. Licensees to sell alcoholic beverages are prohibited from selling, giving, or delivering alcoholic beverages to anyone under 21 years of age. It is unlawful for anyone of legal age to purchase or obtain alcoholic beverages and then sell, give, or deliver them to a minor.

Federal Sanctions

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

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

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

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

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

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

Convictions for Drug-Related Offenses

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

Danger Signals Indicating a Drug or Alcohol Problem

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

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

Counseling, Treatment, or Rehabilitation Program

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

Resources

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

Student Rights and Responsibilities

STATEMENT OF STUDENT RIGHTS AND RESPONSIBILITIES

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

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

ARGOSY UNIVERSITY ETHICAL CODE OF CONDUCT

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

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

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

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

Students found guilty of violating Argosy University's Ethical Code of Conduct are subject to sanctions up to and including dismissal from Argosy University.

ACADEMIC DISHONESTY/PLAGIARISM

Argosy University seeks to foster a spirit of honesty and integrity. Any work submitted by a student must represent original work produced by that student. Any source used by a student must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to the reader. Argosy University further considers resubmission of a work produced for one course in a subsequent course or the submission of work done partially or entirely by another to be academic dishonesty. It is the student's responsibility to seek clarification from the course instructor about how much help may be received in completing an assignment or exam or project and what sources may be used.

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

INSTITUTIONAL REVIEW BOARD

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

STUDENT PROFESSIONAL DEVELOPMENT COMMITTEE

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

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

STUDENT PROFESSIONAL DEVELOPMENT COMMITTEE POLICIES AND PROCEDURES

I. Purpose and Scope

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

a) Monitoring Academic Progress

- Academic difficulties that come before the committee may be managed in a number of ways including:
 - Written response to the student indicating concern and proposing methods of remediation. Copies of the letter are sent to the student's advisor and placed in the student's file.

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

b) Monitoring Professional Competence and Conduct

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

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

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

- demonstrates an inability to control anger
- uses insulting or profane words
- uses intimidating tactics
- demonstrates inability to tolerate cultural or lifestyle differences
- demonstrates dishonest or unethical behavior

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

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

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

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

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

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

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

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

consistently fails to give appropriate credit to others
demonstrates pattern of overreaction to a small slight
demonstrates inability or refusal to accept academic inquiry or disagreement or to work collaboratively in a professional or academic environment

II. Procedures

a) Referral Procedure

Any member of the academic community who wishes to bring a student concern before the SPDC must submit a formal letter of referral addressed to the chair of the committee. The letter

should include specific descriptions of academic insufficiencies and subsequent attempts at remediation by faculty, and/or descriptions of behaviors that raise concerns about clinical competence and/or professional conduct.

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

The committee will evaluate any written referral and respond in one of the following ways: a) request additional information, b) reject the referral c) refer the student back to the student's advisor or faculty member with instructions, d) refer the complaint to the student conduct committee or e) accept the referral. Once a referral is accepted, a meeting date is determined and the student in question is notified in writing of the meeting date and the concerns brought before the committee. The committee may request additional information from any source available to it.

b) Committee Procedures

The following procedures govern the actions of the SPDC:

- The student should be notified in writing of the requirement to meet with the committee, the date and time of the meeting and the reasons for the referral. The meeting should be held within 30 days of the date of receipt of the complaint.
- In advance of the hearing date, the committee may request additional information or documentation pertinent to the referral. Where third party witnesses are available, the committee may consider meeting with the witnesses in advance of the hearing.
- The student may submit written information relevant to the situation to the Chair within 48 hours prior to the hearing. All written documentation to be considered by the committee should be made available for review by the student in advance of the hearing.
- If a student does not to attend a duly noticed meeting, the SPDC may continue its action and render a decision.
- The student is permitted to have a support person for example, another student, faculty, staff member, friend or family present during the hearing. The support person must not act as an attorney or an advocate. Students are expected to speak on their own behalf.
- The student is not permitted to bring legal counsel to committee meetings.
- Verbatim transcription or electronic recording of the meeting is not normally permitted, and never without the consent of all parties in the room.
- The committee should assure itself that the student has had a fair opportunity to understand the charges against him or her and that the student has had an opportunity to respond.

- After the meeting the committee members shall render a decision on what course of action, if any, is required. The outcomes may include, but are not limited to the following:
 - No action required
 - Letter of concern for student file
 - Individual consultation with faculty member recommended by the committee
 - Tutorial assistance
 - Referral to advisor, training director or Training Committee for remediation
 - Recommendation for referral to outside resources
 - Academic or behavioral remediation; note that any remediation should include specified desired outcomes and consequences and a process for monitoring
 - Structured monitoring of progress with specific and structured remediation actions required
 - Probation with explicit requirements and a timeline for removal from probation. The committee should include any consequences for noncompliance with probation requirements
 - Referral to Student Conduct Committee with recommendations for program dismissal
 - The committee should also consider whether any follow up action is required with an internship or practicum site (to the Internship or Practicum Coordinator) or with an instructor (to the program chair or dean) or with another student (to the director of Student Affairs)
 - The committee shall inform the student and appropriate faculty of its decision and any remediation requirements in writing within 30 business days of the date of the meeting. In all cases, the faculty should describe the problems before it and the recommended solutions in specific detail.

c) Requesting Additional Evaluation by Professionals

When a student claims a disability, the SPDC should refer the student to the campus Disability Services Coordinator to determine if the student needs accommodations for committee proceedings. All students with or without a documented disability must perform to the standards of conduct and academic achievement required by Argosy University. Accommodations are not retroactive and the failure to request accommodations does not forgive past difficulties.

Referral for mandatory evaluation is the purview of the Student Conduct Committee. The Student Conduct Committee may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected). In such cases, the evaluation is to determine the health and safety of the student and the campus. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, the Director of Student Services will contact the proper authorities.

d) Appeal Process

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

III. Committee Membership

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

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

STUDENT CONDUCT COMMITTEE

Any student suspected of violating the Argosy University Ethical Code of Conduct may be referred to the Student Conduct Committee which is responsible for investigating the allegations. In addition, students may be referred to the Student Conduct Committee by the programmatic Student Professional Development Committees for failure to comply with the remediation recommendations of the SPDC and failure to meet the academic and professional standards of the program.

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

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

The SCC is the only committee that has the authority to dismiss the student from Argosy University.

Referrals to the Student Conduct Committee can be made by any member of the university community, including students, faculty, administration, and/or the Student Professional Development Committee.

STUDENT CONDUCT COMMITTEE POLICIES AND PROCEDURES

I. Purpose and Scope

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

II. Procedures

a) Complaint Procedures

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

Students may also be referred to the Student Conduct Committee (SCC) for disciplinary action by their program Student Professional Development Committee (SPDC) when previous remediation and disciplinary actions imposed by the SPDC have been unsuccessful or if they have failed to meet the academic and professional standards of the program. The Student Professional Development Committee (SPDC) shall prepare a referral in writing to the Director of Student Services or designee.

As co-chair of the SCC, the Director of Student Services or designee shall review and investigate the complaint to determine if the allegations have merit, to identify specific violations of the Argosy University Ethical Code of Conduct, and to coordinate the student conduct committee proceedings.

b) Committee Procedures

The following procedures govern the actions of the SCC:

- The Student should be notified in writing of the charges and pending action of the SCC
- The Director of Student Services (or designee) will schedule a committee hearing within 7 to 21 business days of notifying the student of the charges and pending action by the SCC
- The student should receive written notification of the time and date of the hearing as well as the specific allegations against them including any supporting documentation that will be reviewed by the SCC prior to the hearing
- In the event that the student does not attend the proceedings, the SCC should commence deliberation and render a decision

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

c) Mandatory Evaluations

The Student Conduct Committee may require a student to submit to an evaluation by a health care professional in limited circumstances (such as where violence or suicide is threatened and where drug or alcohol abuse is suspected) in order to determine the health and safety of the student and the campus. In the event of a crisis situation where the health and safety of the student or anyone on campus is threatened, the Director of Student Services will contact the proper authorities.

d) Administrative Leave of Absence

In addition to other reasons for administrative leave, the University may place a student on an administrative leave of absence prior to a conduct hearing when, in the judgment of the University, the student's presence may pose a threat of harm to himself, to others, or to property of the University. The administrative leave of absence is subject to the provisions outlined in the *Academic Catalog*.

e) Violations of Law

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

f) Appeal Process

Students wishing to appeal a disciplinary decision may do so according to the Student Right to Appeal process in the *Academic Catalog*. No further appeals will be heard.

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

III. Committee Membership

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

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

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

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

STUDENT COMPLAINT PROCEDURE

Students may use this complaint procedure to address complaints that are not otherwise covered by a more specific policy. Students who have a complaint regarding grades should refer to the “Grade Appeal Procedures” in section 7 of this catalog. Students with complaints about possible bias and harassment should refer

to the “Student Grievance Procedure for Internal Complaints of Discrimination and Harassment” in section 2 of this catalog. The institutional community benefits from prompt resolution of issues. Before pursuing the Student Complaint Procedure, the student should first discuss the problem or complaints with the individuals involved in the complaint. Students presenting complaints for resolution must present them in writing within 45 days of the incident prompting the complaint. Faculty, staff, and administrators should make a prompt response in order to answer any questions or resolve the complaints brought to their attention.

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

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

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

Arizona Student Right to Appeal

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

California Student Right to Appeal

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

Tennessee Student Right to Appeal

If a complaint cannot be resolved at the institutional level, the student may contact the Tennessee Higher Education Commission (Parkway Towers, Suite 1900, 404 James Robertson Parkway, Nashville, TN 37243-0830, 615.741.3605).

STUDENT RIGHT TO APPEAL

Appeal of Academic Probation, Disciplinary Action, Dismissal

Students have the right to appeal academic probation, dismissal, and disciplinary actions, as well as final decisions of any other dispute resolution procedure. Students who believe they have extenuating circumstances or believe that they have been treated in an arbitrary or biased fashion or without adherence to the University policies and procedures may file an appeal. The appeal must clearly state, in writing, and in the student's own words, the reason(s) for the appeal. The Chair of the Appeals Committee will initially rule as to whether the subject of the appeal constitutes an issue of bias/discrimination or failure of the University to follow its process and procedures. If a basis for an appeal is stated, the Appeals Committee will gather and review relevant information in order to make its decision.

APPEALS COMMITTEE PROCEDURES

- Students have 45 days from the date of the action to inform the vice president of Academic Affairs, or in the absence of a campus VPAA, the campus president of their intent to appeal in writing. The letter must clearly state the reason for the appeal, and provide any supporting documentation.
- Students should provide documentation to support the allegations in the appeal.
- The vice president of Academic Affairs or campus president will convene a hearing by the Appeals Committee within 30 days of the date of receipt of the appeal. The student will be notified in writing of the date and time of the meeting.
- The student is expected to attend the meeting, and failure to do so, for other than documented emergencies, may be considered forfeiture of the right to present further information regarding the appeal.
- The Appeals Committee may hear from others who can provide relevant information in the matter.
- The student may request that others provide information to the committee regarding the grounds of the appeal.
- The Appeals Committee is an academic hearing, not a legal hearing. Therefore, legal counsel is not allowed at the meeting, and the student is expected to present the appeal, in the student's own words.
- Audio recording of the academic hearing is not permitted. Minutes of the meeting are confidential.
- Following appropriate review and deliberation, the Appeals Committee will communicate its decision in writing to the student within 15 days of the Appeals Committee hearing, with copies to the student's academic file and the campus president.
- Appeals Committee decisions are subject to review by the campus president.
- The campus president has final authority for campus appeals.

APPEALS COMMITTEE MEMBERSHIP

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

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

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

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

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

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

UNRESOLVED DISPUTES

If a dispute cannot be resolved satisfactorily after exhausting the institution's complaint or appeals procedures, the student may file a complaint with the campus state licensing agency or Argosy University's institutional accrediting agency, the Higher Learning Commission. Argosy University is accredited by the Higher Learning Commission (HLC) and is a member of the North Central Association (NCA) 30 North LaSalle Street, Suite 2400, Chicago, IL 60602, 1.800.621.7440, www.ncahlc.org.

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

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

ADMINISTRATIVE LEAVE OF ABSENCE

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

Admission Policies

ADMISSION PROCEDURES AND CONDITIONS

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

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

Admission Assessment Policy

Students applying for either the Bachelor of Science or Bachelor of Arts degree who do not meet other admission criteria are required to take an assessment to determine their academic skills in English, math, and reading. The ACCUPLACER Test is the assessment selected by Argosy University for this purpose and is delivered over the Internet through a registered testing site. Applicants register to take ACCUPLACER by contacting an admissions representative.

ACCUPLACER consists of multiple-choice questions and may require a written essay on a familiar topic. ACCUPLACER is an adaptive assessment. Questions are chosen based on answers to previous questions. This technique selects questions suited to each test taker's ability level. Because of this test structure, each question must be answered before a subsequent question is presented. ACCUPLACER is not timed.

ACCUPLACER results provide information about academic skills in English, math, and reading. They will be used to determine if an applicant can be admitted to the University, and whether or not he or she can be admitted with academic support. Argosy University has adopted the following policy:

- Applicants may take ACCUPLACER three times
- Applicants who do not score adequately on the first attempt must wait 24 hours before retaking ACCUPLACER
- Applicants who do not score adequately on some sections may retake the entire assessment or only those sections with inadequate scores
- Applicants who do not score adequately on the second attempt must wait 30 days before retaking ACCUPLACER

Applicants who do not score adequately on the third attempt must wait 12 months from the date of the third test to apply for admission. If they do not meet admission criteria at that time they will be required once again to take ACCUPLACER. Applicants will again receive a second (and third) attempt if the resulting scores are inadequate.

Admissions Committee Decisions

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

Applications to Multiple Campuses

Policy and procedure for applying to more than one location may vary depending on the program of interest. Applicants who wish to apply to more than one location should refer to the policies specific to their program of interest

Late Admission

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

Conditional Admission

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

Exceptions to Admission Requirements

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

Students admitted on an exception basis will be assigned "Provisional Status" in accordance with Argosy University policies regarding Satisfactory Academic Progress. Students in term-based programs will have a maximum of two semesters to meet the standards for academic progress. Graduate students at the Sarasota campus on a non-term based program must meet the standards for academic progress within 12 credit hours. A student assigned Provisional Status is eligible for financial aid.

Reapplication for Admission

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

Readmission Process after Withdrawal

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

Reinstatement

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

Readmission after Extended Absence

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

EARLY ACCEPTANCE

Early Acceptance may be granted to an applicant who is otherwise qualified for admission, but who has not yet earned the degree required for admission (e.g., a student currently enrolled in high school who is applying for an associate's program, a student currently enrolled in a bachelor's program who is applying for a master's program, etc.). To qualify for early acceptance, the applicant must provide a transcript documenting that he/she is in the final year of the required degree program. Prior to starting classes the applicant must provide a transcript documenting receipt of the degree. If the transcript is unofficial, the applicant may be granted conditional admission status. Students who have been conditionally admitted are not eligible to receive financial aid until documentation has been provided and the conditional status is removed.

DEFERRAL POLICY

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

VETERANS ADMINISTRATION BENEFITS

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

SERVICEMEMBERS OPPORTUNITY COLLEGES

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

INTERNATIONAL ADMISSION POLICY

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

English Language Proficiency Policy

All applicants to Argosy University whose "first" language is not English must demonstrate competence in the English language. Demonstration that English is an applicant's "first" language can be satisfied if the applicant submits a diploma from secondary school (or above) in a system in which English is the official language of instruction. If English is not the applicant's "first" language, the applicant will need to meet the minimum English Language Proficiency standard through submission of an official minimum score on the written Test of English as a Foreign Language (TOEFL®) or its TOEFL® computer-based equivalent. The minimum written TOEFL® score required is 500 (paper version), 173 (computer version), or 61 (Internet version) for all bachelor-level and 550 (paper version), 213 (computer version), or 79 (Internet version) for all graduate-level degree programs.

Applicants should contact the Admissions Department to determine other examinations for which official scores, equivalent to TOEFL®, are acceptable as an alternative to TOEFL®. The above stated English Language Proficiency Policy is effective July 1, 2006.

Admission Requirements for Nonimmigrant Students

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

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

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

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

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

Financial Policies and Assistance

TUITION AND FEES

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

PAYMENT POLICIES AND FINANCING OPTIONS

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

Payment in Full

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

Monthly Payment Plan

Students make tuition payments in equal installments, due on the fifteenth of each month, over the course of the semester. According to this plan, the first payment is due the fifteenth of the month prior to the beginning of the semester.

Students are expected to be current with their payments in order to register for the following semester. Students who are not current with their account are subject to administrative withdrawal.

Tuition Reimbursement

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

Financial Aid

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

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

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

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

COST OF ATTENDANCE BUDGET

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

Cost of Attendance Budget

Program	Per Academic Year
Doctoral	\$ 55,000
Master’s	\$50,000
Undergraduate	\$ 45,000
Internships/Clinical Research Projects*	\$ 40,000

**Clinical psychology students who are registered for an internship or Clinical Research Project may be assigned a different budget.*

FINANCIAL ASSISTANCE

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

Types of Financial Assistance

Grants

Grants are financial awards that do not have to be repaid. Funds are provided by the federal and state government, and are based on financial need. Federal (Title IV) and state funds of this nature exist in the form of the following:

Federal Pell Grant

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

¹ Costs are effective Fall 2008 and are subject to change.

Academic Competitive Grant (ACG)

The Academic Competitive Grant is available to students who are receiving a Pell Grant, are full time in their first or second year of college in a degree program, who graduated from high school in 2005 or later, and who took a program of study in high school that was considered to be rigorous. Each eligible student may receive 2 years of ACG. The award is up to \$750 the first year and up to \$1,300 the second year. To receive a second year grant, the student must have a 3.0 GPA at the end of the first year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

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

Federal Work-Study Program

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

State Aid Programs

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

California Grant Subsistence Funds will be applied to the student's account at the time the funds are received from the California Student Aid Commission. The student has the right to have these funds released directly to the student and not applied to the account. To do so, the student needs to provide a written request to the Student Financial Aid Office prior to the beginning of the academic semester.

Scholarships

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

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

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

Loans

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

Federal (Title IV) Loans

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

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

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

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

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

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

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

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

Other Financial Assistance Resources

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

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

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

Applying for Financial Assistance

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

Eligibility Requirements

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

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

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

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

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

When to Apply

Financial aid applications are available online in early January. Paper FAFSAs may also be obtained from the Office of Student Finance of any campus. Students must reapply for financial aid each academic year.

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

Semester	Priority Application Date
Fall 2008	July 1, 2008
Spring 2009	November 1, 2008
Summer 2009	March 1, 2009
Fall 2009	July 1, 2009

How to Apply

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

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

What Happens Next?

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

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

If the Federal Subsidized and/or Unsubsidized Stafford Loans are part of the financial aid package, a loan entrance interview may be necessary. The student must also complete the Stafford Loan Master Promissory Note and return it to the lender in order to receive Stafford Loan funds.

Applications for the Minnesota SELF Loan, the Federal Parent and Grad PLUS loans, and alternative loans are available upon request.

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

Applying for Scholarships

In order to apply for a scholarship at Argosy University, students must meet the following requirements:¹

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

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

Scholarship Limitations

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

ARGOSY UNIVERSITY REFUND POLICIES

Institutional Refund Policy

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

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

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

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

Georgia State Refund Policy

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

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

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

California State Pro Rata Refund Policy

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

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

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

Calculations Used by the California State Pro Rata Refund Policy

\$1100 total paid (–) \$100 administration (registration) fee = \$1000 base for refund
 \$1000 tuition (÷) 10 class sessions = \$100 per class session
 \$100 per session (x) 4 classes attended = \$400 tuition owed
 \$1100 total paid (–) \$500 tuition used plus fee = \$600 refund

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

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

Florida Cancellation Policy

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

Virginia State Policy

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

First 25% of the semester--50% earned

25%-50% of the semester--75% earned

After 50% of the semester--100% earned

COURSE ADD/DROP REFUND POLICY

Students dropping a class must provide official notification to the Student Services Department by completing an Add/Drop Form. Students officially dropping all classes in a semester are considered withdrawn for refund purposes and are subject to the institutional refund policy as published in this *Academic Catalog*.

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

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

15-Week Courses

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

7.5-Week Courses

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

Course Drop Refund Deadlines

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

Fall 2008 Deadlines

Course Type	Deadline for Course Drop
Session I 7.5-week courses	September 9, 2008
Session I 15-week courses	September 12, 2008
Session II 7.5-week courses	October 31, 2008

Spring 2009 Deadlines

Course Type	Deadline for Course Drop
Session I 7.5-week courses	January 17, 2009
Session I 15-week courses	January 23, 2009
Session II 7.5-week courses	March 10, 2009

Summer 2009 Deadlines

Course Type	Deadline for Course Drop
Session I 7.5-week courses	May 16, 2009
Session I 15-week courses	May 22, 2009
Session II 7.5-week courses	July 7, 2009

Sarasota Intersession Course Drop Refund Policy

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

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

Grades

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

Fall 2008 Deadlines

Course Type	Grade of "W" Deadline
Session I 7.5-week courses	October 6, 2008
Session I 15-week courses	November 7, 2008
Session II 7.5-week courses	November 25, 2008

Intersession Courses (Argosy University, Sarasota)

Date of First On-Campus Meeting	Grade of "W" Deadline
October 10, 2008	October 25, 2008
October 31, 2008	November 15, 2008
November 3, 2008	November 15, 2008
November 7, 2008	November 22, 2008
November 10, 2008	November 22, 2008
December 14, 2008	January 1, 2009

Spring 2009 Deadlines

Course Type	Grade of "W" Deadline
Session I 7.5-week courses	February 13, 2009
Session I 15-week courses	March 18, 2009
Session II 7.5-week courses	April 6, 2009

Summer 2009 Deadlines

Course Type	Grade of "W" Deadline
Session I 7.5-week courses	June 11, 2009
Session I 15-week courses	July 14, 2009
Session II 7.5-week courses	August 3, 2009

FINANCIAL AID REFUND REDISTRIBUTION POLICY

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

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

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

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

Return of Title IV Funds Policy

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

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

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

1. Federal Unsubsidized Stafford Loan
2. Federal Subsidized Stafford Loan
3. Federal Perkins Loan
4. Federal PLUS
5. Federal Pell Grant
6. Federal ACG Grant
7. Federal SEOG

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

FINANCIAL AID REFUND POLICY

All student financial aid overages will be returned to students not more than 14 days after:

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

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

NON-FEDERAL REFUND POLICY (MINNESOTA)

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

LOAN DEFERMENT

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

STUDENT TUITION RECOVERY FUND — CALIFORNIA

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

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

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

It is important to note the following:

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

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

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

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

Academic Policies and Procedures

ENROLLMENT POLICIES

Continuous Enrollment Requirements

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

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

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

Additional Continuous Enrollment Requirements—Sarasota Campus

Enrollment as a regular student and adjunct enrollment can be used to satisfy the continuous enrollment requirement. Students are permitted to take only one semester of adjunct enrollment per academic year. Adjunct enrollment consists of registration in ADJ900, for which an administrative fee is charged. No credit is earned for adjunct enrollment, but it allows students to maintain their status in the degree program. Adjunct enrollment serves both students who have finished their coursework but have not yet met all degree requirements and those who choose not to enroll in regular classes for a given semester. Registration for adjunct enrollment may affect loan deferments. Please contact the Registrar's Office at Argosy University, Sarasota for additional information.

Levels of Enrollment

*Clinical Psychology, School Psychology, and Sport-Exercise Psychology Graduate Programs**

Level of Enrollment	Criteria
Full-Time	9 or more credit hours, OR full-time internship, OR registered for 6 credit hours plus one of the following: Advanced Practicum, Clinical Research Project, Clinical Research Project Extension, Half-Time Internship, Integrative Paper, Practicum and/or Thesis
Half-Time	6–8 credit hours per semester, or registered for Advanced Practicum, Clinical Research Project, Clinical Research Project Extension, Half-Time Internship, Integrative Paper, Practicum and/or Thesis
Less Than Half-Time	Fewer than 6 credit hours per semester

**During the summer semester, Clinical, School, and Sport-Exercise Psychology programs define enrollment status as "Other Graduate Programs."*

Other Graduate Programs

Level of Enrollment	Criteria
Full-Time	6 or more credit hours per semester, and/or registered for dissertation, or for PsyD in Clinical Psychology students registered for the summer semester, 3 credit hours plus one of the following: Advanced Practicum, Clinical Research Project, Clinical Research Project Extension, Dissertation, Half-Time Internship, Integrative Paper, Practicum, or Thesis.
Half-Time	3–5 credit hours per semester, or registered for Advanced Practicum, Clinical Research Project, Clinical Project Extension, Dissertation, Half-Time Internship, Integrative Paper, Practicum, or Thesis
Less Than Half-Time	Fewer than 3 credit hours per semester

Undergraduate Programs

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

REGISTRATION

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

Registration Priority

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

Add/Drop Registration

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

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

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

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

Late Registration

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

COURSE AVAILABILITY/CANCELLATION

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

COURSE TYPES AND DELIVERY METHODS

Course offerings at Argosy University are categorized into the following course types and delivery methods.

Blended/In-Residence Courses

Blended/in-residence courses are provided in part residentially and in part online. This mode of delivery is considered in-residence because 23 or more hours of instruction occur residentially.

Blended/Online Courses

Blended/online courses are provided in part residentially and in part online. This mode of course delivery is considered distance learning since the instruction is principally provided online.

Directed Independent Study

These courses are completed on a one-to-one basis with a faculty mentor. A directed independent study course provides an opportunity for students to carry out a creative research project in an area of their choice where no course currently exists. The course may arise from an in-depth study of some aspect of a recently completed course; an analysis of new ideas, theories or concepts in education; or evaluation of new strategies used in education.

Intersession Courses

An intersession course meets in a concentrated period of time during a semester.

They are blended courses that may meet some residency requirements depending on how instruction is principally delivered. Blended courses may not meet visa requirements for some international students. International students should consult with their campus International Student Advisor before selecting Intersession Courses.

Laboratory Courses

Instruction in Argosy University laboratory courses is not blended, and therefore meets residency requirements.

Lecture

Lecture courses are offered in class during traditional academic semesters in 7.5- or 15-week courses throughout the year.

Course length and number of meetings per week may vary by campus and program. Courses taken on the grounds at any Argosy University campus are considered in-residence.

Off-Campus Courses

Some programs provide a portion (less than 50 percent) of a course or a program at an off-campus location in a community setting. A course that contains 23 or more hours of on-campus instruction is considered in-residence. For an individual course that is offered entirely off-campus, this delivery format is considered distance learning.

Online Courses

Online courses are those in which 100% instruction is delivered via the internet. Students enrolled in bachelor's and master's level programs may take 100 percent of their coursework in a fully online format. Student enrolled in doctoral level programs may take no more than 42 of their 60 hours in an online format. There may be additional restrictions on the amount of fully online course or distance learning credit hours allowed. Such restrictions may vary by campus and program.

In an online course, students must participate a required number of times each week. Faculty members assign reading materials and provide lecture notes for students. There is interaction with the faculty member as well as other students via online discussion questions and assignments. Students also complete the types of learning activities found in traditional courses, such as examinations, papers, and group projects.

In order to participate in online courses, students must possess the appropriate technical skills and computer hardware.

Students must have reliable and consistent access to a Macintosh (MAC G3 with 1 GB RAM) or PC (Pentium III CPU or greater, 1 GB RAM, Windows 2000 or XP) with an internet connection and modem speed of 28.8K or higher, CD-Rom drive, color monitor, sound card, and a personal email account. Microsoft Office Professional (including Word, Excel, PowerPoint, Access, and Outlook), Norton Antivirus, Adobe Acrobat Professional is

required. Minimum Internet browser requirements are Internet Explorer 5.0 or higher, or Netscape 4.7 or higher. Some Argosy University online courses may require more recent software or additional plug ins. Students will be informed at the time of registration of any other software requirements. Internet access via DSL, T-1, or cable is recommended.

Practicum, Internships, and Clinical Training Courses

Practicum, internship and clinical training courses provide students with supervised out-of-class professional experiences and take place within a health care delivery system, or a professional work environment. These courses are generally held at a facility with which Argosy University has a relationship, and therefore are considered in-residence.

Tutorials

Depending on the type of instructional format. Tutorial courses may or may not fulfill residency requirements. Tutorials are either 7.5 weeks or 15 weeks. Tutorial courses follow an existing and approved course syllabus, which is provided to students prior to the course start date. Students are required to maintain weekly contact with the instructor. The course syllabus contains specific instructions regarding weekly contact form at and requirements. Students should consult the instructor regarding his/her required methods for submission of assignments. Methods of submission may include email, regular mail, in person, and/or fax.

Weekend Format Courses

Some courses are taught in weekend format. Students attend class during intensive weekend sessions over the duration of the semester. The number of weekend sessions varies by program, though weekly instructional contact is required. This mode of course delivery is considered either in-residence or distance learning depending on the percentage of instruction provided in a distance format.

WAIVER/COURSE SUBSTITUTION

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

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

COURSE/CREDIT TRANSFER

Courses Taken at Other Argosy University Campuses

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

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

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

Courses Taken via Distance Delivery

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

Courses Taken at Other Institutions

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

Transfer of Argosy University Credits to Other Institutions

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

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

Undergraduate Transfer Credit Criteria

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

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

Students may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria.

Bachelor's Degree Programs

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

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

- The number of hours of standardized testing credits accepted will not exceed 30 credit hours or its equivalent. The program in which the student is enrolled determines the maximum number of standardized testing credits eligible for transfer, and therefore the total number accepted may be less than 30 credit hours.
- The number of hours of non-collegial credit, including standardized testing credits, accepted will not exceed 30 credit hours or its equivalent. The program in which the student is enrolled determines the maximum number of standardized testing credits eligible for transfer, and therefore the total number accepted may be less than 30 credit hours.

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

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

Standardized Examinations

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

Graduate Transfer Credit Criteria

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

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

Transfer credit maximums are listed here by program:

College	Program	Transfer Credit Maximum
Business	Master of Business Administration*	9
	Master of Science in Management	9
	Doctor of Business Administration	12
Education	Master of Arts in Education*	9
	Education Specialist	9
	Doctor of Education	12
Health Sciences	Master of Science in Health Services Management	9
Psychology	Master of Arts in Clinical Psychology*	15
	Master of Arts—Other*	9
	Education Specialist	9
	Doctor of Education	12
	Doctor of Psychology	30

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

- In California, the Bureau for Private Post-secondary and Vocational Education (BPPVE) restricts the maximum number of transfer credits to 30 credit hours for doctoral programs and 6 credit hours for master's programs.
- Programs may determine that certain courses are not eligible for transfer of credit.
- Argosy University does not accept for graduate credit any credits earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from nonaccredited schools unless offered in an approved program or under an arrangement approved by the faculty and dean of the appropriate college of Argosy University or otherwise provided for in this catalog.
- Official transcripts are required for transfer credit to be considered.
- Students may be required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria.
- Argosy University will accept a maximum of 6 credit hours of graduate-level continuing education toward elective credit in a master's degree program if offered through The Connecting Link, an approved partner of Argosy University, and approved as transfer credit by the faculty of the degree program (see section 11, "Graduate Course Listing" for available courses).
- Final decisions on accepting graduate-level continuing education coursework as transfer credit are made by the program and campus in which the student is enrolled; therefore, students are not guaranteed that coursework will be accepted for transfer until they have applied for and received approval from the campus dean or program chair of their program.

TRANSCRIPTS AND STUDENT RECORDS

The Student Services Department maintains academic records for each student. The department issues transcripts only upon receipt of a signed written request. The department will release official transcripts only when students have met all their financial obligations to Argosy University. Grade reports are mailed to

students and/or made available via Student Link on the Internet. Students that meet the degree requirements of the program in which they are enrolled will receive an official diploma.

TRANSFER TO ANOTHER ARGOSY UNIVERSITY CAMPUS

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

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

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

Students must fulfill all financial obligations at their current campus before a transfer is complete.

Students internally transferring within Argosy University will receive credit for courses taken at the previous campus based on the following:

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

The campus may require that transferring students fulfill specific degree requirements of their program, such as successfully passing a Comprehensive Examination.

Courses taken at another Argosy University campus will be applied to the student's overall GPA.

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

STUDENT-AT-LARGE STATUS

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

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

Credit is granted, grades are recorded, and students are required to satisfy all academic requirements, including prerequisites, for courses taken. Students may be permitted to apply a specified number of credit hours to a degree program upon acceptance to the program. Students who wish to apply credit hours to an undergraduate or master's-level business, education, or psychology degree may apply up to 9 credit hours. Students who wish to apply credit hours to a doctoral-level degree program may apply up to 12 credit hours, unless otherwise approved by the vice president of Academic Affairs or campus dean.

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

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

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

Admission to Degree-Seeking Status

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

ATTENDANCE

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

Online and blended courses offered at Argosy University require, at a minimum, weekly participation (not just weekly log-in) by the student unless granted a documented exception by the instructor. Online courses start on the first day of the semester or session. A student who does not participate in the course within the first five days (including weekend days) of a 7.5-week session,

or within the first 10 days (including weekend days) of a 15-week semester, and has not submitted an official Add/Drop Form, will be dropped from the course automatically and receive a refund based on the applicable Argosy University refund policy.

Attendance Policy in Undergraduate Programs

Except as otherwise required, 33% absenteeism in a course will result in attendance failure. This equals 15 hours of instruction in a three credit hour course (typically five classes in a 15-week course or three classes in a 7-1/2-week course). Students with 33% or greater absenteeism in a course will receive an automatic "F" grade. Individual courses may have more restrictive policies in place and students will be held to the more restrictive policy.

In blended courses (those consisting of in-residence and online components), students missing equal to or greater than eight hours of in-residence instruction will receive an automatic "F" grade in the course. Students are marked as present or absent for the entire class when attendance is taken.

Partial attendance for the course is not given if a student arrives after attendance is taken. Students should also review the policies on Standards for Academic Progress and Repeating Courses in the Academic Catalog for information related to probation or dismissal resulting from poor academic performance.

FACULTY ADVISEMENT

Upon admission to a program, each new student is assigned a faculty advisor who will guide the student in the selection of course and general academic matters. Student advising is an important part of the Argosy University program.

In the event that a student and his or her faculty advisor are unable to develop a harmonious working relationship, a student may request a new faculty advisor, upon written request in a letter directed to the campus dean or program chair or a designee. If the campus dean or program chair or a designee is the advisor for whom the student seeks a replacement, the written request should be directed to the campus vice president of Academic Affairs or designee.

Advisor assignment varies by campus. See the program director for your program of study at your campus of interest for details.

WITHDRAWAL POLICY

Argosy University considers a student as withdrawn when he or she fails to register for the current semester.

A student wishing to withdraw from Argosy University should submit a letter to the Student Services Department requesting withdrawal. Any student in good standing who wishes to discontinue study will be withdrawn. The student must resolve any financial obligations to Argosy University before receiving an official transcript from the Student Services Department.

Withdrawal Date

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

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

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

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

If a student begins the withdrawal process and otherwise officially notifies the institution of his or her intent to withdraw, the withdrawal date is the earlier of the two unless the institution documents a later last date of attendance.

An academically-related activity includes, but is not limited to, an exam, a tutorial, computer-assisted instruction, academic counseling, academic advisement, turning in a class assignment, or attending a study group that is assigned by the institution.

GRADE LEVEL CLASSIFICATION

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

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

CREDIT SYSTEM

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

GRADE POINT SYSTEM

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

Grade	Grade Point Equivalent	Grade	Grade Point Equivalent
A	4.0 grade points	C	2.0 grade points
A-	3.7 grade points	C-	1.7 grade points
B+	3.3 grade points	D+	1.3 grade points
B	3.0 grade points	D	1.0 grade points
B-	2.7 grade points	D-	0.7 grade points
C+	2.3 grade points	F	0 grade points

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

Additional Grades

Audit (“AU”)

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

Credit (“CR”)

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

Incomplete (“I”) and Incomplete in Progress (“IP”)

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

No Credit (“NC”)

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

Not Received (“N”)

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

Progressing (“PR”)

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

Withdrawn (“W”)

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

AUDIT POLICY

To audit a course, students must obtain the permission of the campus dean or program chair, submit a request at the time of registration, and pay the regular tuition. Online courses cannot be audited.

REPEATING A COURSE

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

GRADE APPEAL PROCEDURES

Students may appeal a grade or an evaluative comment only during the semester following issuance of the grade or evaluative comment.

1. The first step is for the student to consult the faculty member who issued the grade or evaluative comment for reconsideration of the grade or the record. Optimally, this will be resolved through a consultative process with the faculty member and approved by the campus dean or program chair and the chief academic officer of the campus.
2. If, after consultation with the faculty member, the student wishes to pursue the issue, or if the faculty member is either unavailable or does not respond within fourteen days, the student should request in writing from the campus dean or program chair an investigation of the grade or evaluative comment. The campus dean or program chair or designee may investigate the matter personally. The individual conducting the investigation should consult the parties involved, gather all pertinent information, and review the relevant facts. At the conclusion of the investigation, the campus dean or program chair shall issue a finding in writing that either concurs with the faculty member regarding the grade or evaluative comment, or in some instances requires the faculty member to revise the grade or evaluative comment. If, after consultation with the campus dean or program chair, the student wishes to pursue the issue, he/she must, within 14 days, request in writing further investigation from the campus vice president of Academic Affairs. The campus vice president of Academic Affairs will review the findings and either agree with the ruling or elect to investigate further. The final authority rests with the chief academic officer of the campus.
3. If the faculty member involved is the campus dean or program chair, then the campus vice president of Academic Affairs should be approached. If the faculty member involved is the campus vice president of Academic Affairs, then the campus president should be approached.
4. The result of the review will be summarized in writing by the campus official responsible for the final decision and placed in the student academic file. A copy of the report will be given to the student. If the student believes the evaluative comment to be inaccurate, misleading, or in violation of the privacy or other rights of the student, the student may insert a written statement in the record.

Grade Changes

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

CRITERIA FOR UNDERGRADUATE HONOR DESIGNATION

To promote academic excellence and to recognize exemplary academic achievement at the undergraduate level, the following system is used for honor designations on a semester basis and upon graduation.

Semester Honor Designation

Any student who enrolls for and completes 12 credit hours or more in a semester and meets the following criteria may receive the corresponding designation:

Semester Honor Designation	Semester GPA
President's List	4.0
Dean's List	3.70–3.99
Honors	3.50–3.69

Honor Designation at Graduation

Any student who achieves a cumulative grade point average (CGPA) that meets or exceeds the following levels will receive the corresponding honor designation at graduation:

Graduation Honor Designation	CGPA
Summa Cum Laude	3.90–4.00
Magna Cum Laude	3.70–3.89
Cum Laude	3.50–3.69

STANDARDS FOR ACADEMIC PROGRESS

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

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

Cumulative Grade Point Average

To continue enrollment in an academic program, students must maintain a cumulative grade point average (CGPA) of 2.00 or above at the undergraduate level and 3.00 or above at the graduate level. CGPA is reviewed at the end of each semester. Students who fall below the aforementioned CGPA cutoffs are deemed to be on Academic Probation. Students who fail to raise their CGPA above the cutoffs within 2 semesters (See "Probation" policies in Section Seven, Academic Policies and Procedures in this catalog) are deemed as not making Satisfactory Academic Progress and are academically dismissed.

Incremental Completion Rate

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

Maximum Allowable Time Frame

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

Examples

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

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

Factors Affecting Academic Progress

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

Repeating Courses

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

Incomplete Grades

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

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

ACADEMIC WARNING**Clinical Psychology Students**

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

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

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

PROBATION**Academic Probation**

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

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

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

A student on academic probation status is deemed to be making satisfactory academic progress and remains eligible for financial aid.

Removal from Academic Probation*Criteria for Removal from Academic Probation*

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

Schedule for Removal from Academic Probation

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

Argosy University, Sarasota graduate students on a non-term-based calendar must meet the standards for academic progress within 12 credit hours following the semester in which the standards were not met.

General Probation

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

Criteria for Removal from General Probation

The body that placed the student on general probation (by the Student Conduct Committee, Departmental Committee, or Academic Affairs Committee) will determine the conditions under which students placed on general probation shall be removed. The conditions must be clearly stated in writing and sent to the student.

Schedule for Removal from General Probation

The body that placed the student on general probation (by the Student Conduct Committee, Departmental Committee, or Academic Affairs Committee) will determine the schedule under which the student placed on general probation shall be removed, as well as make the determination as to the satisfaction of the terms of the probation.

DISMISSAL

Academic Dismissal

After the second and final semester of probation, students in term-based programs who have not met the standards for academic progress will be dismissed. If the student is readmitted after successfully appealing his/her dismissal, the student will re-enter on probation and be required to meet the standards for academic progress within a of two semesters or be dismissed.

Argosy University, Sarasota graduate students on a non-term based calendar who have attempted 12 credit hours following the semester in which the standards for academic progress were not met, and have not met standards, will be dismissed. Students successfully appealing his/her dismissal will re-enter on probation and be required to meet the standards for academic progress within 12 attempted credit hours or be dismissed.

Please note that students may be dismissed for academic reasons without previous academic action, including failure to complete all program requirements within the maximum allowable time frame.

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

Other Reasons for Dismissal

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

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

Clinical Psychology Students

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

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

Students enrolled in the Veterinary Technology, Histotechnology, Radiation Therapy, Diagnostic Medical Sonography (General and Echocardiography concentrations) and Radiologic Technology, Medical Assisting, and Medical Laboratory Technology Programs will be dismissed from the program for:

- Receipt of a second grade of "D+" or below for the same technical course
- Receipt of a second grade of "D+" or below for the same general education course

Students enrolled in the Dental Hygiene program will be dismissed from the program for:

- Receipt of a grade of "D+" or below in any technical and general education courses

Failed Course Policy in Capped Programs (Diagnostic Medical Sonography–General and Echocardiography Concentrations, Radiation Therapy, and Radiologic Technology)

If a student fails a course, the student may return to the program as long as a seat is available. If a student is offered another opportunity to join another cohort due to a failure or temporary withdrawal from the University, they may have to wait one or more terms until a clinical site is available to complete their internship. In this event, graduation would be delayed pending successful completion of the internship.

POLICY GOVERNING SATISFACTORY PROGRESS AND RECERTIFICATION OF BENEFITS FOR ELIGIBLE VETERANS

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

COMMENCEMENT AND PETITION TO GRADUATE

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

Student Life

ENROLLMENT VERIFICATION

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

TRANSCRIPT REQUESTS

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

HOUSING

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

SUPPORT SERVICES

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

COUNSELING SERVICES

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

TUTORING SERVICES

Student tutors are available for many courses at many campuses. However, students should not expect tutoring to be available for every course or for every term. It is the student's responsibility to complete the program independently with tutoring limited to an appropriate level of ancillary support. A designated faculty member coordinates all tutoring resources at each campus which

offers this service. Students interested in tutoring should contact the Student Services Department for more information.

STUDENT GOVERNMENT

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

LECTURE AND WORKSHOP SERIES

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

COMMON HOURS AND SYMPOSIA

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

SPECIAL INTEREST GROUPS

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

CAREER SERVICES

At some Argosy University campuses, Offices of Career Services have been established to assist currently enrolled students in developing their career plans and reaching their employment or graduate school goals. Career services provided include, but are not limited to, one-on-one career counseling, special career related workshops and programs, coaching for résumé and cover letter development, access to a national job listing database, résumé referral to employers, and video-taped mock interviews. Students will also be able to register on an online career services system and take advantage of select services from a distance, such as degree specific career email lists, national job listings, and virtual job fairs. Students should contact their campus directly to determine the services available at their location.

ALUMNI ASSOCIATION

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

PROFESSIONAL ASSOCIATIONS

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

HONOR SOCIETIES

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

STUDENT FORUMS

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

BOOK PURCHASE

MBS Direct

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

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

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

MBS operators are available to take your call as follows:

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

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

Used Books

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

Delivery

Textbooks are delivered directly to the student using UPS tracking. There are three methods of shipping available: Ground (three to five days), Second Day Air, and Next Day Air. The charges for the delivery are based on current UPS rates based on weight of the package and where the package is being shipped.

Textbook Buyback

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

Campus Bookstore

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

DIVERSITY

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

NEWSLETTERS

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

LIBRARY RESOURCES

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

Undergraduate Programs

College of Undergraduate Studies

General Education Curriculum

MISSION AND GOALS

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

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

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

COURSE REQUIREMENTS AND CURRICULUM DESCRIPTION

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

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

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

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

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

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

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

GENERAL EDUCATION CURRICULUM AND CREDIT DISTRIBUTION REQUIREMENTS FOR UNDERGRADUATE PROGRAMS

			Credit Hours Required for Degree			
General Education Requirement Areas ¹	Course Numbers and Titles	Semester Credit Hours	Associate of Science	Associate of Applied Science	Bachelor of Arts [†]	Bachelor of Science
Communications			6	6	6	6
	ENG101 Composition I	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	ENG102 Composition II	3				
	COM101 Basic Communication	3				
	COM104 Persuasion	3				
	COM105 Organizational Communication	3				
	COM301 Negotiation and Conflict Resolution	3				
	COM450 Communication, Gender, and Culture	3				
Interpersonal Effectiveness					3	3
	PSY180 Interpersonal Effectiveness	3			*	*
Humanities			6	3	6	6
	ENG103 The Literary Experience	3				
	ENG401 Shakespeare Today	3				
	HUM101 The Arts and Culture	3				
	HUM102 Popular Culture	3				
	HUM410 American Voices	3				
	HUM440 Critical Thinking: Common Sense and Everyday Life	3				
	PHI101 Ethics in Contemporary Society	3	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
	PHI102 World Religions	3				
Social Sciences		6	3	6	6	
	ECO110 Principles of Economics	3				<input type="checkbox"/>
	ECO201 Macroeconomics	3				<input type="checkbox"/>
	ECO202 Microeconomics	3				
	POL110 American Experience	3				
	PSY101 General Psychology	3				
	PSY180 Interpersonal Effectiveness	3	*	*		
	SOC110 Sociology in a Global Perspective	3				
	SOC115 Loss and Grief	3				
	SOC116 Sex, Power, and Socialization	3				
	SOC117 Crime and its Causes	3				
	SOC118 Juvenile Delinquency	3				
	SOC416 Sociological Perspectives on Class, Ethnicity, and Gender	3				
Natural Sciences			3	3	6	6
	BIO110 Understanding Human Anatomy ²	3			▽	
	BIO115 Fundamentals of Human Physiology	3			▽	
	BIO120 Human Anatomy and Physiology	3				
	PHY105 General Physics	3				
	SCI110 The Rise of Modern Science	3				
	SCI115 The Ecological Perspective	3				
	SCI120 Science and Technology	3				
Mathematics			3	3	6	6
	MAT100 Survey of College Mathematics ³	3				
	MAT104 Statistics and Probability	3				
	MAT107 College Algebra	3	⊗	⊗	<input type="checkbox"/>	<input type="checkbox"/>
	MAT110 Pre-Calculus Mathematics ⁴	3				
	MAT115 Introduction to Calculus	3				
Elective Credit Hours			6	3	9	9
Total General Education Credit Hours			30	21	42	42

¹ Some upper division General Education Curriculum Courses may be required depending upon state specifications.

² Required for all health sciences programs except Veterinary Technology.

³ This course is not available for health sciences students, only for BA & BS students.

⁴ Required course for Radiation Therapy.

[†] Semester credit hour requirement for a Bachelor of Arts degree may vary by state.

* Required course; transfer credit is not accepted.

☐ Required course, or equivalent credit hours.

▽ One of the courses in the natural sciences distribution area must be Understanding Human Anatomy (BIO110) or Fundamentals of Human Anatomy (BIO115) for the Bachelor of Arts degree.

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

Business Programs

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Argosy University, Atlanta; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

The Bachelor of Science (BS) in Business Administration degree program is designed to help students focus their academic and professional development consistent with their career objectives and experiences. It is open to both students who have already earned college credit at a community college, junior college, or other university, and working professionals with no college experience.

In the program, students will follow a practical path to degree completion consisting of the following:

- A business core addresses all basic business functions
- A selection of general education courses tailored to professional needs
- The option to complete a specialized concentration designed to achieve a specified career plan
- A set of electives to complement and extend those competencies.

The program prepares students with competencies, skills and knowledge for immediate employment and future career advancement while simultaneously providing the basis for graduate education in business.

This applied, competency-oriented program combines flexible online and in-residence, classes in multiple formats intended to encourage students to move through the program at a pace that best suits their needs.

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

Students in the BS in Business Administration program may choose an optional concentration in one of the following areas:

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

The primary goal of each concentration is to help students acquire the competencies, skills, and knowledge needed to qualify for lower- or entry-level management positions in a related function or industry.

Admission Requirements

Admission requirements differ depending on the number of college credits completed prior to application.

Applicants with 0–12 College Credits

General Admission

Applicants who have earned 12 or fewer semester college credits must provide proof of high school graduation or GED and meet one of the following conditions for admission:

- ACT Composite score of 18 or above, or
- Combined Math and Critical Reading SAT score of 870, or
- Minimum ACCUPLACER scores of 86 in Sentence Skills, and 53 in Algebra

*Admission with Academic Support**

Applicants who do not meet any of the above conditions for admission will be admitted with Academic Support if they provide proof of high school graduation or GED and meet the following condition:

- ACT Composite score of 14 - 17 or, or
- Combined Math and Critical Reading SAT score of 660-869, or
- Minimum ACCUPLACER scores of 54 in Reading, and 36 in Arithmetic

Applicants with 13 or More College Credits

General Admission

Applicants who have earned 13 or more semester college credits must provide proof of high school graduation or GED and meet one of the following conditions for admission:

- Cumulative college GPA of 2.0, or above, or
- Minimum ACCUPLACER scores of 86 in Sentence Skills, and 53 in Algebra

*Admission with Academic Support**

Applicants who do not meet any of the above conditions for admission will be admitted with Academic Support if they provide proof of high school graduation or GED and meet the following condition:

- Minimum ACCUPLACER scores of 54 in Reading, and 36 in Arithmetic

Students admitted with academic support will be required to complete developmental English and/or Math courses** unless they meet the following conditions:

- Writing Review (ENG099) — must meet one of the following:
 - Minimum ACCUPLACER score of 86 in Sentence Skills

** Students admitted with academic support are limited to 12 credit hours of study during their first semester (6 credit hours per session).*

***In order to remain in good academic standing, students required to complete developmental English and/or math courses must do so by the end of their first semester at Argosy University. Failed developmental courses may be retaken a second time but students may not register for other courses until they are satisfactorily completed. Students who fail their second attempt of a developmental course will be referred to the Student Professional Development Committee to address barriers to academic readiness.*

- Minimum ACT English score of 18
- Minimum SAT Critical Reading score of 425
- Completion of a college level English composition course with a grade C or above
- Mathematics Review I (MAT096) — must meet one of the following:
 - Minimum ACCUPLACER score of 53 in Algebra
 - Minimum ACT Math score of 18
 - Minimum SAT Math score of 440
 - Completion of collegiate level Algebra course with a grade C or above

Other Admission Requirements

- The Associate of Arts (AA) or Associate of Science (AS) degree transfers in its entirety, including “D” grades, as long as cumulative GPA is 2.0 or better. A maximum of 78 lower division or 90 total credit hours may be transferred.
- Remedial or developmental courses are not transferable.
- Proof of high school graduation or earned college degree.
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all post-secondary schools attended
- Proof of high school graduation or GED or college degree from a regionally accredited institution or nationally accredited institution approved and documented by the faculty and dean of the College of Business

Applications to Multiple Campuses

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

Graduation Requirements

- Satisfactory completion of all required courses within the program major with a grade of “C-” or better
- Completion of 120 credit hours which includes

- 42 credit hours General Education Curriculum Requirements¹
- 45 credit hours Business Core course requirements
- 33 credit hours Elective requirements
- Satisfactory completion of 42 credit hours of upper-division courses
- Satisfactory completion of all required business courses at Argosy University within the program major, including electives, with a grade of “C-” or better.
- An Argosy University grade point average of 2.0 or higher
- A completed Petition to Graduate submitted to campus Administration

¹ *The General Education Curriculum requirements at Argosy University, Sarasota and Argosy University, Tampa are 45 credit hours. To satisfy these requirements, students choose an additional general education elective. The elective requirements are 30 credit hours. The total credit hours required to complete the program remains the same at 120 credit hours.*

Program Requirements

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

*General Education Curriculum Requirements (42 credit hours)*²

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

- 6 credit hours in communication including ENG101 (English composition (3 credit hours)
- 6 credit hours in humanities³
- 6 credit hours in social sciences consisting of ECO201 and ECO202⁴
- 6 credit hours in natural science
- 6 credit hours in mathematics including MAT107
- 9 credit hours in elective courses (which may be in any distribution area)⁵
- Interpersonal Effectiveness Requirement (PSY180; 3 credit hours)

² *The General Education Curriculum requirements at Argosy University, Sarasota and Argosy University, Tampa are 45 credit hours.*

³ *Students at Argosy University, Twin Cities are required to take 9 credit hours in humanities. Students are required to select an additional humanities course.*

⁴ *Students at Argosy University, Twin Cities are required to take 9 credit hours in social sciences. Students are required to select an additional social sciences course.*

⁵ *Students at Argosy University, Sarasota and Argosy University, Tampa are required to take 12 credit hours in general education elective courses.*

Business Core Requirements (45 credit hours)

All students in the BS in Business Administration program must complete 15 business core courses or 45 credit hours. Among these is a capstone course, Business Policy and Strategic Solutions (BUS499), which must be taken in the student's final semester before graduation.

The primary goal of the business core is to provide the breadth of general management competencies, skills, and knowledge required of managers and supervisors regardless of the specific requirements of their management positions.

Elective Requirements (33 credit hours)⁶

Students are also required to complete 11 electives or 33 credit hours. Students may take any courses from the undergraduate course offering listed in the Section 11, "Course Listings" of the Academic Catalog. Elective coursework may also be earned through transfer credit, or standardized examinations such as the College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES).

Additionally, students may select an optional concentration that will be applied towards the elective requirement. A concentration consists of four courses or 12 credit hours. The goal of the business concentration is to provide study in a focused area of business. Should students choose not to pursue a concentration, they may satisfy the 12 credit hours electives by selecting any of the 300-400 level business courses from the undergraduate course offering listed in the Section 11, "Course Listings" of the Academic Catalog provided that the chosen course has not already been taken.

⁶ *The Elective Requirements at Argosy University, Sarasota and Argosy University, Tampa are 30 credit hours. Students choose 10 courses and may select an optional concentration that will be applied towards these requirements.*

Business Core Requirements — Students Are Required to Take the Following

ACC201	Principles of Accounting (3)
ACC202	Principles of Management Accounting (3)
BUS212	Business Law and Corporate Ethics (3)
BUS381	Solutions Focused Leadership (3)
BUS423	Business Psychology (3)
BUS480	Business Tactics and Execution (3)
BUS499	Business Policy and Strategic Solutions (Capstone Course) (3)
COM301	Negotiation and Conflict Resolution (3)
FIN401	Financial Management (3)
MGT330	Business Information Systems (3)
MGT340	Solutions-Focused Decision Making (3)
MGT400	Managing People for Performance (3)
MGT402	Project Management (3)
MGT411	Human Resources Management (3)
MKT302	Marketing (3)

Business Core Requirements — 45 Credit Hours

Customized Professional Concentration Requirements

Students selecting this concentration work with a faculty advisor to develop a learning contract tailored to individual and specific needs. Students are required to take four courses (12 credit hours) to complete the customized professional concentration. These courses must be taken from the 300- and 400-level course listings found in the College of Business undergraduate course offerings. The Customized Professional Concentration must be approved by the campus dean or program chair.

Finance Concentration Requirements

Students enrolled in the BS in Business Administration program may take an optional concentration in Finance. The primary goal of the Finance concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in finance.

Finance Concentration Requirements — Students Are Required to Take the Following

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

Finance Concentration Requirements— 12 Credit Hours

Healthcare Management Concentration Requirements

Students enrolled in the BS in Business Administration program may take an optional concentration in Healthcare Management. The primary goal of the Healthcare Management concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in health sciences administration.

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

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

Healthcare Management Concentration Requirements — 2 Credit Hours

International Business Concentration Requirements

Students enrolled in the BS in Business Administration program may take an optional concentration in International Business. The primary goal of the International Business concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in international business.

International Business Concentration Requirements — Students are Required to Take the Following

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

International Business Concentration Requirements — 12 Credit Hours

Marketing Concentration Requirements

Students enrolled in the BS in Business Administration program may take an optional concentration in Marketing. The primary goal of the Marketing concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in marketing.

International Business Concentration Requirements — Students are Required to Take the Following

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

Marketing Concentration Requirements — 12 Credit Hours

Concentrations may be supplemented with additional courses within the discipline (e.g. Human Resources) or complementary to the concentration (e.g. accounting complements finance) using the general electives.

For the remaining 21 credit hours⁷ of elective courses students may take any additional courses from the undergraduate course offering listed in the “Course Listing” in section 11 of the *Academic Catalog* under “Undergraduate Courses.” Elective coursework may also be earned through transfer credit, or standardized examinations such as the College Level Examination Program (CLEP) or Defense Activity for (DANTES).

⁷ 18 credit hours for students of Argosy University, Sarasota and Argosy University, Tampa.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Argosy University, Chicago; Argosy University, Dallas; Argosy University, Nashville; Argosy University, Schaumburg

The Bachelor of Science (BS) in Business Administration program is designed to help students focus their academic and professional development consistent with their career objectives and experiences. It is open to both students who have already earned college credit at a community college, junior college, or other university, and working professionals with no college experience.

In the program, students will follow a practical path to degree completion consisting of the following:

- A business core addresses all basic business functions
- A selection of general education courses tailored to professional needs
- The option to complete a specialized concentration designed to achieve a specified career plan
- A set of electives to complement and extend those competencies.

The program prepares students with competencies, skills and knowledge for immediate employment and future career advancement while simultaneously providing the basis for graduate education in business.

This applied, competency-oriented program combines flexible online and in-residence, classes in multiple formats intended to encourage students to move through the program at a pace that best suits their needs.

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

Admission Requirements

Admission requirements differ depending on the number of college credits completed prior to application.

Applicants with 0–12 College Credits

General Admission

Applicants who have earned 12 or fewer semester college credits must provide proof of high school graduation or GED and meet one of the following conditions for admission:

- ACT Composite score of 18 or above, or
- Combined Math and Critical Reading SAT score of 870, or
- Minimum ACCUPLACER scores of 86 in Sentence Skills, and 53 in Algebra

Admission with Academic Support*

Applicants who do not meet any of the above conditions for admission will be admitted with Academic Support if they provide proof of high school graduation or GED and meet one of the following:

- ACT composite score of 14 – 17, or
- Combined Math and Critical Reading SAT score of 660 – 869, or
- Minimum ACCUPLACER scores of 54 in Reading, and 36 in Arithmetic

Applicants with 13 or More College Credits

General Admission

Applicants who have earned 13 or more semester college credits must provide proof of high school graduation or GED and meet one of the following conditions for admission:

- Cumulative college GPA of 2.0, or above, or
- Minimum ACCUPLACER scores of 86 for Sentence Skills and 53 in Algebra

Admission with Academic Support*

Applicants who do not meet any of the above conditions for admission will be admitted with Academic Support if they provide proof of high school graduation or GED and meet the following condition:

- Minimum ACCUPLACER scores of 54 in Reading, and 36 in Arithmetic

Students admitted with academic support will be required to complete developmental English and/or Math courses** unless they meet the following conditions:

- Writing Review (ENG099) — must meet one of the following:
 - Minimum ACCUPLACER score of 86 in Sentence Skills
 - Minimum ACT English score of 18
 - Minimum SAT Critical Reading score of 425
 - Completion of a college level English composition course with a grade C or above

** Students admitted with academic support are limited to 12 credit hours of study during their first semester (6 credit hours per session).*

***In order to remain in good academic standing, students required to complete developmental English and/or math courses must do so by the end of the their first semester of at Argosy University. Failed developmental courses may be retaken a second time but students may not register for other courses until they are satisfactorily completed. Students who fail their second attempt of a developmental course will be referred to the Student Professional Development Committee to address barriers to academic readiness.*

- Mathematics Review I (MAT096) — must meet one of the following:
 - Minimum ACCUPLACER score of 53 in Algebra
 - Minimum ACT Math score of 18
 - Minimum SAT Math score of 440
 - Completion of collegiate level Algebra course with a grade C or above

Other Admission Requirements

- The Associate of Arts (AA) or Associate of Science (AS) degree transfers in its entirety, including “D” grades, as long as cumulative GPA is 2.0 or better. A maximum of 78 lower division or 90 total credit hours may be transferred.
- Remedial or developmental courses are not transferable.
- Proof of high school graduation or earned college degree.
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all post-secondary schools attended
- Proof of high school graduation or GED or college degree from a regionally accredited institution or nationally accredited institution approved and documented by the faculty and dean of the College of Business

Applications to Multiple Campuses

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

Graduation Requirements

- Satisfactory completion of all required courses within the program with a grade of “C-” or better
- Completion of 120 credit hours which includes
 - 42 credit hours General Education Curriculum requirements
 - 45 credit hours Business core course requirements
 - 33 credit hours elective requirements

- Satisfactory completion of a minimum of 42 credit hours of upper-division courses
- An Argosy University grade point average of 2.0 or higher
- A completed Petition to Graduate submitted to campus Administration

Program Requirements

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

General Education Curriculum Requirements (42 credits)

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

- 6 credit hours in communication including English composition (ENG101)
- 6 credit hours in humanities including Ethics in Contemporary Society (PHI101)
- 6 credit hours in social sciences
- 6 credit hours in natural science
- 6 credit hours in mathematics including College Algebra (MAT107)
- 9 credit hours in elective courses (which may be in any distribution area)
- 3 credit hours, Interpersonal Effectiveness (PSY180)

Business Core Requirements (45 credit hours)

All students in the BS in Business Administration program must complete 15 business core courses or 45 credit hours. Among these is a capstone course, Business Policy and Strategic Solutions (BUS499), which must be taken in the student’s final semester before graduation.

The primary goal of the business core coursework is to help students gain the competencies, skills, and knowledge to qualify for entry-level or lower-level management positions.

Business Core Requirements — Students Are Required to Take the Following

ACC201	Principles of Accounting (3)
BUS211	Business Law (3)
BUS270	Business Ethics (3)
BUS312	Critical Thinking and Planning (3)
BUS380	Organizational Leadership and Change (3)
BUS499	Business Policy and Strategic Solutions (Capstone Course) (3)
ECO201	Macroeconomics (3)
ECO202	Microeconomics (3)
FIN401	Financial Management (3)
MGT331	Technology and Business Integration (3)
MGT341	Managing Decision Models (3)
MGT401	Management Skills and Practice (3)
MGT402	Project Management (3)
MKT302	Marketing (3)
PSY320	Industrial/Organizational Psychology (3)

Business Core Requirements — 45 Credit Hours

Elective Requirements (33 credit hours)

Students are also required to complete 11 electives or 33 credit hours. Students may take any courses from the undergraduate course offering listed in the Section 11, “Course Listings” of the *Academic Catalog*. Elective coursework may also be earned through transfer credit, or standardized examinations such as the College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES).

Additionally, students may select an optional concentration that will be applied towards the elective requirement. A concentration consists of four courses or 12 credit hours. The goal of the business concentration is to provide study in a focused area of business. Should students choose not to pursue a concentration, they may satisfy the 12 credit hours electives by selecting any of the 300-400 level business courses from the undergraduate course offering listed in the Section 11, “Course Listings” of the *Academic Catalog* provided that the chosen course has not already been taken.

Customized Professional Concentration Requirements

Students selecting this concentration work with a faculty advisor to develop a learning contract tailored to individual and specific needs. Students are required to take four courses (12 credit hours) to complete the customized professional concentration. These courses must be taken from the 300- and 400-level course listings found in the College of Business undergraduate course offerings. The Customized Professional Concentration must be approved by the campus dean or program chair.

Finance Concentration Requirements

Students enrolled in the BS in Business Administration program may take an optional concentration in Finance. The primary goal of the Finance concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in finance.

Finance Concentration Requirements— Students Are Required to Take the Following

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

Finance Concentration Requirements—12 Credit Hours

Healthcare Management Concentration Requirements

Students enrolled in the BS in Business Administration program may take an optional concentration in Healthcare Management. The primary goal of the Healthcare Management concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in health sciences administration.

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

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

Healthcare Management Concentration Requirements—
12 Semester Credit Hours

International Business Concentration Requirements

Students enrolled in the BS in Business Administration program may take an optional concentration in International Business. The primary goal of the International Business concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in international business.

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

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

International Business Concentration Requirements—12 Credit Hours

Marketing Concentration Requirements

Students enrolled in the BS in Business Administration program may take an optional concentration in Marketing. The primary goal of the Marketing concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in marketing.

Marketing Concentration Requirements— Students Are Required to Take the Following

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

Marketing Concentration Requirements—12 Credit Hours

For the remaining 21 credit hours of general education elective courses students may take any additional courses from the undergraduate course offering listed in the “Course Listing” in section 11 of the *Academic Catalog* under “Undergraduate Courses.” Elective coursework may also be earned through transfer credit, or standardized examinations such as the College Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES).

Business Undergraduate Certificate Programs

College of Business

FUNDAMENTALS OF MANAGEMENT AND EXTENDED FUNDAMENTALS OF MANAGEMENT CERTIFICATE PROGRAMS

Argosy University, Chicago; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Schaumburg

The Fundamentals and Extended Fundamentals in Management certificate programs are designed for students who wish to pursue an education in the basic areas of management but do not currently wish to pursue a bachelor's degree in management. Classes are selected from the core requirements of the Argosy University Bachelor of Science (BS) in Business Administration program. Upon completion of the certificate, students will have improved their ability to understand and communicate business concepts within the discipline areas studied as well as extended their competencies in critical thinking, problem solving, and conflict resolution.

Admission Requirements

- Proof of high school graduation.
- Two letters of recommendation (recommendations from present or past employers are preferred).

The certificate programs are not normally available to students on international student visas. All applications for admission must be submitted to the Admissions Department. An admissions representative will help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all post-secondary schools attended
- Proof of high school graduation or GED

FUNDAMENTALS OF MANAGEMENT CERTIFICATE

Students are required to take 12 credit hours or 4 courses as outlined below.

Fundamentals of Management Certificate Requirements—Students Are Required to Take Four of the Following

ACC201	Principles of Accounting (3)
BUS381	Solutions Focused Leadership (3)
FIN401	Financial Management (3)
MGT330	Business Information Systems (3)
MGT340	Solutions-Focused Decision Making (3)
MGT400	Managing People for Performance (3)
MGT411	Human Resource Management (3)
MKT302	Marketing (3)

Fundamentals of Management Certificate Requirements— 12 Credit Hours

EXTENDED FUNDAMENTALS OF MANAGEMENT CERTIFICATE

Students may choose to complete either 16 credit hours or 18 credit hours as outlined below.

Extended Fundamentals of Management Certificate Requirements—Students Are Required to Take Five of the Following

ACC201	Principles of Accounting (3)
BUS381	Solutions Focused Leadership (3)
FIN401	Financial Management (3)
MGT330	Business Information Systems (3)
MGT340	Solutions-Focused Decision Making (3)
MGT400	Managing People for Performance (3)
MGT411	Human Resource Management (3)
MKT302	Marketing (3)

Students Are Required to Take the Following

BUS490	Independent Study in Management (1)
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Extended Fundamentals of Management Certificate Requirements— 16 Credit Hours

Extended Fundamentals of Management Certificate Requirements—Students Are Required to Take Six of the Following

ACC201	Principles of Accounting (3)
BUS381	Solutions Focused Leadership (3)
FIN401	Financial Management (3)
MGT330	Business Information Systems (3)
MGT340	Solutions-Focused Decision Making (3)
MGT400	Managing People for Performance (3)
MGT411	Human Resource Management (3)
MKT302	Marketing (3)

Extended Fundamentals of Management Certificate Requirements— 18 Credit Hours

Students who successfully complete the certificate program and decide they want to pursue their BS in Business Administration are invited to apply to that program. Admission is not guaranteed and students are required to go through the standard admissions process. If accepted into the BS in Business Administration program, all of the credits taken in the Fundamentals of Management and Extended Fundamentals in Management certificate programs can be transferred into the BS in Business Administration program.

Undergraduate Programs

Psychology

BACHELOR OF ARTS IN PSYCHOLOGY

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

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

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

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

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

- Criminal Justice
- Organizational Psychology
- Substance Abuse

The goal of the program is to build broad, basic understanding of social sciences theory and application. This foundation provides skills and competencies that apply to many work environments.

Admission Requirements

Admission requirements differ depending on the number of college credits completed prior to application,

Applicants with 0-12 College Credits

General Admission

Applicants who have earned 12 or fewer semester college credits must provide proof of high school graduation or GED and meet one of the following conditions for admission:

- ACT Composite score of 18 or above, or
- Combined Math and Critical Reading SAT score of 870, or
- Minimum ACCUPLACER scores of 86 in Sentence Skills, and 53 in Algebra

Admission with Academic Support*

Applicants who do not meet any of the above conditions for admission will be admitted with Academic Support if they provide proof of high school graduation or GED and meet one of the following:

- ACT composite score of 14 – 17, or
- Combined Math and Critical Reading SAT score of 660 – 869 or
- Minimum ACCUPLACER scores of 54 in Reading, and 36 in Arithmetic

Applicants with 13 or More College Credits

General Admission

Applicants who have earned 13 or more semester college credits must provide proof of high school graduation or GED and meet one of the following conditions for admission:

- Cumulative college GPA of 2.0, or above, or
- Minimum ACCUPLACER scores of 86 in Sentence Skills and 53 in Algebra

Admission with Academic Support

Applicants who do not meet either of the above criteria will be admitted with academic support if they provide proof of high school graduation or GED and meet the following condition:

- Minimum ACCUPLACER scores of 54 in Reading, and 36 in Arithmetic

** Students admitted with academic support are limited to 12 credit hours of study during their first semester (6 credit hours per session).*

Students admitted with academic support will be required to complete developmental English and/or Math courses* unless they meet the following conditions:

- Writing Review (ENG099) — must meet one of the following:
 - Minimum ACCUPLACER score of 86 in Sentence Skills
 - Minimum ACT English score of 18
 - Minimum SAT Critical Reading score of 425
 - Completion of a college level English composition course with a grade C or above
- Mathematics Review I (MAT096) — must meet one of the following:
 - Minimum ACCUPLACER score of 53 in Algebra
 - Minimum ACT Math score of 18
 - Minimum SAT Math score of 440
 - Completion of collegiate level Algebra course with a grade C or above

**In order to remain in good academic standing, students required to complete developmental English and/or math courses must do so by the end of the their first semester of at Argosy University. Failed developmental courses may be retaken a second time but students may not register for other courses until they are satisfactorily completed. Students who fail their second attempt of a developmental course will be referred to the Student Professional Development Committee to address barriers to academic readiness.*

Other Admission Requirements

- Remedial or developmental courses are not transferable.
- Proof of high school graduation or earned college degree.
- A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is required of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Complete Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all post-secondary schools attended
- Proof of high school graduation or GED or college degree from a regionally accredited institution or nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences

Applications to Multiple Campuses

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

Program Outcomes

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

Graduation Requirements

- Satisfactory completion of all required courses within the program major with a grade of “C-” or better
- * Completion of 120 credit hours as follows
 - 42 credit hours General Education Curriculum Requirements¹
 - 24 credit hours Psychology Core Requirements
 - 18 credit hours Psychology Elective Requirements

- 3 credit hours Capstone Requirements

- 33 credit hours Open Electives²

- * Completion of a minimum of 42 credit hours of upper division courses
- Completion of a capstone course and portfolio assignment
- Satisfactory completion of all required psychology courses at Argosy University within the program major, including electives, with a grade of “C-” or better.
- An Argosy University grade point average of 2.0 or higher
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The BA in Psychology requires the satisfactory completion of 120 credit hours distributed as follows.

*General Education Curriculum Requirements (42 credit hours)*³

- 6 credit hours in composition
- 6 credit hours in humanities⁴
- 6 credit hours in social sciences⁵ (6 credit hours outside of psychology)
- 6 credit hours in natural science
- 6 credit hours in mathematics
- 9 credit hours in elective courses (in any general education distribution area except psychology)⁶
- 3 credit hours in Interpersonal Effectiveness (PSY180)

Psychology Core Requirements (24 credit hours)

All students in the BA in Psychology program must complete eight psychology core courses or 24 credit hours.

Psychology Elective Requirements (18 credit hours)

Students are required to complete six psychology electives, or 18 credit hours. Students may select one of the optional concentrations that will be applied to this requirement. The primary goal of the psychology concentration is to help students gain the knowledge, skills, and competencies in a specific area of study. Students may choose to complete an optional concentration in Criminal Justice, Organizational Psychology, or Substance Abuse.

Capstone Requirements (3 credit hours)

Students are required to take a capstone course and complete a portfolio assignment that is appropriate to their occupational goals during the final semester before graduation. Students may select PSY490 Human Services Internship or PSY492 Advanced General Psychology to fulfill this requirement.

*Open Electives (33 credit hours)*⁷

Students may take 11 courses or 33 credit hours from any area, although they are encouraged to develop a broad understanding of the social sciences.

¹ The General Education Requirements at Argosy University, Sarasota and Argosy University, Tampa are 45 credit hours. To satisfy these requirements, students choose an additional general education elective. Open Electives Requirements are 10 courses or 30 credit hours. The total credit hours required to complete the program remains the same at 120 credit hours.

- ² The Open Electives Requirements are 30 credit hours at Argosy University, Sarasota and Argosy University, Tampa.
- ³ The General Education Curriculum Requirements at Argosy University, Sarasota and Argosy, University, Tampa are 45 credit hours.
- ⁴ Students at Argosy University, Twin Cities are required to take 9 credit hours in humanities.
- ⁵ Students at Argosy University, Twin Cities are required to take 9 credit hours in social sciences.
- ⁶ Students at Argosy University, Twin Cities are required to take 3 credit hours in general education elective courses. Students at Argosy University, Sarasota and Argosy University, Tampa are required to take 12 credit hours in general education elective courses.
- ⁷ The Open Electives requirements at Argosy University, Sarasota and Argosy University, Tampa are 30 credit hours.

**Psychology Core Requirements —
Students Are Required to Take the Following Foundation Requirements**

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

Applied Psychology Requirements

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

Social Sciences Base Requirement—Students Choose One of the Following

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

Natural Sciences Base Requirement—Students Choose One of the Following

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

Psychology Core Course Requirements — 24 Credit Hours

Psychology Electives Requirements — Students Choose Six of the Following

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

Other psychology elective courses as determined by the campus.

Psychology Electives Course Requirements — 24 Credit Hours

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

Optional Concentration Requirements

Students may select one of the following concentrations that will be applied towards the fulfillment of their Psychology Elective Requirements.

Criminal Justice Concentration Requirements

The Criminal Justice concentration offers coursework for students interested in the causes, treatment, and impact of crime on communities. Students examine psychological perspectives on the offender, including the history and theories of criminal justice. Policies and procedures of criminal justice, legal, and mental health settings will also be explored. Students also learn about effective treatment approaches that are effective with offenders, particularly substance abuse treatment.

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

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

Criminal Justice Concentration Requirements — 12 Credit Hours

Organizational Psychology Concentration Requirements

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

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

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

Organizational Psychology Concentration Requirements — 12 Credit Hours

Substance Abuse Concentration Requirements

The primary goal of the Substance Abuse concentration is to help students acquire the knowledge, skills, and competencies they need to qualify for entry-level management or leadership positions in a variety of health-related organizations. Credit hour requirements for students pursuing this concentration are distributed as follows: Substance Abuse concentration required courses, 12 credit hours. In addition to the four required courses, other courses offered by Argosy University may be required on individual campuses to meet specific state regulations for licensure of substance abuse/dependency counselors. Students in this concentration also select the PSY490 Human Services Internship as their Capstone Seminar, which is more appropriate to their occupational goals.

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

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

Substance Abuse Concentration Requirements — 12 Credit Hours

* The Open Electives requirements at Argosy University, Sarasota and Argosy University, Tampa are 30 credit hours.

Capstone Seminar Requirements — Students Choose One of the Following

PSY490 Human Services Internship (3)

PSY492 Advanced General Psychology (3)

Capstone Seminar Requirements — 3 Credit Hours

Open Electives

Students choose eleven courses or 33 credit hours to fulfill this requirement.

Open Electives Requirements — 33 Credit Hours*

**The Open Electives requirement at Argosy University, Sarasota and Argosy University, Tampa is 30 credit hours.*

College of Health Sciences

MISSION STATEMENT

The Argosy University College of Health Sciences is committed to preparing students to provide quality health care, by instilling knowledge, skills, and ethical values of professional practice and to foster values of social responsibility with a commitment to lifelong learning.

ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS

Associate of Applied Science in Diagnostic Medical Sonography Program

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

Graduates will be prepared to provide healthcare services as sonographers. The diagnostic medical sonographer works under the direction of a physician, using ultrasound imaging techniques for purposes of diagnosis.

The Diagnostic Medical Sonography program offers three concentrations—a General Sonography concentration, a concentration in Echocardiography, and a Vascular concentration. Applicants must apply for admission into either the General Sonography concentration, the Echocardiography concentration, or the Vascular concentration.

The program includes 70 credit hours of study. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an AAS degree. There is a six-month clinical training component.

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

Admission Requirements

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

Students who have successfully completed a program of secondary education or equivalent (GED) are eligible for admission to the General and Echocardiography concentrations of the Diagnostic Medical Sonography program. Students applying to the Vascular concentration 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 Health Sciences, or an appropriately certified foreign institution.

Students accepted into either concentration must successfully complete the prerequisite courses which include college algebra, biological sciences, communications, and physics, and ultrasound concepts before beginning program-specific coursework.

Admission requirements include one of the following:

- ACT composite score of 20, or
- Combined Math and Critical Reading SAT score of 960

A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Student Information Form
- Personal Interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT or ACT score, and TOEFL® score (if applicable)
- Official transcripts from all post-secondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Health forms

Graduation Requirements

- Satisfactory completion of all requirements in the program of study, including General Education requirements
- Students must achieve a minimum grade of a “C-” in all program-specific and general education lecture courses. In the laboratory a minimum grade of “C-” is required in semester two, a minimum grade of “B-” is required in semesters three and four, and a “B” is required in semester five.
- Successful completion of all clinical competencies
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete the developmental mathematics coursework. Depending upon the mathematical placement score, Mathematics Review I and Mathematics Review II may be required.

Writing Competency Requirement

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

Review Courses*	Credit Hours
ENG099 Writing Review	3
MAT096 Mathematics Review I	3
MAT097 Mathematics Review II	3

*Not for college credit.

Algebra Competency Requirement

Students enrolled in the AAS in Diagnostic Medical Sonography program must demonstrate competency in algebra by completing an algebra placement test. Students who do not demonstrate competency must register for, and successfully complete MAT 107 in the first semester.

AAS in Diagnostic Medical Sonography Program with General Sonography Concentration—Fall Semester Start Course Requirements

The AAS in Diagnostic Medical Sonography program with the General Sonography concentration and a fall semester start requires the satisfactory completion of 70 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
COM110 Medical Terminology	1
DMS105 Ultrasound Concepts	1
ENG101 Composition I—General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
PHY105 General Physics	3
Total Credit Hours	14

Students must successfully complete the prerequisite courses BIO110, ENG101, MAT107, DMS105 and PHY105 before proceeding to Semester Two.

Semester Two	Credit Hours
DMS110 Ultrasound Principles I	2
DMS115 Abdominal I	3
DMS120 Ob/Gyn I	3
PHI101 Ethics—General Education Requirement	3
PSY180 Interpersonal Effectiveness—General Education Requirement	3
Total Credit Hours	14

Semester Three	Credit Hours
DMS155 Vascular I	3
DMS210 Ultrasound Principles II	2
DMS220 Ob/Gyn II	3
DMS225 Abdominal II	3
GE Communications Elective—General Education Requirement	3
Total Credit Hours	14

Semester Four	Credit Hours
DMS250 Special Procedures and Patient Care	1
DMS255 Vascular II	3
DMS326 Abdominal III	3
DMS330 Ob/Gyn III	3
RTH210 Medical Law and Ethics	3
GE General Education Requirement	3
Total Credit Hours	16

Semester Five	Credit Hours
DMS280 Comprehensive Review (offered first session of term only)	3
DMS290 Clinical Training	3
Total Credit Hours	6

Semester Six	Credit Hours
DMS300 Clinical Training	6
Total Credit Hours	6

Program Credit Hour Distribution	Credit Hours
General Education	21
Program-Specific	40
Clinical Training	9
Total Credit Hours	70

Clinical Training Requirement

Clinical Training (DMS290 and DMS300) is a 960-hour internship. Students are in-residence in a clinic or hospital during this phase of training. A sample list of clinical training sites is available upon request.

*AAS in Diagnostic Medical Sonography Program with
General Sonography Concentration—Spring Semester Start
Course Requirements*

The AAS in Diagnostic Medical Sonography program with the General Sonography concentration and a spring semester start requires the satisfactory completion of 70 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
COM110 Medical Terminology	1
DMS105 Ultrasound Concepts	1
ENG101 Composition I—General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
PHY105 General Physics	3
Total Credit Hours	14

Students must successfully complete the prerequisite courses BIO110, DMS105, ENG101, MAT107, and PHY105 before proceeding to Semester Two.

Semester Two	Credit Hours
DMS110 Ultrasound Principles I	2
DMS115 Abdominal I	3
DMS120 Ob/Gyn I	3
PSY180 Interpersonal Effectiveness—General Education Requirement	3
Total Credit Hours	11

Semester Three	Credit Hours
DMS155 Vascular I	3
DMS210 Ultrasound Principles II	2
DMS220 Ob/Gyn II	3
DMS225 Abdominal II	3
GE Communications Elective—General Education Requirement	3
Total Credit Hours	14

Semester Four	Credit Hours
GE General Education Requirement	3
DMS250 Special Procedures and Patient Care	1
DMS255 Vascular II	3
DMS326 Abdominal III	3
DMS330 Ob/Gyn III	3
Total Credit Hours	13

Semester Five	Credit Hours
DMS280 Comprehensive Review (15 weeks)	3
RTH210 Medical Law and Ethics	3
Total Credit Hours	6

Semester Six	Credit Hours
DMS290 Clinical Training	3
PHI101 Ethics (online)—General Education Requirement	3
Total Credit Hours	6

Semester Seven	Credit Hours
DMS300 Clinical Training	6
Total Credit Hours	6

Program Credit Hour Distribution	Credit Hours
General Education	21
Program-Specific	40
Clinical Training	9
Total Credit Hours	70

*AAS in Diagnostic Medical Sonography Program with
Echocardiography Concentration—Fall Semester Start Only
Course Requirements*

The AAS in Diagnostic Medical Sonography program with the Echocardiography concentration and a fall semester start requires the satisfactory completion of 70 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
DMS105 Ultrasound Concepts	1
MAT107 College Algebra—General Education Requirement	3
PHY105 General Physics	3
PSY180 Interpersonal Effectiveness—General Education Requirement	3
Total Credit Hours	13

Students must successfully complete the prerequisite courses BIO110, DMS105, ENG101, MAT107, and PHY105 before proceeding to Semester Two.

Semester Two	Credit Hours
COM110 Medical Terminology	1
ECH120 Patient Care	1
DMS110 Ultrasound Principles I	2
ECH110 Cardiac Anatomy and Physiology	3
ECH115 Cardiovascular Principles I	3
ENG101 Composition I—General Education Requirement	3
Total Credit Hours	13

Semester Three	Credit Hours
DMS210 Ultrasound Principles II	2
ECH155 Cardiac I	4
ECH215 Cardiovascular Principles II	3
GE Communications Elective—General Education Requirement	3
PHI101 Ethics—General Education Requirement	3
Total Credit Hours	15

Semester Four	Credit Hours
ECH100 Scanning Lab	2
ECH225 Congenital Heart Disease and Pediatric Echocardiography	2
ECH250 Topics, Special Procedures	3
ECH255 Cardiac II	4
GE Open Elective General—Education Requirement	3
RTH210 Medical Law and Ethics	3
Total Credit Hours	17

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

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

Program Credit Hour Distribution	Credit Hours
General Education	21
Program-Specific	40
Clinical Training	9
Total Credit Hours	70

AAS in Diagnostic Medical Sonography Program with Echocardiography Concentration—Spring Semester Start Course Requirements

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
DMS105 Ultrasound Concepts	1
MAT107 College Algebra—General Education Requirement	3
PSY180 Interpersonal Effectiveness—General Education Requirement	3
PHY105 General Physics	3
Total Credit Hours	13

Students must successfully complete the prerequisite courses BIO110, ENG101, MAT107, DMS105, and PHY105 before proceeding to Semester Two.

Semester Two	Credit Hours
COM110 Medical Terminology	1
ECH120 Patient Care	1
DMS110 Ultrasound Principles I	2
ECH110 Cardiac Anatomy and Physiology	3
ECH115 Cardiovascular Principles I	3
Total Credit Hours	10

Semester Three	Credit Hours
DMS210 Ultrasound Principles II	2
ECH155 Cardiac I	4
ECH215 Cardiovascular Principles II	3
ENG101 Composition I—General Education Requirement	3
Total Credit Hours	12

Semester Four	Credit Hours
ECH100 Scanning Lab	2
ECH225 Congenital Heart Disease and Pediatric Echocardiography	2
ECH250 Topics, Special Procedures	3
ECH255 Cardiac II	4
Communications Elective—GE General Education Requirement	3
Total Credit Hours	14

Semester Five	Credit Hours
ECH280 Comprehensive Review (15 weeks)	3
RTH210 Medical Law and Ethics	3
Open Elective—General Education Requirement	3
Total Credit Hours	9

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

Semester Seven	Credit Hours
ECH290 Clinical Training	3
PHI101 Ethics(online)-General Education Requirement	3
Total Credit Hours	6

Program Credit Hour Distribution	Credit Hours
General Education	21
Program-Specific	40
Clinical Training	9
Total Credit Hours	70

Clinical Training Requirement

Clinical Training (ECH290) is a 960-hour internship. Students are in-residence in a clinic or hospital during this phase of training. A sample list of clinical training sites is available upon request.

AAS in Diagnostic Medical Sonography Program with Vascular Concentration—Fall Semester Start Only Course Requirements

The AAS in Diagnostic Medical Sonography program with the Vascular concentration requires the satisfactory completion of 70 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Human Anatomy—General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
COM110 Medical Terminology	1
ENG101 Composition I—General Education Requirement	3
PHY105 General Physics	3
DMS105 Ultrasound Concepts	1
Total Credit Hours	14

Students must successfully complete ENG101, MAT107, BIO110, DMS105, and PHY105 prerequisites prior to proceeding to semester II.

Semester Two	Credit Hours
VAS110 Vascular Anatomy and Physiology	3
DMS110 Ultrasound Principles I	2
DMS115 Abdominal I	3
DMS155 Vascular I	3
ECH120 Patient Care 1	3
PSY180 Interpersonal Effectiveness—General Education Requirement	3
Total Credit Hours	15

Semester Three	Credit Hours
DMS210 Ultrasound Principles II	2
DMS225 Abdominal II	3
DMS255 Vascular II	3
VAS215 Cerebrovascular Procedures	2
GE—General Education Requirement	3
Total Credit Hours	13

Semester Four	Credit Hours
DMS326 Abdominal III	3
RTH210 Medical Law and Ethics	3
VAS225 Venous Procedures and Assessment	3
VAS250 Vascular Management and Patient Care	1
VAS255 Arterial Procedures and Assessment	3
Total Credit Hours	13

Semester Five	Credit Hours
VAS280 Comprehensive Review	3
VAS290 Clinical Training	3
Total Credit Hours	6

Semester Six	Credit Hours
VAS300 Clinical Training	6
PHI101 Ethics in Contemporary Society— General Education Requirement (online)	3
Total Credit Hours	9

Program Credit Hour Distribution	Credit Hours
General Education	21
Program-Specific	40
Clinical Training	9
Total Credit Hours	70

AAS in Diagnostic Medical Sonography Program with Vascular Concentration—Spring Semester Start Only Course Requirements

Semester One	Credit Hours
BIO110 Human Anatomy—General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
COM110 Medical Terminology	1
ENG101 Composition I—General Education Requirement	3
PHY105 General Physics	3
DMS105 Ultrasound Concepts	1
Total Credit Hours	14

Students must successfully complete ENG101, MAT107, BIO110, DMS105, and PHY105 prerequisites prior to proceeding to semester II.

Semester Two	Credit Hours
VAS110 Vascular Anatomy and Physiology	3
DMS110 Ultrasound Principles I	2
DMS115 Abdominal I	3
DMS155 Vascular I	3
ECH120 Patient Care 1	3
PSY180 Interpersonal Effectiveness—General Education Requirement	3
Total Credit Hours	15

Semester Three	Credit Hours
DMS210 Ultrasound Principles II	2
DMS225 Abdominal II	3
DMS255 Vascular II	3
VAS215 Cerebrovascular Procedures	2
GE—General Education Requirement	3
Total Credit Hours	13

Semester Four	Credit Hours
DMS326 Abdominal III	3
VAS225 Venous Procedures and Assessment	3
VAS250 Vascular Management and Patient Care	1
VAS255 Arterial Procedures and Assessment	3
Total Credit Hours	10

Semester Five	Credit Hours
RTH210 Medical Law and Ethics	3
VAS280 Comprehensive Review	3
Total Credit Hours	6

Semester Six	Credit Hours
VAS300 Clinical Training	6
Total Credit Hours	6

Semester Seven	Credit Hours
PHI101 Ethics in Contemporary Society— General Education Requirement (online)	3
VAS290 Clinical Training	3
Total Credit Hours	6

Program Credit Hour Distribution	Credit Hours
General Education	21
Program-Specific	40
Clinical Training	9
Total Credit Hours	70

Clinical Training Requirement

Clinical Training (VAS290 and VAS300) is a 960-hour internship. Students are in-residence in a clinic or hospital during this phase of training. A sample list of clinical training sites is available upon request.

Associate of Applied Science in Histotechnology Program

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

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

The program requires the satisfactory completion of 67 credit hours. In addition to the program-specific courses, students are required to complete 21 credit hours in General Education to fulfill the requirements of an AAS degree. Students who successfully complete this program will be eligible to sit for the ASCP Histotechnician (HT) Board of Registry exam. Students who enter the program with a bachelor's degree that includes 30 credit hours in biology, chemistry or both, complete the program in 54 credit hours and are eligible to take the ASCP Histotechnologist (HTL) Board of Registry Exam.

Students enrolled in the AAS in Histotechnology program must choose a Track I or Track II curriculum outline. Full-time students following the recommended Track I curriculum outline can complete the program in 22 months. The maximum allowable time frame to complete the Track I curriculum based upon full-time status is 33 months. Full-time students following the recommended Track II curriculum outline can complete the program in 18 months. The maximum allowable time frame to complete the Track II curriculum based upon full-time status is 27 months.

Admission Requirements

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

- ACT composite score of 18 or above, or
- Combined Math and Critical Reading SAT score of 850 or above, or
- Passing score on Argosy University Entrance Exam

A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

*Additional Admission Criteria for the
AAS in Histotechnology Program—Track II*

- 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 Health Sciences, or an appropriately certified foreign institution.

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT or Argosy University Entrance Exam scores, and TOEFL® score (if applicable)
- Official transcripts from all post-secondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Health forms

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study
- Completion of all program-specific courses with a grade of "C" or better except for HTT160, HTT250, HTT270, and HTT280 where a passing grade of "B-" or better is required
- Completion of all General Education courses with a grade of "C-" or better
- Successful completion of all clinical competencies
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete the developmental mathematics coursework. Depending upon the mathematical placement score, Mathematics Review I and Mathematics Review II may be required.

Writing Competency Requirement

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

Review Courses*	Credit Hours
ENG099 Writing Review	3
MAT096 Mathematics Review I	3
MAT097 Mathematics Review II	3

** Not for college credit.*

*AAS in Histotechnology Program—Track I
Course Requirements*

The AAS in Histotechnology program—Track I requires the satisfactory completion of 67 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
GE General Education Requirement	3
HTT100 Introduction to Microtechnique	5
Total Credit Hours	15

Semester Two	Credit Hours
HTT140 Histology	3
HTT150 Microtechnique I Lecture (online)/Lab (on campus)	5
PSY180 Interpersonal Effectiveness — General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
Total Credit Hours	14

Semester Three	Credit Hours
HTT255 Histochemistry and Immunohistochemistry— General Education Requirement	3
GE Communications Elective—General Education Requirement	3
PHI101 Ethics—General Education Requirement	3
HTT160 Microtechnique II Lab	2
HTT170 Special Procedures I (Lecture and Lab)	5
Total Credit Hours	16

Semester Four	Credit Hours
GE Open Elective—General Education Requirement	3
HTT250 Microtechnique III (Lab)	2
HTT260 Techniques in Problem Solving: Case Studies	3
HTT270 Special Procedures II	5
Total Credit Hours	13

Semester Five	Credit Hours
HTT280 Comprehensive Review, Histotechnology	3
HTT290 Clinical Training, Histotechnology	6
Total Credit Hours	9

Program Credit Hour Distribution	
General Education	21
Program-Specific	40
Clinical Training	6
Total Credit Hours	67

Clinical Training Requirement

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

AAS in Histotechnology Program—Track II (Bachelor's Degree Required) Course Requirements

The AAS in Histotechnology program—Track II requires the satisfactory completion of 54 semester credit hours as distributed below. In addition to these credit hour requirements, students enrolled in the AAS in Histotechnology program—Track II need to take the following:

- A course in college-level general chemistry
- A course in anatomy
- A course in college algebra
- A course in ethics

These additional course requirements may be satisfied through transfer credit, or one or both courses can be taken at Argosy University, Twin Cities. If students have not taken the following courses, they must complete them during the first semester:

Additional Course Requirements		Credit Hours
BIO110	Understanding Human Anatomy	3
MAT107	College Algebra—General Education Requirement	3

Interpersonal Effectiveness (PSY180) is required and cannot be transferred in from another college/university.

Semester One		Credit Hours
COM110	Medical Terminology	1
HTT100	Introduction to Microtechnique	5
HTT140	Histology	3
PSY180	Interpersonal Effectiveness—General Education Requirement	3
Total Credit Hours		12

Semester Two		Credit Hours
HTT150	Microtechnique I	5
HTT160	Microtechnique II Lecture (online)/Lab (on site)	2
HTT170	Special Procedures I	5
HTT230	Enzyme Histochemistry (day class only)	3
HTT255	Histochemistry and Immunohistochemistry	3
Total Credit Hours		18

Semester Three		Credit Hours
HTT120	Educational Methodology (day class only)	2
HTT210	Electron Microscopy (day Class only)	3
HTT250	Microtechnique III Lab	2
HTT270	Special Procedures II Lecture and Lab	5
HTT260	Techniques in Problem Solving: Case Studies	3
Total Credit Hours		15

Semester Four		Credit Hours
HTT280	Comprehensive Review	3
HTT290	Clinical Training	6
Total Credit Hours		9

Program Credit Hour Distribution

Required General Education Course	3
Program-Specific	45
Clinical Training	6
Total Credit Hours	54

Clinical Training Requirement

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

Associate of Applied Science in Medical Assisting Program

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

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

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

Students enrolled in the AAS in Medical Assisting program must choose a Track I or Track II curriculum outline. Full-time students following the recommended Track I curriculum outline can complete the program in 16 months. The maximum allowable time frame to complete the Track I curriculum based upon full-time status is 24 months. Full-time students following the recommended Track II curriculum outline can complete the program in 12 months. The maximum allowable time frame to complete the Track II curriculum based upon full-time status is 18 months.

Admission Requirements

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

- ACT composite score of 18 or above, or
- Combined Math and Critical Reading SAT score of 850 or above, or
- Passing score on Argosy University Entrance Exam

A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

*Additional Admission Criteria for the
AAS in Medical Assisting Program—Track II*

- 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 Health Sciences, or an appropriately certified foreign institution.

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT or Argosy University Entrance Exam scores, and TOEFL® Score (if applicable)
- Official transcripts from all post-secondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Health forms

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study
- Successful completion of all General Education courses with a letter grade of "C-" or better
- Completion of all technical courses with a grade of "C-" or better
- Completion of MED110, MED150, MED220, MED280, and MED290 with a letter grade of "B-" or better
- Successful completion of all clinical training competencies and requirements
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete the developmental mathematics coursework. Depending upon the mathematical placement score, Mathematics Review I and Mathematics Review II may be required.

Writing Competency Requirement

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

Review Courses*	Credit Hours
ENG099 Writing Review	3
MAT096 Mathematics Review I	3
MAT097 Mathematics Review II	3

* Not for college credit.

*AAS in Medical Assisting Program—Track I
Course Requirements*

The AAS in Medical Assisting program—Track I requires the satisfactory completion of 60 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
MED110 Medical Assisting I (Required for all students the first semester)	3
MED155 Administrative Office Procedures I (Required for all full-time students the first semester)	3
Total Credit Hours	13

Semester Two	Credit Hours
ENG101 Composition I — General Education Requirement	3
PSY180 Interpersonal Effectiveness—General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
MED220 Medical Assisting II	3
MLT107 Hematology/Phlebotomy	3
Total Credit Hours	15

Semester Three	Credit Hours
GE Communications Elective—General Education Requirement	3
PHI101 Ethics—General Education Requirement	3
MED150 Medical Pharmacology	3
MLT103 Urinalysis/Microbiology	3
MLT109 Immunology	2
PSY101 General Psychology—General Education Requirement	3
Total Credit Hours	17

Semester Four	Credit Hours
MED100 Accounting	3
MED160 Administrative Office Procedures II	3
MED260 Radiology	3
MED280 Medical Assisting III	3
MED290 Clinical Medical Assisting (320 hours)	3
Total Credit Hours	15

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

AAS in Medical Assisting Program—Track II
(Bachelor's Degree Required)
Course Requirements

The AAS in Medical Assisting program—Track II requires the satisfactory completion of 45 semester credit hours as distributed below. In addition to those credit hour requirements, students enrolled in the AAS in Medical Assisting program—Track II need to have taken the following prior to enrolling in the program:

- a course in college-level algebra (MAT107)
- a course in college-level psychology (PSY101)

These additional requirements may be satisfied through transfer credit, or one or both courses may be taken at Argosy University, Twin Cities.

If students have not taken these courses previously, they must complete them during the first semester.

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
CHM100 General Chemistry	3
MED110 Medical Assisting I	3
MED155 Administrative Office Procedures I	3
PSY180 Interpersonal Effectiveness—General Education Requirement.	3
Total Credit Hours	15

Semester Two	Credit Hours
COM110 Medical Terminology	1
MLT103 Urinalysis/Microbiology	3
MLT107 Hematology/Phlebotomy	3
MLT109 Immunology	2
MED150 Medical Pharmacology	3
MED220 Medical Assisting II	3
Total Credit Hours	15

Semester Three	Credit Hours
MED100 Accounting (7 weeks)	3
MED160 Administrative Office Procedures II (7 weeks)	3
MED260 Radiology (7 weeks)	3
MED280 Medical Assisting III (7 weeks)	3
MED290 Clinical Medical Assisting (320 hours)	3
Total Credit Hours	15

Program Credit Hour Distribution	Credit Hours
General Education	6
Program-Specific	36
Clinical Training	3
Total Credit Hours	45

Clinical Training Requirement

Clinical Medical Assisting (MED290) is a supervised eight-week internship (320 hours). Students are in-residence at a medical facility during this phase of training. A sample list of clinical training sites is available upon request. Students must pass a criminal background check and have current immunizations prior to clinical training.

Associate of Applied Science in Radiologic Technology Program

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

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

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

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

Admission Requirements

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

- ACT composite score of 20, or
- Combined Math and Critical Reading SAT score of 960

Minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

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

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED
- SAT or ACT score, and TOEFL® score (if applicable)
- Official transcripts from all post-secondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Health forms

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

Graduation Requirements

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

Program Requirements

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete the developmental mathematics coursework. Depending upon the mathematical placement score, Mathematics Review I and Mathematics Review II may be required.

Writing Competency Requirement

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

Review Courses*	Credit Hours
ENG099 Writing Review	3
MAT096 Mathematics Review I	3
MAT097 Mathematics Review II	3

* Not for college credit.

Online Course Requirement

Students are required to complete two fully online courses (RAD240 Advanced Imaging and RAD280 Comprehensive Review) during the clinical training experience.

AAS in Radiologic Technology Program Course Requirements

The AAS in Radiologic Technology program requires the satisfactory completion of 72 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy— General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
RAD100 Introduction to Radiologic Technology/Lab	3
SCI110 The Rise of Modern Science —or—	3
SCI115 The Ecological Perspective— General Education Requirement	3
Total Credit Hours	12
Semester Two	Credit Hours
COM110 Medical Terminology	1
ENG101 Composition I—General Education Requirement	3
PSY180 Interpersonal Effectiveness—General Education Requirement	3
RAD105 Radiologic Procedures I	3
RAD106 Fundamentals of Image Analysis	1
RTH102 Computer Science	1
Total Credit Hours	12

Semester Three		Credit Hours
GE	Communications Elective— General Education Requirement	3
RAD110	Radiologic Physics	3
RAD120	Principles of Exposure I (lab)	3
RAD205	Radiologic Procedures II	3
Total Credit Hours		12
Semester Four		
PHI101	Ethics in Contemporary Society— General Education Requirement	3
RAD116	Fundamentals of Image Analysis II	1
RAD130	Radiobiology/Radiation Protection	1
RAD140	Radiographic Pathology	2
RAD225	Principles of Exposure II	2
RAD255	Radiologic Procedures III	3
Total Credit Hours		12
Semester Five		
RAD240	Advanced Imaging (online only)	3
RAD270	Clinical Education I	9
Total Credit Hours		12
Semester Six		
RAD280	Comprehensive Review (online only)	3
RAD290	Clinical Education II	9
Total Credit Hours		12
Program Credit Hour Distribution		
General Education		21
Program-Specific		33
Clinical Internship		18
Total Credit Hours		72

Clinical Training Requirement

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

Associate of Applied Science in Veterinary Technology Program

Argosy University offers an Associate of Applied Science (AAS) in Veterinary Technology program. This program is dedicated to producing high quality, entry level veterinary technicians instilled with the nursing, technical, critical thinking, and communication skills necessary to perform effectively in the veterinary community.

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

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

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

Admission Requirements

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

- ACT composite score of 18 or above, or
- Combined Math and Critical Reading SAT score of 850 or above, or
- Passing score on Argosy University Entrance Exam

A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT or Argosy University Entrance Exam scores, and TOEFL® score (if applicable)
- Official transcripts from all post-secondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Health forms

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study
- Completion of all General Education courses with a grade of 70% or better and completion of all program specific courses with a minimum of 75%.
- Successful completion of all clinical competencies
- Completion of five animal care rotations
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete the developmental mathematics coursework. Depending upon the mathematical placement scores, Mathematics Review I and Mathematics Review II may be required.

Writing Competency Requirement

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

Review Courses*	Credit Hours
ENG099 Writing Review	3
MAT096 Mathematics Review I	3
MAT097 Mathematics Review II	3

* Not for college credit.

AAS in Veterinary Technology Program Course Requirements

The AAS in Veterinary Technology program requires the satisfactory completion of 69 semester credit hours distributed as follows:

Semester One	Credit Hours
COM110 Medical Terminology	1
PSY180 Interpersonal Effectiveness—General Education Requirement	3
VET001 Animal Care I	0
VET100 Comparative Anatomy	2
VET110 Small Animal Medicine I	3
VET115 Veterinary Laboratory Procedures	3
Total Credit Hours	12

Semester Two	Credit Hours
ENG101 Composition I—General Education Requirement	3
GE Open Elective—General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
VET002 Animal Care II	0
VET130 Veterinary Diseases	3
VET140 Parasitology	3
Total Credit Hours	15

Semester Three	Credit Hours
GE Communication Elective—General Education Requirement	3
GE Natural Science Elective—General Education Requirement	3
VET003 Animal Care III	0
VET120 Veterinary Hematology	3
VET150 Veterinary Pharmacology	3
VET240 Small Animal Medicine II	3
Total Credit Hours	15

Semester Four	Credit Hours
PHI101 Ethics in a Contemporary Society—General Education Requirement	3
VET004 –and– Animal Care IV	0
VET005 Animal Care V	0
VET210 Large Animal Medicine (lab meets on Thursday afternoons only)	3
VET215 Microbiology	3
VET220 Anesthesiology and Surgical Assisting	3
VET235 Veterinary Imaging	3
Total Credit Hours	15

Semester Five	Credit Hours
VET230 Laboratory and Exotic Animals	3
VET280 Comprehensive Review	3
VET290 Clinical Veterinary Training	6
Total Credit Hours	12

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

Electives (Optional)*	Credit Hours
VET112 Veterinary Office Procedures and Practice Management	3
VET125 Animal Behavior	3
VET126 Introduction to Canine Training	3
VET160 Veterinary Ultrasonography	3
VET201 Introduction to Avian Medicine	3
VET206 Veterinary Dentistry	3
VET221 Advanced Equine Techniques	3
VET237 Complementary and Integrative Approaches to Veterinary Care	3
VET244 Emergency and Critical Care	3
VET250 AZEW Aquatics, Zoology, Exotics, and Wildlife†	3
VET260 Wildlife Handling	3
VET270 Ecology	3

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

† VET250, 260, and 270 denotes a wildlife track. Completion of two of the three courses will qualify students to receive a letter of recognition stating that they have successfully completed additional studies in wildlife.

Clinical Training Requirement

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

All didactic coursework MUST be completed prior to clinical training.

ASSOCIATE OF SCIENCE DEGREE PROGRAMS

Associate of Science in Dental Hygiene Program

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

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

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

The maximum allowable time frame for students entering during the summer semester based upon full-time status is 40 months.

Admission Requirements

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

- ACT composite score of 20 or above, or
- Combined Math and Critical Reading SAT score of 960

A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT or ACT score, and TOEFL® score (if applicable)
- Official transcripts from all post-secondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Health forms

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

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

Any student who has been in the program and fails a course is dismissed from the program and can reapply and be considered with the other applicants at that time.

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study
- Successful completion of American Heart Association two year certification CPR training prior to entrance into the program
- Successful completion of all didactic instruction
- Successful completion of all General Education courses
- Successful completion of a General Education course, Ethics in Contemporary Society (PHI101)
- Completion of all technical courses with a grade of “C” or better
- Completion of all General Education courses with a grade of “C” or better
- Successful completion of all required clinical proficiencies per semester
- Successful completion of all clinical patient requirements per semester
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete the developmental mathematics coursework. Depending upon the mathematical placement score, Mathematics Review I and Mathematics Review II may be required.

Writing Competency Requirement

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

Review Courses*	Credit Hours
ENG099 Writing Review	3
MAT096 Mathematics Review I	3
MAT097 Mathematics Review II	3

*Not for college credit.

AS in Dental Hygiene Program—Spring Semester Start Course Requirements

The AS in Dental Hygiene program with a spring semester start requires the satisfactory completion of 90 semester credit hours distributed as follows:

Semester One	
BIO110 Understanding Human Anatomy— General Education Requirement	3
ENG101 Composition I—General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
PSY180 Interpersonal Effectiveness—General Education Requirement	3
Total Credit Hours	12

Semester Two	
BIO115 Human Physiology-General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
HUM440 Critical Thinking: Common Sense in Everyday Life— General Education Requirement	3
GE General Education Requirement—Communications Elective	3
Total Credit Hours	13

Semester Three	
DEN100 Dental Hygiene I	2
DEN107 Dental Anatomy	1
DEN108 Oral Embryology/Histology	2
DEN111 Head and Neck Anatomy	2
DEN119 Instrumentation Clinic	1
DEN121 Clinic I—Preclinical	3
DEN125 Dental Radiology	2
Total Credit Hours	13

Semester Four	
DEN120 BioMaterials	3
DEN122 Clinic II	3
DEN126 Radiographic Interpretation	1
DEN130 Dental Hygiene II	3
DEN135 Biochemistry/Microbiology	3
DEN170 Periodontology	3
Total Credit Hours	16

Semester Five	
DEN150 General and Oral Pathology	2
DEN160 Pain Management	3
DEN185 Clinic III/Dental Hygiene III	3
GE General Education Requirement—Social Science	3
PHI101 Ethics in Everyday Society	3
Total Credit Hours	14

Semester Six	Credit Hours
DEN205 Dental Hygiene IV	3
DEN210 Nutrition	2
DEN211 Pharmacology	3
DEN221 Clinic IV	3
Total Credit Hours	11

Semester Seven	
DEN222 Clinic V	3
DEN235 Dental Hygiene V	2
DEN240 Community Dental Health	3
SCI110 Rise of Modern Science	
—or—	
SCI115 The Ecological Perspective—General Education Requirement	3
Total Credit Hours	11

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

Associate of Science in Medical Laboratory Technology Program

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

The modern medical laboratory is a technologically advanced working environment that offers outstanding career opportunities for medical laboratory technicians. Technicians perform extensive laboratory testing procedures in hospitals, clinics, and other laboratory settings that aid in the diagnosis and treatment of patients.

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

Students enrolled in the AS in Medical Laboratory Technology program choose a Track I or Track II curriculum outline. Full-time students following the recommended Track I curriculum outline can complete the didactic portion of the program in 24 months. The maximum allowable time frame to complete the Track I curriculum based upon full-time status is 36 months. Full-time students following the recommended Track II curriculum outline can complete the program in 16 months. The maximum allowable time frame to complete the Track II curriculum based upon full-time status is 24 months.

Admission Requirements

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

- ACT composite score of 18 or above, or
- Combined Math and Critical Reading SAT score of 850 or above, or
- Passing score on Argosy University Entrance Exam

A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

Additional Admission Criteria for the AS in Medical Laboratory Technology Program—Track II

- 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 Health Sciences, or an appropriately certified foreign institution.

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT/ACT or Argosy University Entrance Exam scores, and TOEFL® score (if applicable)
- Official transcripts from all post-secondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Health forms

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study
- Satisfactory completion of all courses according to program requirements
- Completion of all General Education courses with a grade of "C-" or better
- Successful completion of all clinical competencies
- A completed Petition to Graduate submitted to campus administration

Program Requirements

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete the developmental mathematics coursework. Depending upon the mathematical placement score, Mathematics Review I and Mathematics Review II may be required.

Writing Competency Requirement

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

Review Courses*	Credit Hours
ENG099 Writing Review	3
MAT096 Mathematics Review I	3
MAT097 Mathematics Review II	3

* Not for college credit.

AS in Medical Laboratory Technology Program—Track I Course Requirements

The AS in Medical Laboratory Technology program—Track I requires the satisfactory completion of 75 semester credit hours distributed as follows:

Semester One	Credit Hours
BIO110 Understanding Human Anatomy—General Education Requirement	3
CHM100 General Chemistry	3
COM110 Medical Terminology	1
GE General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
MLT107 Hematology/Phlebotomy	3
Total Credit Hours	16

Semester Two	Credit Hours
PSY180 Interpersonal Effectiveness—General Education Requirement	3
PHI101 Ethics—General Education Requirement	3
MLT103 Urinalysis/Microbiology	3
MLT109 Immunology	2
MLT130 Clinical Chemistry I	3
Total Credit Hours	14

Semester Three	Credit Hours
GE Humanities Elective—General Education Requirement	3
GE Social Sciences Elective—General Education Requirement	3
MLT150 Clinical Microbiology I	3
MLT170 Clinical Hematology I	3
MLT209 Clinical Immunology	3
Total Credit Hours	15

Semester Four		Credit Hours
GE	Communications Elective—General Education Requirement	3
GE	Open Elective—General Education Requirement	3
MLT230	Clinical Chemistry II	3
MLT250	Clinical Microbiology II	3
MLT270	Clinical Hematology II	3
Total Credit Hours		15

Semester Five		Credit Hours
GE	Open Elective—General Education Requirement	3
MLT279	Immunohematology	3
MLT280	Comprehensive Review/Introduction to Clinical Training	3
Total Credit Hours		9

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

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

AS in Medical Laboratory Technology Program—Track II Course Requirements

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

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

Semester Two		Credit Hours
MLT130	Clinical Chemistry I	3
MLT150	Clinical Microbiology I	3
MLT170	Clinical Hematology I	3
MLT209	Clinical Immunology	3
PSY180	Interpersonal Effectiveness—General Education Requirement	3
Total Credit Hours		15

Semester Three		Credit Hours
MLT230	Clinical Chemistry II	3
MLT250	Clinical Microbiology II	3
MLT270	Clinical Hematology II	3
MLT279	Immunohematology	3
MLT280	Comprehensive Review/Introduction to Clinical Training	3
Total Credit Hours		15

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

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

Clinical Training Requirement

Students must successfully complete all coursework prior to clinical training. Clinical Training (MLT290) is a five- to six-month internship. Students are in-residence in clinical laboratories during this phase of training. A sample list of clinical training sites is available upon request. Students must pass a criminal background check, have current immunizations, and appropriate health insurance prior to clinical training.

Associate of Science in Radiation Therapy Program

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

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

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

Students enrolled in the AS in Radiation Therapy program choose Track I or Track II curriculum outlines. Full-time students following the recommended Track I curriculum outline can complete the program in 28 months. The maximum allowable time frame to complete the Track I curriculum based upon full-time status is 42 months. Full-time students following the recommended Track II curriculum outline can complete the program in 20 months if all program specific and general education requirements have been met. Track II students should meet with an advisor individually to discuss program progression. The maximum allowable time frame to complete the Track II curriculum based upon full-time status is 30 months.

Admission Requirements

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

- ACT composite score of 20 or above, or
- Combined Math and Critical Reading SAT score of 960

A minimum written TOEFL® score of 500 (paper version), 173 (computer version), or 61 (Internet version) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

*Additional Admission Criteria for the
AS in Radiation Therapy Program—Track II Requirements*

- Students enrolled in the AS in Radiation Therapy program—Track II must have completed a college-level mathematics course.
- Students must have successfully graduated from a radiologic technology program with an AAS degree.

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

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

- Student Information Form
- Personal interview
- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Proof of high school graduation or GED, or proof of earned college degree
- SAT or ACT score, and TOEFL® score (if applicable)
- Official transcripts from all post-secondary schools attended
- Clinical Training Agreement
- Technical Standards Form
- Health forms

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

Graduation Requirements

- Successful completion of all requirements in the program of study
- Successful completion of all program-specific coursework with a grade of “C-” or better
- Successful completion of General Education coursework with a grade of “C-” or better
- Successful documented attendance and completion of all required Clinical Training hours (1440 hours)
- Successful completion of all required clinical competencies with a grade of “C-” or better
- Successful completion of monthly clinical performance evaluations with a grade of “C-” or better
- Successful completion of Comprehensive Review (RTH280) during Clinical Training (RTH290)
- Successful completion of the Portfolio Project, receiving a grade of “C-” or better
- A completed Petition to Graduate submitted to the campus administration

Program Requirements

Math Requirement

Students who have not taken a college-level mathematics course must demonstrate competency by completing a math placement test. Students who establish competency through testing will register for one of the college-level mathematics courses to fulfill the General Education mathematics requirement. Students who do not demonstrate competency must register for and successfully complete the developmental mathematics coursework. Depending upon the mathematical placement score, Mathematics Review I and Mathematics Review II may be required.

Writing Competency Requirement

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

Review Courses*	Credit Hours
ENG099 Writing Review	3
MAT096 Mathematics Review I	3
MAT097 Mathematics Review II	3

* Not for college credit.

AS in Radiation Therapy Program—Track I

Course Requirements

The AS in Radiation Therapy program—Track I requires the satisfactory completion of 78 semester credit hours distributed as follows:

Semester One		Credit Hours
BIO120	Understanding Human Anatomy and Physiology—General Education Requirement	3
COM110	Medical Terminology	1
MAT107	College Algebra—General Education Requirement	3
ENG101	Composition I—General Education Requirement	3
RTH100	Introduction to Radiation Therapy	2
Total Credit Hours		12

Semester Two		
PSY180	Interpersonal Effectiveness—General Education Requirement	3
PHY105	General Physics—General Education Requirement	3
RTH102	Computer Science	1
RTH110	Radiologic Physics	3
RTH115	Sectional Anatomy	2
Total Credit Hours		12

Semester Three		
GE	Social Science Elective—General Education Requirement	3
MAT110	Precalculus Math—General Education Requirement	3
RTH120	Radiation Therapy Physics/QM	3
RTH130	Radiation Protection/Radiobiology	2
RTH150	Treatment Planning I	3
Total Credit Hours		14

Semester Four		Credit Hours
PHI101	Ethics—General Education Requirement	3
RTH135	Principles and Practices of Radiation Therapy I	3
RTH220	Treatment Planning II	3
RTH230	Building Clinical Skills	3
Total Credit Hours		12

Semester Five		
GE	Communication Elective—General Education Requirement	3
GE	Humanities Elective—General Education Requirement	3
RTH201	Research Methodology	1
RTH210	Medical Law and Ethics	3
RTH240	Principles and Practices of Radiation Therapy II	3
Total Credit Hours		13

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

Semester Seven		
RTH280	Comprehensive Review (online)	3
RTH291	Clinical Training, Radiation Therapy	6
Total Credit Hours		9

Program Credit Hour Distribution

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

AS in Radiation Therapy Program—Track II

(AAS in Radiologic Technology Required)

Course Requirements

- The AS in Radiation Therapy program—Track II requires the satisfactory completion of 56 semester credit hours.
- Students must complete a total of 30 credit hours in General Education to receive the Associate of Science Degree in Radiation Therapy Degree.
- Interpersonal Effectiveness (PSY180) is a required course and cannot be transferred in from another institution.
- College Algebra (MAT107) is a prerequisite course

The Following Courses Are Required		Credit Hours
BIO115	Human Physiology—General Education Requirement	3
MAT110	Precalculus Mathematics	3
PHY105	General Physics—General Education Requirement	3
PSY180	Interpersonal Effectiveness—General Education Requirement	3
RTH100	Introduction to Radiation Therapy	2
RTH102	Computer Science	1
RTH115	Sectional Anatomy	2
RTH120	Radiation Therapy Physics/QM	3
RTH130	Radiation Protection/Radiobiology	2
RTH135	Principles and Practices of Radiation Therapy I	3
RTH150	Treatment Planning I	3
RTH201	Research Methodology	1
RTH210	Medical Law and Ethics	3
RTH220	Treatment Planning II	3
RTH230	Building Clinical Skills	3
RTH240	Principles and Practices of Radiation Therapy II	3
RTH280	Radiation Therapy Comprehensive Review (online)	3
RTH290	Clinical Training Radiation Therapy	6
RTH291	Clinical Training Radiation Therapy	6
Total Credit Hours		56

Program Credit Hour Distribution

General Education	12
Program-Specific	32
Clinical Training	12
Total Credit Hours	56

Clinical Training Requirement

Clinical Training, Radiation Therapy (RTH290) is a 1440-hour internship in a hospital or clinic radiation oncology department. Students register for clinical training for two semesters. A sample list of clinical training sites is available upon request.

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

Graduate and Certificate Programs

Business Graduate Programs

College of Business

MISSION STATEMENT

Argosy University College of Business is dedicated to providing practical, evidence-based, high-quality, solutions-focused business programs at the undergraduate and graduate level, as well as continuing business education and specified certificate training to business practitioners and educators in public, private, and non-profit sectors across industries. All undergraduate and graduate programs of the College of Business are designed for the business practitioner and business educator, to instill excellence of execution in knowledge, skills, and ethical values relevant to today's global business environment. The inherent goal of these academic programs is to foster values of social responsibility in a supportive, learner-centered environment of mutual respect and professional excellence.

GRADUATE BUSINESS PROGRAMS

The key to success in today's complex business environment is finding solutions and implementing the solutions effectively. Argosy University's College of Business prepares students for this environment with curricula that focus on the interpersonal competencies and content knowledge necessary to lead organizational change. Faculty members combine relevant business experience and academic principles to mentor and advise students as they seek to attain their career aspirations. The programs are based on well applied business principles underscored by theoretical principles and delivered in flexible formats to accommodate working professionals.

MASTER OF BUSINESS ADMINISTRATION PROGRAM

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Salt Lake City; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

Argosy University's Master of Business Administration (MBA) program is designed to develop action-oriented managers and leaders who focus on leading themselves and others to solutions that serve their organizations. Students acquire skills to identify challenges and opportunities, draw on the latest technology and information, use advanced analytical and planning approaches, and execute plans for leading positive change. Competencies are developed through focusing on critical thinking, persuasive communications, technical knowledge, and a deep understanding of the human side of business. By focusing on competencies in this manner, the program builds upon the talents of students, Independent of their undergraduate field of study. Students from diverse academic and professional backgrounds are welcomed and encouraged.

The MBA program consists of eight core courses (24 credit hours) and four concentration courses (12 credit hours) scheduled to permit busy professionals to balance the demands of career, family, and school.

In addition to completing the core course requirements, students develop expertise and specific insights in one of the concentrations listed below:

- Corporate Compliance
- Finance
- Fraud Examination
- Healthcare Administration
- Information Systems Management¹
- International Business
- Management
- Marketing
- Public Administration
- Sustainable Management

In addition, with approval of the student's program chair, a student may select four courses (12 credit hours) to create a customized concentration that better fits their specific career goals.

For all students, the MBA program culminates in an applied Capstone Project in which they integrate the core business competencies with their concentration specialty.

¹ Availability of the Information Systems Management concentration is limited. Program Chair approval is necessary to enter this concentration.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Business, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work) OR a 2.7 cumulative grade point average.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all post-secondary schools attended

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

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

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

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission on an exception basis with significant evidence of academic and professional potential. This potential may be demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation.

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

Applications to Multiple Campuses

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study.
- Satisfactory completion of foundation courses, if necessary
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses
- Completion of these requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

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

Foundation Course Requirements

Students are required to complete the following four foundation courses at the undergraduate level or show successful completion of academically equivalent coursework. Students must either complete these courses or transfer in their equivalent prior to beginning the core requirements of the MBA program or concurrently with core courses and the permission of the program chair. The student will be notified during the admission process if one or more of these courses are needed.

Foundation Course Requirements — Students are required to take the following

ECO201	Macroeconomics (3)
—or—	
ECO202	Microeconomics (3)
ACC201	Principles of Accounting (3)
FIN401	Financial Management (3)
MGT340	Solutions Focused Decision Making (3)

Foundation Course Requirements — 12 Credit Hours

Core Course Requirements

Students in the MBA program are required to take the following eight core courses:

Core Course Requirements — Students Are Required to Take the Following

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

Core Course Requirements — 24 Credit Hours

Note: Some students may begin the MBA program aware that they want to also pursue a Doctorate in Business Administration at Argosy University. With the permission of the program chair, such students may replace two MBA core courses (specified below) with the doctoral equivalents. In such cases, the students will not be required to take or replace these courses when they move into the DBA program.

* Students approved for matriculation in the DBA program may replace this course with *Solutions-Oriented Decision Models (B7783)*.

† Students approved for matriculation in the DBA program may replace this course with *Solutions Leadership (B7777)*.

Concentration Requirements

Students are required to take four courses (12 credit hours) in one of the designated concentration areas or receive permission to develop a customized concentration.

Customized Professional Concentration Requirements

Students selecting this concentration work with a faculty advisor and the program chair to develop a learning contract tailored to individual needs. Students are required to take four courses (12 credit hours) focused on a particular theme and pre-approved by the program chair to complete the Customized Professional

Concentration. At least two of these courses must be taken from the 6000-level course listings. A maximum of two courses (6 credit hours) may be taken as directed independent study courses.

Corporate Compliance Concentration Requirements — Students Choose Four of the Following

B6003	Ethics in Business (3)
B6606	International Regulatory Compliance (3)
B6889	Fraud Examination: Theories and Methods (3)
B6902	Corporate Compliance (3)
B6904	Monitoring and Assessing Corporate Compliance (3)

Corporate Compliance Concentration Requirements — 12 Credit Hours

Finance Concentration Requirements — Students Are Required to Take the Following

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

Finance Concentration Requirements — 12 Credit Hours

Fraud Examination Concentration Requirements — Students Are Required to Take the Following

B6889	Fraud Examination: Theories and Methods (3)
B6890	Fraud Auditing and Financial Analysis (3)
B6891	Legal Aspects of Fraud, Investigation, and Expert Testimony (3)
B6892	Internal Auditing and Control Management (3)

Fraud Examination Concentration Requirements — 12 Credit Hours

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

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

Healthcare Administration Concentration Requirements — 12 Credit Hours

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

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

Information Systems Management Concentration Requirements — 12 Credit Hours

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

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

International Business Concentration Requirements — 12 Credit Hours

Management Concentration Requirements — Students Are Required to Take the Following

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

Management Concentration Requirements — 12 Credit Hours

Marketing Concentration Requirements — Students Are Required to Take the Following

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

Marketing Concentration Requirements — 12 Credit Hours

Public Administration Concentration Requirements — Students Are Required to choose four of the Following

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

Public Administration Concentration Requirements — 12 Credit Hours

Sustainable Management Concentration Requirements — Students Are Required to Take the Following

B6420	Foundations of Sustainable Business (3)
B6421	Change Management and the Sustainable Enterprise (3)
B6422	Ethical and Economic Dimensions to Sustainable Business (3)
B6423	Sustainable Venture Plan Seminar (3)

Sustainable management Concentration Requirements — 12 Credit Hours

MASTER OF SCIENCE IN MANAGEMENT PROGRAM

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Denver; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Orange County; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

The Master of Science (MS) in Management program is designed to improve and extend the interpersonal and problem-solving skills necessary for successful leaders in the private, non-profit, and public sectors. The program focuses on situation diagnostics, opportunity and problem evaluation, and implementation of an action plan.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Business, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work) OR a 2.7 cumulative grade point average.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all post-secondary schools attended

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

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

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

Exceptions to the Minimum Grade Point Average

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

Applications to Multiple Campuses

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study.
- Satisfactory completion of ten core courses and two elective courses for a total of 12 courses or 36 credit hours.
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all required courses.
- Completion of these requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

Students in the MS in Management program must complete 36 credit hours distributed as follows: core course requirements, 30 credit hours; elective requirements, 6 credit hours.

Core Course Requirements — Students Are Required to Take the Following

B6003 Business Ethics (3)
 B6006 Business Principles (3)
 B6007 Psychology Foundations for Leadership (3)
 B6110 Supply Chain Optimization and Outsourcing (3)
 – or –
 B6734 Organizational Systems and Change (3)
 B6120 Communication Strategies for Managers (3)
 B6023 Strategic and Operational Planning (3)
 B6026 Marketing Planning & Strategy (3)
 B6027 Perspectives in Change Leadership (3)
 B6450 Financial Strategies for Managers: An Integrated Approach (3)
 B6028 Solutions to Organizational Challenges (Capstone course) (3)

Core Course Requirements — 30 Credit Hours

Elective Requirements

Students choose two courses from among the 6000 level business courses offered. Directed independent studies may only be taken with the permission of the program chair.

DOCTOR OF BUSINESS ADMINISTRATION PROGRAM

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Denver; Argosy University, Hawaii; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Nashville; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

In the Doctor of Business Administration (DBA) program, industry and academic professionals build upon master's-level competencies, skills, and knowledge, preparing themselves to perform more effectively in existing professional roles, to qualify for roles with increasing responsibility, and/or develop capabilities for a second career in teaching at the college level. The program requires students to develop applied research inquiry and analytical skills.

The DBA program is designed to help students develop competencies in understanding and performing applied research which can then be used to foster innovation and lead organizational change.

The following DBA concentrations are offered:

- Accounting
- Global Business Sustainability
- Information Systems¹
- International Business
- Management
- Marketing

¹ Availability of the Information Systems concentration is limited. Program Chair approval is necessary to enter this concentration.

In addition, with approval of the student's program chair, a student may select four courses (12 credit hours) to create a customized concentration that better fits their specific career goals.

The DBA program is scheduled to permit busy professionals to balance the demands of career, family, and school. Students meet the program's requirements by completing courses in-residence and online. As such, courses are offered in a variety of formats including condensed weekend formats, regularly weekly sessions, or a combination of class settings and online activities. Check with your Argosy University campus for additional information on course formats available.

The DBA program consists of four research foundation courses, six core courses, four concentration courses, and two elective courses, and at least twelve credit hours in dissertation study. Students must also successfully complete the Comprehensive Written Examination. The Comprehensive Examination cannot be taken prior to a student's final semester, and must be successfully completed before a student can move into the dissertation process.

Admission Requirements

- A master's degree in business or a related field from a regionally accredited institution, nationally accredited institution approved and documented by the faculty and dean of the College of Business, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree, and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

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

* For Argosy University, Nashville, official transcripts are required from all post-secondary institutions attended.

Applications to Multiple Campuses

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the program chair and the student's dissertation committee
- Satisfactory completion of at least 60 semester credit hours distributed as follows: four research foundation courses, six core courses, four concentration courses, two elective courses, and a dissertation.
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all required courses
- Satisfactory performance on the Comprehensive Examination
- Successful completion of the dissertation
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The DBA program requires the satisfactory completion of 60 semester credit hours distributed as follows: research foundation requirements, 12 credit hours; core course requirements, 18 credit hours; concentration requirements, 12 credit hours; elective requirements, 6 credit hours; and dissertation requirements, 12 credit hours.

Research Foundation Course Requirements

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

Research Foundation Requirements — Students are Required to take the Following

B7001	Business Research Writing (3)
R7038	Action Research (3)
R7103	Solutions Oriented Business Research Methods (3)

Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7033	Research Methods for Data Analysis (3)
R7034	Advanced Statistical Methods (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7037	Survey Techniques (3)

Research Foundation Course Requirements — 12 Credit Hours

Core Course Requirements

Students in the DBA program are required to take 18 hours of core courses

Core Course Requirements — Students are Required to take the Following

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

Core Course Requirements — 18 Credit Hours

Concentration Requirements

Students are required to take four courses (12 credit hours) in one of the designated concentration areas or receive permission to develop a customized concentration. Many DBA students will seek full-time or part-time teaching opportunities in a variety of college-level organizations. The depth and breadth of graduate course work required by such institutions vary. Consequently, depending on the career interests of the student and the specific educational background, those DBA students should consider using elective credits in the academic discipline in which they hope to teach.

Customized Professional Concentration Requirements

Students selecting this concentration work with a faculty advisor and the program chair to develop a learning contract tailored to individual needs. Students are required to take four courses (12 credit hours) focused on a particular theme and pre-approved by the program chair to complete the Customized Professional Concentration. A maximum of two courses (6 credit hours) may be taken as directed independent study courses.

Accounting Concentration Requirements — Students Choose Four of the Following

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

Accounting Concentration Requirements — 12 Credit Hours

Global Business Sustainability Concentration Requirements — Students Choose Four of the Following

B7409	Holistic Management for Sustainability (3)
B7420	Overview of Global Business Sustainability (3)
B7421	Sustainable Systems: The Science of Industrial Psychology (3)
B7422	Developing Sustainable Products and Services (3)
B7423	Designing Sustainable Environments (3)
B7424	Field Study or Research in Global and Business Sustainability (3)

Global Business Sustainability Concentration Requirements — 12 Credit Hours

Information Systems Concentration Requirements — Students Choose Four of the Following

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

Information Systems Concentration Requirements — 12 Credit Hours

International Business Concentration Requirements — Students Choose Four of the Following

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

International Business Concentration Requirements — 12 Credit Hours

Management Concentration Requirements — Students Choose Four of the Following

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

Management Concentration Requirements—12 Credit Hours

Marketing Concentration Requirements — Students Choose Four of the Following

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

Marketing Concentration Requirements — 12 Credit Hours

Elective Requirements

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

Dissertation Requirements

Following successful completion of all courses, students take the Comprehensive Written Examination. After successful completion of the Comprehensive Examination, students begin the dissertation process. The process consists of a minimum of twelve credit hours taken in 4 3-credit hour blocks. Students are expected to be enrolled continuously throughout the dissertation stage.

Dissertation Requirements — Students Are Required to Take the Following*

B7935	Dissertation—Business (3)
B7935	Dissertation—Business (3)
B7935	Dissertation—Business (3)
B7935	Dissertation—Business (3)

Dissertation Requirements — 12 Credit Hours

* Dissertation is offered in four 3-credit hour blocks. Students who need more than four semesters to complete their dissertations must register for Dissertation Extension (B7935).

Option to Earn Graduate Certificates at the College of Business

At some campuses, Argosy University College of Business graduate students can earn a Professional Graduate Business Certificate or an Advanced Professional Graduate Certificate rather than or in addition to their graduate degree program.

The Professional Graduate Business Certificate

The Professional Graduate Business Certificate consists of twelve (12) semester hours of study at the masters level in any of the concentration areas offered in the MBA degree program. Availability varies by campus.

Students selecting the Professional Graduate Business Certificate option should meet the same admissions criteria as those applying to the MBA degree program. Two groups of students will typically consider this option. The Professional Graduate Business Certificate is designed to meet the needs of MBA students who desire technical competencies in two or more academic disciplines but do not require two independent masters-level degrees. It is also designed for students who require graduate level training in a particular discipline but are unable to commit to the entire MBA degree program.

The Advanced Professional Graduate Business Certificate

The Advanced Professional Graduate Business Certificate consists of twelve (12) semester hours of study at the doctoral level in any of the concentration areas offered in the DBA degree program. Availability varies by campus.

Students selecting the Advanced Professional Graduate Business Certificate option should meet the same admissions criteria as those applying to the DBA degree program. Two groups of students will typically consider this option. The Advanced Professional Graduate Business Certificate is designed to meet the needs of DBA students who desire technical competencies in two or more academic disciplines but do not require two independent doctoral-level degrees. It is also designed for students who require graduate level training in a particular discipline but are unable to commit to the entire DBA degree program.

Business Graduate Certificate Programs

College of Business

CERTIFICATE PROGRAMS

Professional Graduate Business Certificate Program —
Argosy University, Hawaii; Argosy University, Los Angeles;
Argosy University, Orange County; Argosy University, Sarasota;
Argosy University, Schaumburg; Argosy University, Seattle;
Argosy University, Tampa; Argosy University, Washington DC

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

- Corporate Compliance
- Finance
- Fraud Examination
- Healthcare Administration
- Information Systems Management
- International Business
- Management
- Marketing
- Public Administration
- Sustainable Management

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

Admission Requirements

- Applicants must have graduated with a bachelor's or advanced degree from a regionally accredited institution, nationally accredited institution approved and documented by the faculty and dean of the College of Business, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree, and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Documentation of applicant employment with or access to a professional organization
- Official transcripts from all post-secondary schools attended

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

Certification Completion Requirements

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

Customized Professional Certificate Completion Requirements

Students selecting this option work with a faculty advisor to develop a learning contract tailored to individual and specific needs. Students are required to take four courses (15 credit hours) to complete the Customized Professional Certificate requirements. Two or more of these courses must be taken from the 6000-level course listings found in the seven business areas within the concentrations. A maximum of two courses (6 credit hours) may be taken as directed independent study courses. The Customized Professional Certificate must be approved by the campus dean or program chair.

Professional Graduate Business Certificate in Corporate Compliance Requirements—Students Choose Four of the Following:

B6003	Ethics in Business (3)
B6606	International Regulatory Compliance (3)
B6889	Fraud Examination: Theories and Methods (3)
B6902	Corporate Compliance (3)
B6904	Monitoring and Assessing Corporate Compliance (3)

Certificate in Corporate Compliance Requirements—12 Credit Hours

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

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

Certificate in Finance Requirements—12 Credit Hours

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

B6889	Fraud Examination: Theories and Methods (3)
B6890	Fraud Auditing and Financial Analysis (3)
B6891	Legal Aspects of Fraud, Investigation, and Expert Testimony (3)
B6892	Internal Auditing and Control Management (3)

Certificate in Fraud Examination Requirements—12 Credit Hours

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

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

Certificate in Healthcare Administration Requirements—12 Credit Hours

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

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

Certificate in Information Systems Management Requirements — 12 Credit Hours

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

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

Certificate in International Business Requirements — 12 Credit Hours

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

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

Certificate in Management Requirements — 12 Credit Hours

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

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

Certificate in Marketing Requirements — 12 Credit Hours

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

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

Certificate in Public Administration Requirements — 12 Credit Hours

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

B6420	Foundations of Sustainable Business (3)
B6421	Change Management and the Sustainable Enterprise (3)
B6422	Ethical and Economic Dimensions to Sustainable Business (3)
B6423	Sustainable Venture Plan Seminar (3)

Certificate in Sustainable Management Requirements — 12 Credit Hours

Advanced Professional Graduate Business Certificate Program — Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Seattle

The Advanced Professional Graduate Business Certificate is available to professionals who want to be more competitive in their industries. The Advanced Graduate Business Certificate is offered in the six subject areas of the DBA program (availability varies by campus):

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

- Marketing

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

Admission Requirements

- An MBA (or equivalent) degree from a regionally accredited institution, nationally accredited institution approved and documented by the faculty and dean of the College of Business, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree, and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

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

Certificate Completion Requirements

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

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

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

Certificate in Accounting Requirements — 12 Credit Hours

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

B7409	Holistic Management for Sustainability (3)
B7420	Overview of Global Business Sustainability (3)
B7421	Sustainable Systems: The Science of Industrial Psychology (3)
B7422	Developing Sustainable Products and Services (3)
B7423	Designing Sustainable Environments (3)
B7424	Field Study or Research in Global and Business Sustainability (3)

Certificate in Global Business Sustainability Requirements — 12 Credit Hours

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

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

Certificate in Information Systems Requirements — 12 Credit Hours

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

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

Certificate in International Business Requirements — 12 Credit Hours

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

- B7401 Advanced Organizational Behavior (3)
 - B7403 Management Science (3)
 - B7406 Ethics in Business and Management (3)
 - B7408 Organizational Development (3)
 - B7413 Organizational Systems Theory (3)
 - B7610 Leadership in Global and Multicultural Organizations (3)
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Certificate in Management Requirements — 12 Credit Hours

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

- B7312 Culturally Responsive Marketing (3)
 - B7315 Global and Multinational Marketing (3)
 - B7320 Marketing and Innovation (3)
 - B7325 Marketing Organization and Control (3)
 - B7330 Marketing Research and Design (3)
 - B7335 Theory and Research in Consumer Branding (3)
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Certificate in Marketing Requirements — 12 Credit Hours

Education Graduate Programs

College of Education

MISSION STATEMENT

The mission of Argosy University's College of Education is to prepare leading educational practitioners and lifelong learners who actively engage in the scholarships of reflective teaching, application, integration, and discovery within diverse educational environments.

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

Graduates of Argosy University's College of Education possess the advanced knowledge base, skills, and dispositions that characterize confident and principled leaders who are ethical practitioners, effective communicators, productive collaborators and well informed consumers, synthesizers, and evaluators of educational research. As such, their practice reflects awareness of social issues, commitment to social justice, and sensitivity and responsiveness to all facets of a pluralistic society.

MASTER OF ARTS IN EDUCATION — NON-CERTIFICATION PROGRAMS

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

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

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

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

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work) OR a 2.7 cumulative grade point average.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form.
- Application fee (non-refundable, except in California).
- Official transcripts from all post-secondary schools attended.
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes, and does not become part of the academic file).

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

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

Exceptions to the Minimum Grade Point Average

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

Applications to Multiple Campuses

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

Graduation Requirements

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

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

Master of Arts in Education in Adult Education and Training — Argosy University, Hawaii

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

Program Requirements

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

Core Requirements — Students Are Required to Take the Following

E6100	Research in Education (3)
E6235	Interpersonal Communication (3)
E6331	Survey of Curriculum Theory and Design (3)
E6710	Organizational Management and Development (3)
E6802	Instructional Development and Delivery (3)
E6805	Integrating Technology into the Classroom Curriculum (3)
E6900	Cultural Diversity (3)
—or—	
E6420	Multicultural Education in Contemporary Society (3)
E6901	Foundations of Education (3)
—or—	
E6032	Historical and Philosophical Foundations of Education (3)

Core Requirements—24 Credit Hours

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

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

Adult Education and Training Requirements—9 Credit Hours

Capstone Requirement

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

Capstone Project Requirements — Students Are Required to Take the Following

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

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

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

Program Requirements

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

Core Requirements—Students Are Required to Take the Following

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

Core Requirements—24 Credit Hours

Elective Requirements

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

Capstone Project Requirements

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

Capstone Project Requirements — Students Are Required to Take the Following

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

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

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

Program Requirements

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

Core Requirements — Students Are Required to Take the Following

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

Core Requirements—24 Credit Hours

Elective Requirements

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

Capstone Project Requirements

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

Capstone Project Requirements—Students Are Required to Take the Following

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

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

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

Program Requirements

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

Core Requirements — Students Are Required to Take the Following

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

Core Requirements—24 Credit Hours

Elective Requirements

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

Capstone Project Requirements

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

Capstone Project Requirements — Students Are Required to Take the Following

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

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

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

Program Requirements

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

Cognate Core Requirements — Students Are Required to Take the Following

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

Cognate Core Requirements — 24 Credit Hours

Elective Requirements

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

Capstone Project Requirements

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

Capstone Project Requirements — Students Are Required to Take the Following

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

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

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

The program, offered in partnership with Knowledge Delivery Systems, features instructor-led, streaming video-based course work by veteran Montessori educators who are experts in the field emphasizing the philosophy and pedagogy of the Montessori method. In addition, video recorded Montessori classroom activities provide practical pedagogical vignettes used for close study of instructional episodes. All these materials can be viewed repeatedly at a student's convenience to strengthen understanding and reinforce learning. Complementing these instructor-led learning activities, the program includes a full year of active internship experiences with extensive observation and participation in a Montessori classroom under the supervision of an experienced Montessori educator. Internships can be arranged worldwide in over 50,000 Montessori schools.

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

Program Requirements

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

Foundation Requirements — Students Are Required to Take the Following

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

Foundation Requirements — 24 Credit Hours

Concentration Requirements — Students Are Required to Take the Following

E6015	Classroom Management, Observation and Child Development (3)
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Students Choose One of the Following

E6013	Montessori Presentations in Elementary Education (3)
E6014	Montessori Presentations in Intermediate Mathematics (3)

Students Choose One of the Following

E6015	Montessori Presentations in Elementary Language Arts (3)
E6016	Montessori Presentations in Intermediate Language Arts (3)

Concentration Requirements — 9 Credit Hours

Capstone Project Requirements — Students are Required to Take the Following

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

Capstone Project Requirements — 3 Credit Hours

EDUCATION SPECIALIST — NON-CERTIFICATION PROGRAMS

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

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Teaching experience in a K–12 public or private school.

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

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

* For Argosy University, Nashville, official transcripts are required from all post-secondary institutions attended.

Applications to Multiple Campuses

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

Graduation Requirements

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

Education Specialist in Educational Leadership —

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Nashville; Argosy University, Phoenix; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC
Within the Education Specialist (EdS) in Educational Leadership non-certification program, students can focus on courses and curricula designed to parallel prevailing licensure and certification requirements, but each student should check with the agency in the state in which they intend to teach.

Program Requirements

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

Cognate Core Requirements—Students Are Required to Take the Following

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

Core Requirements — 27 Credit Hours

Research Requirement — Students Are Required to Take the Following

R7036	Program Evaluation Methods (3)
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Research Requirement — 3 Credit Hours

Education Specialist in Instructional Leadership —

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Nashville; Argosy University, Phoenix; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

Program Requirements

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

Cognate Core Requirements — Students Are Required to Take the Following

E7034	Critical Analysis of Problems and Issues in Education (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7233	Organizational Communication Systems and Internship Seminar (3)
E7331	Curriculum Theory and Design (3)
E7335	Advanced Supervision of Curriculum and Instruction (3)
E7245	Teaching and Effective Learning Strategies (3)
E7340	Curriculum Design K–12 (3)
R7036	Program Evaluation Methods (3)

Core Requirements — 27 Credit Hours

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

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

Elective Requirements — 3 Credit Hours

DOCTOR OF EDUCATION — NON-CERTIFICATION PROGRAMS

The College of Education at Argosy University recognizes the need to provide professional educators with the extensive knowledge and range of skills necessary to function effectively in their professions. The Doctor of Education (EdD) non-certification programs have been developed by the faculty members to provide working professionals with the opportunity to enhance their personal and professional competence through completion of a relevant and meaningful graduate program.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution.

- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

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

** For Argosy University, Nashville, official transcripts are required from all post-secondary institutions attended.*

Applications to Multiple Campuses

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

Graduation Requirements

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

Doctor of Education in Educational Leadership —

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

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

Program Requirements

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

Cognate Core Requirements — Students Are Required to Take the Following

E7033	Leading and Managing Change in a Diverse Society (3)
E7034	Critical Analysis of Problems and Issues in Education (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7137	Educational Leadership in Theory and Practice (3)
E7637	Managing Human and Fiscal Resources in Education (3)
E7834	Writing for Research and Professional Publications* (3)
R7036	Program Evaluation Methods (3)

Cognate Core Research Requirement—24 Credit Hours

** Must be taken as the last course.*

Research Requirements — Students Are Required to Take the Following

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

Research Requirements — 9 Credit Hours

Pinnacle Seminar Requirement — Students Are Required to take the Following

S7200	Pinnacle Seminar* (3)
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Pinnacle Seminar Requirement—3 Credit Hours

Dissertation Requirements—Students Are Required to take the Following**

E7935	Dissertation—Education
Offered in four 3-credit hour blocks, each lasting one semester.	
Dissertation Requirements—12 Credit Hours	

** Students with documented hardship may take a pre-elective approved by the program chair in lieu of the Pinnacle Seminar.*

*** Students who need more than four semesters to complete their dissertations must register for the Dissertation Extension (E7935)*

Concentration Requirements

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

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

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

Higher Education Concentration Project Requirements—12 Credit Hours

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

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

K-12 Education Concentration Project Requirements—12 Credit Hours

Doctor of Education in Instructional Leadership —

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

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

- Education Technology
- Higher Education
- K–12 Education

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

Program Requirements

The EdD in Instructional Leadership Non-Certification program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; concentration requirements, 12 credit hours; research requirements, 9 credit hours; Pinnacle Seminar requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core Requirements—Students are Required to take the Following

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

Cognate Core Requirements—24 Credit Hours

** Must be taken as the last course.*

Research Requirements—Students Are Required to Take the Following

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

Research Requirements — 9 Credit Hours

Pinnacle Seminar Requirement — Students are Required to take the Following

S7200	Pinnacle Seminar* (3)
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Pinnacle Seminar Requirement — 3 Credit Hours

Dissertation Requirements — Students are Required to take the Following**

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

Dissertation Requirements — 12 Credit Hours

** Students with documented hardship may take a pre-elective approved by the program chair in lieu of the Pinnacle Seminar.*

*** Students who need more than four semesters to complete their dissertations must register for the Dissertation Extension (E7935)*

Concentration Requirements

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

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

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

Education Technology Concentration Requirements—12 Credit Hours

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

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

Higher Education Concentration Project Requirements—12 Credit Hours

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

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

Students Choose One of the Following

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

K-12 Education Concentration Project Requirements—12 Credit Hours

DOCTOR OF EDUCATION IN COMMUNITY COLLEGE EXECUTIVE LEADERSHIP PROGRAM

Argosy University, Chicago; Argosy University, Denver; Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Diego; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Washington DC

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

Admission Requirements

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

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Recommendation from a community college leader, or provide evidence that demonstrates leadership or potential leadership in a community college setting.

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

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

Applications to Multiple Campuses

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

Graduation Requirements

- Satisfactory completion of all requirements in the program of study developed in consultation with the advisor.
- Satisfactory completion of 60 credit hours beyond the master's degree, including 48 credit hours of coursework and 12 credit hours of dissertation.
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses.
- Satisfactory performance on the Comprehensive Examination.

- Successful completion and defense of the dissertation.
- Completion of these requirements within seven years of matriculation into the program.
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The EdD in Community College Executive Leadership program requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 33 credit hours; elective requirements, 6 credit hours; research core requirements, 9 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7034	Critical Analysis of Problems and Issues in Education (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7136	Higher Education in the United States (3)
E7232	Educational Policy (3)
E7236	The Community College (3)
E7501	Community College Leadership (3)
E7502	Organization and Governance of Community Colleges (3)
E7503	Community College Finance (3)
E7504	Community College Executive Management Internship (3)
E7834	Writing for Research and Professional Publications* (3)

Cognate Core Requirements — 33 Credit Hours

** Must be taken as the last course.*

Elective Requirements — Students Are Required to Take the Following

S7200	Pinnacle Seminar* (3)
	Doctoral-level elective (3)

Elective Requirements — 6 Credit Hours

Research Core Requirements — Students are Required to take the Following

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

Research Core Requirement — 9 Credit Hours

Dissertation Requirements — Students Are Required to Take the Following**

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

Dissertation Requirements — 12 Credit Hours

** Students with documented hardship may take a pre-elective approved by the program chair in lieu of the Pinnacle Seminar.*

*** Students who need more than four semesters to complete their dissertations must register for the Dissertation Extension (E7935)*

MASTER OF ARTS IN EDUCATION — STATE CERTIFICATION PROGRAMS

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

The Master of Arts in Education (MAEd) in Educational Leadership program is designed to prepare graduates for roles as effective leaders in the field of education. If students complete additional requirement as listed below, they may be eligible for Principal Certification. Such eligibility extends only to students enrolled at Argosy University, Dallas and who meet all prerequisite requirements for such certification.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version) or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Residency in Texas or employment in a K-12 school in Texas.
- Two years of creditable full-time K-12 teaching experience in a Texas- approved school. If teaching experience is from another state, applicant must submit formal verification that the school is state-approved.
- Current Texas teaching certificate or criminal background check, including fingerprinting.

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

- Completed Application for Admission Form.
- Application fee.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- The names and contact information of three professional and/or academic references.
- Official transcripts from all post-secondary schools attended.

Exceptions to the Minimum Grade Point Average

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

Graduation Requirements

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

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

Texas Principal Certification Requirements

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

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

Program Requirements

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

Core Requirements — Students Are Required to Take the Following

E6100	Research in Education (3)
E6032	Historical and Philosophical Foundations of Education (3)
E6420	Multicultural Education in Contemporary Societies (3)
—or—	
E6900	Cultural Diversity (3)
	A course in technology (3)
E6331	Survey of Curriculum Theory and Design (3)
E6501	Current Trends in School Curriculum (3)

Core Requirements—18 Credit Hours

Concentration Requirements — Students Are Required to Take the Following

E6137	Educational Leadership (3)
E6703	School Organization Communication Skills (3)
E6232	Educational Law (3)
E6705	Organizational Management and Development (3)
E6361	Foundations of Exceptional Student Education (3)
E6925	Capstone Project (3)

Required Courses—18 Credit Hours

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

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Leadership Principal/General Administration Type 75 Certification program is to prepare individuals for P-12 educational administrative positions, including principals, assistant principals, assistant and associate superintendents, and other P-12 supervisory personnel. From time to time, curricular changes may occur. The College of

Education will make every effort to disseminate such changes; however, it is the responsibility of students to become aware of and adhere to those changes.

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

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version) or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- A minimum of two years of full time teaching experience in an Illinois-approved school. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school.
- Residency in Illinois or employed by an Illinois-approved school.
- Argosy University Professional Education Unit recommendation.
- Interview with the program Admissions Committee.

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

- Completed Application for Admission Form.
- Application fee.
- Personal goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- Three Letters of Recommendation.
- Official transcripts from all post-secondary schools attended.

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums will be considered for admission on an exception basis with significant evidence of academic and professional potential. This potential may be demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions

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

Graduation Requirements

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

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

Illinois Principal Certification Requirements

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

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

Program Requirements

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

Core Requirements — Students Are Required to Take the Following

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

Core Requirements—30 Credit Hours

Capstone Requirement

A Capstone Project (3 credit hours) In conjunction with the internship, candidates will complete a capstone course, which will provide a forum for formative assessment and feedback as they complete their internships and program portfolios. The capstone will provide a forum in which they will have opportunities to integrate, review, and reflect on the knowledge, skills, and

dispositions that they will acquire and refine in completing program and Illinois State Board of Education certification requirements.

Capstone Project Requirements — Students Are Required to Take the Following

E6925 Capstone Project (3)

Capstone Project Requirements — 3 Credit Hours

Internship Requirements

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

Internship Requirements — Students Are Required to Take the Following

E6950 Illinois Principal Internship (3)

Internship Requirements — 3 Credit Hours

Master of Arts in Education in Instructional Leadership Program - Argosy University, Dallas

The Master of Arts in Education (MAEd) in Instructional Leadership program is for those students who wish to develop or enhance classroom skills, become curriculum supervisors, or become educational leaders with instruction as their main focus. If students complete additional courses and requirements beyond the degree requirements listed below, they may be eligible for Principal Certification. Such eligibility extends only to students enrolled at Argosy University, Dallas and who meet all pre-requisite requirements for such certification.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version) or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Residency in Texas or employment in a K-12 school in Texas.
- Two years of creditable full-time K-12 teaching experience in a Texas-approved school. If teaching experience is from another state, applicant must submit formal verification that the school is state-approved.
- Current Texas teaching certificate or criminal background check, including fingerprinting.

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

- Completed Application for Admission Form.
- Application fee.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- The names and contact information of three professional and/or academic references.
- Official transcripts from all post-secondary schools attended.

Exceptions to the Minimum Grade Point Average

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

Graduation Requirements

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

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

Program Requirements

The MAEd in Instructional Leadership program requires the satisfactory completion of 36 semester credit hours distributed as follows: core requirements, 18 credit hours; and general program requirements, 18 credit hours including a Capstone Project.

General Core Requirements — Students Are Required to Take the Following

E6100	Research in Education (3)
E6032	Historical and Philosophical Foundations of Education (3)
E6420	Multicultural Education in Contemporary Society (3)
—or—	
E6900	Cultural Diversity (3)
	A course in educational technology (3)
E6331	Survey of Curriculum Theory and Design (3)
E6501	Current Trends in School Curriculum (3)

Cognate Core Requirements — 18 Credit Hours

**General Program Concentration Requirements —
Students Are Required to Take the Following**

E6100	Learning Theories and Teaching Strategies (3)
E6333	Curriculum Planning: Elementary School (3)
—or—	
E6334	Curriculum Planning: Secondary Education (3)
E6925	Capstone Project/Internship
Students Choose Three of the Following	
E6339	School Organization and Curriculum (3)
E6350	Advanced Supervision of Curriculum and Instruction (3)
E6510	Measurement and Assessment in Education (3)
E6620	Supervision of Curriculum (3)

General Program Concentration Requirements — 18 Credit Hours

**Principal Certification Option Beyond the Master of Arts in Education
in Instructional Leadership Program**

Upon completion of the Master of Arts in Education in Instructional Leadership general program degree requirements (see above), those individuals seeking principal certification and having two years creditable teaching experience will be required to take a minimum of 12 semester credit hours of additional coursework, which includes a 125 hour internship. Students should work closely with their advisors to ensure coursework meets certification requirements.

**Principal Certification Requirements —
Students are Required to Take the Following**

E6232	Educational Law (3)
E6705	Human Resource Management and Development (3)
E6361	Foundations of Exceptional Student Education (3)
E6925	Capstone Project/Internship (3)

Texas Principal Certification Requirements

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

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

**Master of Arts in Education in Instructional Leadership —
California Teacher Credential Preparation Program —
Argosy University, Inland Empire; Argosy University, Los Angeles;
Argosy University, Orange County; Argosy University, San Diego;
Argosy University, San Francisco Bay Area**

The Master of Arts in Education (MAEd) in Instructional Leadership California Teacher Credential Preparation program is designed for students who wish to become teachers, develop or enhance classroom skills, become curriculum supervisors, or become educational leaders with instruction as their main focus. In the MAEd in Instructional Leadership California Teacher Credential Preparation program, students develop core practical and academic skills in analysis, oral and written communication, problem solving, critical thinking, team-building, and computer technology, through courses that examine the practical, historical, philosophical, psychological, social, technical, and theoretical aspects of education.

Concentrations in Multiple and Single Subject Teacher Credential Preparation

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

Students may choose to specialize in one of the following concentrations:

• **Single Subject Teacher Credential Preparation**

The Single Subject Teacher Credential authorizes the holder to teach in a specific subject in a departmentalized classroom usually found at the middle or secondary level.

• **Multiple Subject Teacher Credential Preparation**

The Multiple Subject Teacher Credential authorizes the holder to teach all subjects in a self-contained classroom, K–12, as well as in preschool and adult education. It is the credential sought by those who wish to teach elementary school (K–6).

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version) or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Possess proof of Certificate of Clearance and passage of the California Basic Education Skills Test (CBEST) before he/she can begin his/her field experience assignments. Proof of Certificate of Clearance can be obtained by providing Argosy

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

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

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

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

- Completed Application for Admission Form.
- Personal/professional goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- The names and contact information of three professional and/or academic references.
- Official transcripts from all post-secondary schools attended.

Exceptions to the Minimum Grade Point Average

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

Graduation Requirements

A student is eligible for graduation in the MAEd in Instructional Leadership California Teacher Credential Preparation program when the following requirements are met:

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

Academic Probation and Dismissal

A student receiving a grade of "B-" or below in a course required for a preliminary credential will be placed on academic probation. The terms of probation will require the student to retake the course when offered and receive grade of "B-" or higher. In addition, the probationary student may enroll in a maximum of 3 additional credit hours until the specified course is retaken. An advisor from the College of Education will monitor the progress of the student.

Students will be dismissed from the program for the following:

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

Candidate Dismissal

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

Program Requirements

MAEd in Instructional Leadership California Teacher Credential Preparation program students may choose one of the optional concentrations outlined below.

Single Subject Teacher Credential Preparation Concentration Requirements

The MAEd in Instructional Leadership California Teacher Credential Preparation program with a concentration in Single Subject teacher Credential Preparation requires the successful completion of 36 semester credit hours distributed as follows: core research requirement, 3 credit hours; preliminary credential course requirements, 30 credit hours; and Capstone project requirements, 3 credit hours.

Core Research Requirement — Students Are Required to Take the Following

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

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

E6900	Cultural Diversity (3)
E6901	Foundations of Education (3)
E6909	The Adolescent Learner (3)
E6910	Curriculum and Instruction for Diverse Secondary Setting (3)
E6911	Language and Literacy Education in Secondary Schools (3)
E6912	Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools (3)
E6913	The Reflective Professional: Special Topics Seminar (3)
E6914	Theories and Methods of Bilingual/Multicultural Education (3)
E6907	Field Experience I: Beginning Student Teaching (3)
E6908	Field Experience II: Advanced Student Teaching (3)

Preliminary Credential Course Requirements—30 Credit Hours

Capstone Project Requirements — Students are Required to take the Following

E6925 Capstone Project (3)

Capstone Project Requirements—3 Credit Hours

Examination Requirements

- Passing score on the CBEST Examination.
- Subject matter competence can be met by passage of appropriate Single Subject Assessments for Teaching (CSET/SSAT) and PRAXIS examinations; or completion of an approved program of subject matter coursework, verified by a signed waiver from an accredited California four-year college or university.

U.S. Constitution Requirement

All Teacher Credential Preparation concentration candidates must complete an approved course with a grade of “C” or better covering the U.S. Constitution or pass a college-level exam in this area.

Multiple Subject Teacher Credential Preparation Concentration Requirements

The MAEd in Instructional Leadership California Teacher Credential Preparation program with a concentration in Multiple Subject Teacher Credential Preparation requires the successful completion of 36 semester credit hours distributed as follows: core research requirement, 3 credit hours; preliminary credential course requirements, 30 credit hours; and Capstone Project requirement, 3 credit hours.

Core Research Requirement — Students Are Required to Take the Following

E6100 Research in Education (3)

Core Research Requirement—3 Credit Hours

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

E6900 Cultural Diversity (3)

E6901 Foundations of Education (3)

E6902 Curriculum and Instruction for Diverse Elementary School Settings (3)

E6903 Language and Literacy Education in Elementary Schools (3)

E6904 Mathematics Education in Elementary Schools (3)

E6905 Social Studies Education in Elementary Schools (3)

E6906 Science Education in Elementary Schools (3)

E6907 Field Experience I: Beginning Student Teaching (3)

E6908 Field Experience II: Advanced Student Teaching (3)

E6914 Theories and Methods of Bilingual Multicultural Education (3)

Preliminary Credential Course Requirements—30 Credit Hours

Capstone Project Requirements — Students are Required to take the Following

E6925 Capstone Project (3)

Capstone Project Requirements—3 Credit Hours

Examination Requirements

- Passing score on CBEST Examination
- Passing CSET or MSAT scores

U.S. Constitution Requirement

All Teacher Credential Preparation concentration candidates must complete an approved course with a grade of “C” or better covering the U.S. Constitution or pass a college-level exam in this area.

EDUCATION SPECIALIST — STATE CERTIFICATION PROGRAMS***Education Specialist in Educational Leadership with Illinois Superintendent Endorsement —*****Argosy University, Chicago; Argosy University, Schaumburg**

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

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

Admission Requirements

- A master's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Residency in Illinois or employed by an Illinois-approved school.
- A minimum of two years of full time teaching experience in an Illinois-approved school. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school.
- Presentation of evidence of passage of the Illinois Test of Basic Skills.
- Valid Type 75 certificate.
- Two years of documented full-time administrative experience in a P-12 school setting.
- Interview with program Admissions Committee.
- Argosy University Professional Education Unit Recommendation.

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

- Completed Application for Admission Form
- Application fee.
- Personal goal statement with self-appraisal for qualifications for the profession.
- Current resume.
- Three Letters of Recommendation.
- Official transcripts from all post-secondary schools attended.

Graduation Requirements

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

Certification Prerequisites/Requirements

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

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

Program Requirements

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

Cognate Core Requirements — Students Are Required to Take the Following

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

Cognate Core Research Requirement—27 Credit Hours

Research Requirement — Students Are Required to Take the Following

R7036 Program Evaluation Methods (3)

Research Requirement—3 Credit Hours

Concentration Requirements

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

Concentration Requirements — Students are Required to take the Following

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

Concentration Project Requirements—9 Credit Hours

Internship Requirements

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

DOCTOR OF EDUCATION — STATE CERTIFICATION PROGRAM

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

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

Admission Requirements

- A master's degree from a regionally accredited institution, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Residency in Illinois or employed by an Illinois-approved school.
- Valid Type 75 certificate.
- Two years of documented full-time administrative experience in P-12 schools.
- A minimum of two years of full time teaching experience in an Illinois-approved school. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school.
- Presentation of evidence of passage of the Illinois Test of Basic Skills.
- Two years of documented full-time administrative experience in a P-12 school setting.
- Interview with program Admissions Committee.
- Argosy University Professional Education Unit Recommendation.

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

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

Graduation Requirements

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

Certification Prerequisites/Requirements

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

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

Program Requirements

The EdD in Educational Leadership, District Leadership Track with Illinois Superintendent Endorsement requires the satisfactory completion of 60 semester credit hours distributed as follows: cognate core requirements, 24 credit hours; concentration requirements, 12 credit hours; research requirements, 9 credit hours; Pinnacle Seminar requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7033	Leading and Managing Change in a Diverse Society (3)
E7034	Critical Analysis of Problems and Issues in Education (3)
E7111	Introduction to Advanced Academic Study and Writing (3)
E7134	Comprehensive Planning and Implementation (3)
E7137	Educational Leadership in Theory and Practice (3)
E7637	Managing Human and Fiscal Resources in Education (3)
E7834	Writing for Research and Professional Publications (3)
R7036	Program Evaluation Methods (3)

Cognate Core Requirements — 24 Credit Hours

Research Requirements — Students Are Required to Take the Following

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

Research Requirements — 9 Credit Hours

Pinnacle Seminar Requirement — Students are Required to take the Following

S7200	Pinacle Seminar* (3)
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Pinnacle Seminar Requirement — 3 Credit Hours

Dissertation Requirements — Students are Required to take the Following**

E7935	Dissertation—Education Offered in four 3-credit hour blocks, each lasting one semester.
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Dissertation Requirements — 12 Credit Hours

* Students with documented hardship may take a pre-elective approved by the program chair in lieu of the Pinnacle Seminar.

** Students who need more than four semesters to complete their dissertations must register for the Dissertation Extension (E7935)

Concentration Requirements

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

Concentration Requirements — Students are Required to take the Following

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

Concentration Requirements—12 Credit Hours

Internship Requirements

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

Certification Prerequisites/Requirements

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

Education Graduate Certificate Programs

College of Education

CERTIFICATE PROGRAM

Certificate of Advanced Study

Illinois Type 75 General Administrative Endorsement

Argosy University, Chicago; Argosy University, Schaumburg

The Illinois Type 75 General Administrative Endorsement Certificate of Advanced Study (CAS) offers current holders of advanced degrees (Master of Arts in Education, Doctor of Education) the opportunity to earn their General Administrative (Principal) Certification required for education professionals who want to advance to assistant/associate superintendent; assistant principal/principal; or other P-12 supervisory positions. Upon completion of the 30 semester hour program students will have met the State of Illinois requirements for the Type 75 General Administrative Certificate.

Certification Prerequisites/Requirements

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

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

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Residency in Illinois or employed by an Illinois-approved school.
- A minimum of two years of full time teaching experience in an Illinois-approved school. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school.
- Presentation of evidence of passage of the Illinois Test of Basic Skills.
- Interview with program Admissions Committee.
- Argosy University Professional Education Unit Recommendation.

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

- Completed Application for Admission Form.
- Application fee.
- Personal goal statement with a self-appraisal of qualifications for the profession.
- Current résumé.
- Three Letters of Recommendation.
- Official transcripts from all post-secondary schools attended.

Certificate Completion Requirements

The Illinois Type 75 General Administrative Endorsement Certificate of Advanced Study requires the satisfactory completion of 30 semester credit hours distributed as follows: cognate core requirements, 18 credit hours; Type 75 concentration requirements, 9 credit hours; and Capstone Project requirements, 3 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E6137	Educational Leadership (3)
E6232	Educational Law (3)
E6233	Educational Finance (3)
E6705	Human Resource Management and Development (3)
E6900	Cultural Diversity (3)
E6901	Foundations of Education (3)

Cognate Core Requirements—18 credit hours

Type 75 Concentration Requirements—Students Are Required to Take the Following

E6620	Supervision of Curriculum (3)
E6850	Meeting Special Learning Needs (3)
E6950	Illinois Principal Leadership (3)

Type 75 Concentration Requirements—9 credit hours

Capstone Requirement

In conjunction with the internship, candidates will complete a capstone course, which will provide a forum for formative assessment and feedback as they complete their internships and program portfolios. Additionally, candidates will have the opportunity to integrate, review, and reflect on the knowledge, skills, and dispositions that they will acquire and refine in completing the program and Illinois State Board of Education requirements.

Capstone Project Requirements—Students Are Required to Take the Following

E6925	Capstone Project (3)
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Capstone Requirements—3 credit hours

Health Sciences Graduate Programs

College of Health Sciences

MISSION STATEMENT

The Argosy University College of Health Sciences is committed to preparing students to provide quality health care, by instilling knowledge, skills, and ethical values of professional practice and to foster values of social responsibility with a commitment to lifelong learning.

MASTER OF SCIENCE IN HEALTH SERVICES MANAGEMENT PROGRAM

Argosy University, Chicago; Argosy University, Twin Cities; Argosy University, Washington DC

The Master of Science (MS) in Health Services Management program provides a comprehensive course of graduate study to prepare health service providers and managers for the challenges of modern healthcare. The program recognizes the value of applied research in solving the problems of today's health systems, and encourages the acquisition of sustainable research methods and skills. The program curriculum is intended to provide students with an advanced understanding of contemporary business practices, modern healthcare systems and organization, policy development and planning techniques, management and leadership strategies, health behaviors, financial management, and analytical research methods. The program provides students with the knowledge and skills to fully utilize proven healthcare management methods, while developing new theories and applications relevant to modern healthcare management.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Health Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work) OR a 2.7 cumulative grade point average.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all of applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.

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

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from all post-secondary schools attended
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

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

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

Applications to Multiple Campuses

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

Exceptions to the Minimum Grade Point Average

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

Graduation Requirements

- Successful completion of all academic requirements set forth by the school and the Health Services Management Department, with a minimum grade point average of 3.2 (on a 4.0 scale).
- Successful completion of 45 credit hours
- Petition to Graduate Form submitted to campus administration
- The program committee on academic progress is responsible for making final recommendations regarding award of the degree. Most students can complete the program in less than two years.

Program Requirements

The MS in Health Services Management program requires the satisfactory completion of 45 credit hours distributed as follows: core course requirements, 42 credit hours; and elective requirements, 3 credit hours.

Core Course Requirements—Students Are Required to Take the Following

HM6010	Seminar in Current Healthcare Trends and Issues (3)
HM6020	Accounting and Finance for Managers (3)
HM6030	Business Operations and Economic Principles (3)
HM6040	Healthcare Organizations and Administration (3)
HM6050	Healthcare Policy and Analysis (3)
HM6060	Health Law and Ethics (3)
HM6070	Health Outcomes and Behaviors (3)
HM6080	Health Planning and Marketing (3)
HM6100	Leadership in Organizations (3)
HM6110	Management and Organizational Behavior (3)
HM6120	Management Information Systems (3)
HM6130	Principles of Negotiation and Risk Management (3)
HM6140	Quantitative Methods (3)
HM6160	Health Service Management: A Summative Review (3)

Core Course Requirements—42 Credit Hours

Elective Requirements—Students Are Required to Take the Following

Elective (3)

Elective Requirements—3 Credit Hours

Psychology and Behavioral Sciences Graduate Programs

College of Psychology and Behavioral Sciences

American School of Professional Psychology Programs

MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM

Argosy University locations in, Atlanta; Chicago; Dallas; Denver; Argosy University, Hawai'i; Argosy University, Phoenix; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

Responding to the needs of those in the community who wish to pursue a career in clinical psychology, Argosy University has established a Master of Arts in Clinical Psychology program. The Master of Arts (MA) degree presents students with the opportunity for training as professionals in the mental health field.

This program serves several purposes. First, it introduces students to basic clinical skills that enable them to serve the mental health needs of populations with diverse backgrounds. Students who use the master's degree as a means of entering a professional career receive theoretical background and professional training under the supervision of a highly qualified, practitioner-oriented faculty. The graduates of this program are then able to apply theoretical and clinical knowledge to individuals and groups in need of mental healthcare. Second, the Master of Arts degree often serves as a preliminary step to the doctorate degree. For these students, the program serves as a foundation for work beyond the master's degree level and enables them to determine their interest in, and suitability for, the pursuit of more advanced study. In certain states, students holding an MA in Clinical Psychology are eligible to sit for licensure.

Admission Requirements

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

* Out of state applicants to Argosy University, Hawai'i may be given the opportunity to complete a telephone interview.

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

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

Exceptions to the Minimum Grade Point Average

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

Applications to Multiple Campuses

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

Application Deadlines

Applications are accepted for both fall and spring admission. 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)
Spring Admission	
October 1	Final deadline (interviews conducted in early November; final notification mid-November)

Note: Argosy University, Hawai'i and Argosy University, Washington DC do not accept application for Spring Admissions.

Committee Decisions

All applicants will receive written notification of the Admissions Committee's decision. Admissions Committee decisions are final and not subject to appeal. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester. An applicant, if rejected, can reapply by following the reapplication policy.

Graduation Requirements

To receive the Master of Arts in Clinical Psychology degree, the student must fulfill the degree requirements of the campus attended. Graduation requirements include:

- Satisfactory completion of all requirements in the program of study
- A minimum grade point average as defined by the campus of attendance
- A completed Petition to Graduate submitted to campus administration

For more detailed information, refer to the program information published in the campus-specific program descriptions.

Non-Academic Competence Policy

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to “pass along” students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning.
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at http://www.appic.org/downloads/CCTC_Comprehensive_Ev82AA3.pdf

Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials

It is anticipated that in the course of their graduate education, students will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility.

Argosy University encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context.

Argosy University policy, while encouraging appropriate self-disclosure, regards such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this school.

Program Requirements—Based on Campus Requirements

The master's program in clinical psychology emphasizes a practitioner-oriented philosophy, and integrates applied theory and field experience. The master's in clinical psychology curriculum shares a common core with most of the first- and second-year course offerings of the doctorate in clinical psychology.

Professionalization Group Requirements

Students participate in Professionalization Groups that focus on topics related to professional psychology. Through independent reading and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in clinical psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions, and issues relevant to their studies and their future careers.

Practicum Requirements

Supervised practice in clinical skills is an essential aspect of professional education and development. In order to meet this requirement, students in the master's program in clinical psychology engage in a supervised field experience. The practicum is taken concurrently with coursework during the second academic year, continues for a minimum of one academic year, and requires a specified number of hours of clinical field training. Students may not be excused from the practicum, nor may they complete the practicum at their place of employment.

Those individuals responsible for the clinical field training of master's students meet with each student to determine the type of experience they need before seeking a placement that will meet those needs. Most training sites are located within reasonable traveling distance from the campus or the student's residence and include a variety of facilities that provide mental healthcare.

Practicum and Seminar Requirements

All students participating in a practicum are enrolled concurrently in a regularly scheduled practicum seminar that meets throughout the academic year. The content and emphasis of the seminars vary according to the practicum setting of the enrolled students and the professional expertise of the faculty member leading the group.

The seminars offer experiences such as:

- Analysis of audio/video material relating to student diagnostic interviewing and therapy
- Training in diagnostic interviewing
- Training in therapy
- Didactic presentations of clinical issues

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes. A thorough review of site and seminar evaluations is conducted by those responsible for student training, and an overall grade of "Credit/No Credit" is included in the student's academic record.

Clinical Competency Evaluation Requirements

The Clinical Competency Evaluation (CCE) which is also referred to as the CPE and/or CEC, or PCE at some Argosy University campuses, consists of competency-based tasks, in which the student demonstrates to the faculty their mastery of major clinical assessment and therapy skills. The purpose of this evaluation is to monitor the student's growth and development of clinical competence in accordance with the standards of the profession and to ensure student acquisition of appropriate skill levels for subsequent training and clinical practice. Students generally complete the evaluation during the practicum year of the program. In the evaluation, students must demonstrate clinical competency in psychotherapy and professional ethics. Successful completion of the clinical master's program is based upon the student's successful performance of clinical tasks. A student who does not demonstrate proficiency in the overall evaluation performance may not graduate with the Master of Arts degree. The faculty may require further intensive training and demonstration of competency before approving a student's program completion.

Final Project Requirements

Most campuses require Master of Arts in Clinical Psychology students to complete a significant project as the integrating element of the program. This project may take the form of a thesis, comprehensive examination, or an integrative paper. Specific campus requirements are listed in the campus-specific program descriptions.

Master of Arts in Clinical Psychology Program — Argosy University, Atlanta Program Overview

The Master of Arts (MA) in Clinical Psychology program is designed to educate and train students to enter a professional career as master's-level practitioners. Argosy University, Atlanta offers its master's students an educational program that teaches all the necessary theoretical knowledge and clinical skills needed to become effective members of a mental health team. The program also offers excellent preparation for those considering applying to the Doctor of Psychology (PsyD) in Clinical Psychology program.

Eligibility for Licensure

Graduates of the MA in Clinical Psychology program may wish to pursue licensure in Georgia as a Licensed Professional Counselor (LPC). In order to qualify for the LPC examination, graduates of the Master of Arts in Clinical Psychology program must be working in the field under supervision.

Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure should contact their state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Web page: www.counseling.org.

Foundation Courses

As a foundation for graduate study in psychology, Argosy University, Atlanta requires applicants to have successfully completed a minimum of 15 undergraduate credit hours in psychology with a grade of “C” or higher. Within these 15 credit hours, three of the courses must include the following:

- Abnormal psychology
- General psychology
- Statistics or research methods

A student who has not completed the required undergraduate coursework prior to admission may be admitted as a student-at-large pending completion of all foundation courses. All foundation coursework must be completed no later than the end of the first semester of enrollment. A student missing foundation courses may be prohibited from enrolling in certain required first-year courses, thus delaying the start of practicum.

The foundation course requirements may be satisfied in one of the following ways:

- All foundation courses may be completed through Argosy University, Atlanta and or online, if the courses are offered.
- All foundation courses may be completed successfully in the specific content area at a regionally accredited institution.

Argosy University, Atlanta offers non-credit courses in the above subject areas, which are available to admitted students periodically during the academic year.

Enrollment Requirements

Students in the MA in Clinical Psychology are required to register for a minimum of 9 credit hours each semester. The most effective way of achieving the program’s objectives is to take the theoretical and practical courses over a two-year period in the order recommended by the faculty.

Additional Requirements for Academic Progress

Students must make academic progress toward a degree by maintaining a GPA of 3.0 (on a scale of 4.0). All students must complete the program within four years after entering the program. Students must take the Master’s Therapy Practicum no later than the third year after entering the program. Students who receive a grade below “B-” in a course must retake the course during the next academic year or sooner. Students who have grades lower than “B-” in a master’s program courses and are subsequently accepted into the clinical doctoral program will be required to retake those courses.

If a student receives an “Incomplete” in a course that is a pre-requisite for a course in the next semester, there is a two-week deadline for satisfying the incomplete in order to take the subsequent course. If the incomplete course is not a prerequisite for a subsequent course in the next semester, then the time permitted to satisfy the incomplete will be the end of the next semester.

Graduation Requirements

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

- 42 credit hours of required courses must be completed by the end of the third year of matriculation
- 6 credit hours (one academic year) of practicum and practicum seminar which must be completed by the end of the third year of matriculation
- Satisfactory completion of the Comprehensive Examination
- A GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The MA in Clinical Psychology program requires the successful completion of 48 semester credit hours distributed as follows: core course requirements, 42 credit hours; and practicum and practicum seminar requirements, 6 credit hours. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination.

Please reference the table found later in this section, “Recommended Course Sequence for the Master of Arts in Clinical Psychology Program” for required course names and numbers.

Professionalization Group Requirements

These discussion groups for first-year students are led by a core faculty member and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The core faculty member leading the group will help students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student’s first-year academic experience.

Practicum Requirements

The master’s practicum is the primary mechanism of applied training and evaluation in the MA in Clinical Psychology program. Practicum training consists of supervised out-of-class contact with a clinical population that takes place within a healthcare 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 psychologist. Evaluation of student progress in practicum training focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes.

The faculty closely monitors academic and clinical development during all stages of progress throughout a student's graduate career. This monitoring, by both academic and clinical field training faculty, addresses the issue 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 at the institution. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

A primary goal of the master's in clinical psychology practicum training is the development, by means of supervised direct client contact, of competent clinicians who are able to deliver basic and effective assessment and therapeutic intervention skills. The refinement of criteria for clinical competency and assessment of competency are ongoing institutional concerns.

The master's practicum is a required 600-hour (minimum) training experience in the second year of the program. Practicum placement usually lasts nine months (September to June). Students spend 20 hours per week in an agency/program that is formally affiliated with the school. Of the 20 practicum hours per week, six to ten hours are spent in "direct service" as defined below. The remainder of the students' time is spent in "indirect service," supervision, and "training activities." Argosy University Atlanta places students in a wide variety of clinical field sites. All students enrolled in practicum are concurrently enrolled in a weekly practicum seminar led by a faculty member. The training site and seminar leaders evaluate students in writing once each semester, and the seminar leader assigns credit as "Credit" or "No Credit" basis.

Definitions

"Direct service" includes face-to-face provision of psychological services to individuals designated as clients by the agency/program.

"Indirect service" may include community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).

"Training activities" include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars, and co-therapy with senior mental health staff.

Restrictions

Students may not train in settings in which they are employed. Argosy University, Atlanta cannot provide compensation to the agency for the supervision and/or training of students. Each practicum takes place in a single agency.

Professional Liability Insurance

All students enrolled in practicum at Argosy University, Atlanta must be covered by professional liability insurance. Students purchase this insurance through the school. This is mandatory even if the student is otherwise insured. Payment for insurance is made through the Student Services Department at the time of practicum registration.

Practicum Prerequisites and Qualifications

In order for students to apply for practicum, they must be in good academic standing (GPA of 3.0 on a scale of 4.0) and have a plan to complete the practicum prerequisite courses prior to the beginning of the practicum. Students must not be on probation at the time of application to practicum or at the time the practicum begins. Students must remain off probation while on practicum. Students must also have been in attendance at Argosy University for a minimum of two semesters (may include summer with the approval of the program chair) before beginning practicum. Any exception to this rule must be approved by the program chair.

Students in the MA in Clinical Psychology program must have successfully completed or transferred the following courses in order to apply for a clinical practicum:

Practicum Prerequisites

PP6001	Individual Assessment (3)
PP6300	Counseling Theory (3)
PP7010	Lifespan Development (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7114	Professionalization Group III (1)
PP7311	Diagnostics and Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP8010	Cognitive Behavior Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)

The practicum in the MA in Clinical Psychology program is not intended to substitute for the PsyD in Clinical Psychology program Diagnostic Practicum or Therapy Practicum. MA in Clinical Psychology students who are accepted in the doctoral program in clinical psychology may not waive the doctoral-level practicum training.

Master's Practicum Seminar Requirements

All master's practicum students are required to attend a weekly practicum seminar throughout the academic year. The seminar leader typically conducts this seminar based upon one or more particular theoretical orientations and provides consultation to a group of six to eight students. Students must audiotape or videotape some or all of their sessions with clients. Students present audiotapes or videotapes of their work, and the group analyzes and critiques the therapy hour presented. The goal of the master's practicum seminar is the application of treatment models to specific cases. Emphasis is placed on teaching basic therapy and counseling skills.

For each semester, students in the master's therapy practicum are asked to submit to their practicum seminar leaders a tape of a therapy session, a typewritten transcript of the tape, a self-critique of the session, a treatment plan, and a description of the course of treatment.

Please refer to the ASPP at Argosy University, Atlanta *Clinical Psychology Training Manual* for a more detailed description of practicum requirements and guidelines. All students are responsible for being familiar with the information contained in the *Training Manual*.

Comprehensive Examination Requirements

Students in the MA in Clinical Psychology program are required to successfully complete a Comprehensive Examination. Students must take the Comprehensive Examination no later than the end of the fourth year after entering the program.

The material covered by the Comprehensive Examination reflects all coursework and material required of students in the program. The examination requires students to integrate the material into a form that demonstrates both mastery of the material and ability to organize what has been learned in a coherent and logical manner.

Comprehensive Examination Prerequisites

To sit for the Comprehensive Examination, students must have successfully completed all required courses and be concurrently enrolled in Master's Practicum II (PP6202). Courses that are transferred are considered successfully completed.

Students taking the Comprehensive Examination must be in good standing and have a GPA of at least 3.0 (on a scale of 4.0).

Please refer to the ASPP at Argosy University, Atlanta *Clinical Psychology Training Manual* for a more detailed description of the Comprehensive Examination requirements and guidelines. All students are responsible for being familiar with the information contained in the *Training Manual*.

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	
PP6300	Counseling Theory (3)	PP7365	Clinical Interviewing (3)	PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7010	Lifespan Development (3)	PP8010	Cognitive Behavioral Theory and Therapy (3)	PP7114	Professionalization Group III (1)
PP7311	Diagnostic Psychopathology (3)	PP8030	Psychodynamic Theory and Therapy (or summer semester) (3)		
PP6001	Individual Assessment (3)	PP7200	Statistics and Research Methods I (3)		
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

Fall Semester		Spring Semester		Summer Semester	
PP8060	Group Psychotherapy (3)	PP8660	Career Counseling (3)	Comprehensive Examination	
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)	PP8050	Family and Couples Therapy (3)		
PP6201	Practicum I (3)	PP6202	Practicum II (3)		

Course/Credit Transfer

Transfer of Courses/Credit from Other Institutions

The following is a list of courses that may not be transferred to Argosy University, Atlanta unless they are transferred from another Argosy University campus.

Non-Transferable Courses

PP6201	Master's Practicum I (3)
PP6202	Master's Practicum II (3)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7114	Professionalization Group III (1)
PP7365	Clinical Interviewing (3)

Master of Arts in Clinical Psychology Program — Argosy University, Chicago Program Overview

The Master of Arts (MA) in Clinical Psychology program has been designed to educate and train students to enter a professional career as master's-level practitioners. Argosy University, Chicago provides for its master's students an educational program with all the necessary theoretical and clinical elements that will allow them to be effective members of a mental health team. The program introduces students to basic clinical skills that integrate individual and group theoretical foundations of applied psychology into appropriate client interaction and intervention skills. This program can be completed in as little as two years and must be completed in five years.

In addition, the MA in Clinical Psychology program offers excellent preparation for those considering application to the Doctor of Psychology (PsyD) in Clinical Psychology program.

Program Affiliation

The MA in Clinical Psychology program is a member of the Council of Applied Master's programs in Psychology (CAMPP). Acceptance for membership in this body demonstrates the program's high standards for academic and clinical training.

Eligibility for Licensure

Graduates of the MA in Clinical Psychology program may wish to pursue licensure in Illinois as a Licensed Clinical Professional Counselor (LCPC). The program curriculum includes courses in each area of study required by the Department of Professional Regulation for master's-level licensure in Illinois. In order to qualify for the LCPC examination, graduates of the master's in Clinical Psychology program must complete two years of supervised clinical work after receiving the master's degree. For more information and application materials to apply for licensure in the state of Illinois, see the Department of Professional Regulation Web site at www.dpr.state.il.us. Additional information about Illinois licensure and other issues related to master's-level practice can be found at the Web site of the Illinois Mental Health Counselor's Association at: www.imhca.org.

Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in a state other than Illinois should contact that state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Web page: www.counseling.org.

Graduates of this program will be qualified for positions such as therapists and counselors. This program is offered in a traditional, but flexible format, with courses in the mornings, afternoons, and evenings.

Foundation Courses

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

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

Students who have not completed these courses prior to admission must complete them no later than the end of the first academic year, and before registering for a practicum. These courses provide an academic foundation for the clinical psychology curriculum, and offer perspectives that complement those of the program. Students failing to satisfactorily complete the five prerequisite courses or their equivalent prior to the completion of their first year of matriculation in the MA in Clinical Psychology program may be prevented from registering for practicum until the requirements are satisfied.

Argosy University, Chicago offers undergraduate courses in most of the above subject areas, which are available to first-year students periodically during the academic year.

Courses in psychological testing require the completion of a psychological assessment course, either before or concurrently with enrollment in the first testing course. An abnormal psychology course must be completed prior to enrolling in Health and Dysfunction I (PP7320).

Enrollment Requirements

Students have the option to maintain a full-time or part-time course load. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended by the faculty. Students may not register for more than 15 credit hours during the fall and spring terms and 9 credit hours during the summer terms without approval from the department.

Retaking Courses

Students who earn a grade below a "B-" in any course are required to retake the course.

Additional Requirements for Academic Progress

Students must make satisfactory academic progress toward a degree by maintaining a grade point average (GPA) of 3.0 (on a scale of 4.0). All students must complete the program within five years after entry into the program. Students must take the master's Therapy Practicum no later than the third year after entry into the program. Students who receive a grade below "B-" in a core course must retake the course during the next academic year or sooner. Students who have grades lower than "B-" in doctoral program core courses and are subsequently accepted into the PsyD in Clinical Psychology program will be required to retake those courses. Students who fail to fully pass the Comprehensive Exam after three administrations will be dismissed from the program.

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. Argosy University, Chicago retains the right to modify these requirements in accordance with the demands of the profession of psychology. See the "Recommended Course Sequence" table which follows for more information on when to complete specific courses.

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

- The total credit hours completed must include 42 semester credit hours of required courses and 6 credit hours (one academic year) of practicum.
- Successful completion of the Comprehensive Examination
- A GPA of at least 3.0 (on a scale of 4.0)
- Successful completion of 2 credit hours of Professionalization Group
- Completion of two Clinical Evaluation Conference tasks
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The MA in Clinical Psychology program requires the satisfactory completion of 50 semester credit hours distributed as follows: required courses, 36 credit hours; assessment elective requirement, 3 credit hours; intervention elective requirement, 3 credit hours; professionalization group requirements, 2 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Required Courses—Students Are Required to Take the Following

PP6025	Research and Program Evaluation (3)
PP6350	Group Theory (1)
PP7020	Child and Adolescent Development (3)
PP7080	Personal and Professional Development Group (2)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7320	Health and Dysfunction I (3)
PP7321	Health and Dysfunction II (3)
PP7349	Career Assessment and Counseling (3)
PP7365	Clinical Interviewing (3)
PP8050	Family and Couples Therapy (3)
PP8185	Social Psychology and Difference (3)
PP8470	Adult Development and Aging (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)

Required Courses—36 Credit Hours

Assessment Elective Requirement—Students Choose One of the Following

PP6001	Individual Assessment (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)

Assessment Elective Requirement—3 Credit Hours

Intervention Elective Requirement— Students Choose One of the Following

PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8040	Psychoanalytic Theory and Therapy (3)

Intervention Elective Requirement—3 Credit Hours

Professionalization Group Requirements— Students Are Required to Take the Following

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

Professionalization Group Requirement—2 Credit Hours

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

PP6201	Master's Therapy Practicum I (3)
PP6202	Master's Therapy Practicum II (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

Professionalization Group Requirements

During the first year in the MA in Clinical Psychology program, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through readings and discussions led by faculty members, students begin to develop professional identities and become familiar with current issues in clinical psychology. Professionalization Groups provide an environment where students can freely exchange concerns, questions, and issues relevant to their studies and future careers.

Practicum and Practicum Seminar Requirements

Students in the MA in Clinical Psychology program are required to complete 6 credit hours (one academic year) of practicum and practicum seminar. All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0) and have completed the academic planning, which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. Argosy University, Chicago faculty review all practicum applicants to determine their academic and clinical suitability. Students readiness is determined by the director of Clinical Training in consultation with the ASPP at Argosy University, Chicago faculty. No student may begin a practicum without having attended Argosy University, Chicago for a minimum of two semesters.

Comprehensive Examination Requirements

MA in Clinical Psychology program students take a Comprehensive Examination after completing the first 34 credit hours of coursework. The examination provides an opportunity for students to demonstrate critical and integrative thinking in response to essay-type questions developed by the master's in Clinical Psychology program faculty. The criteria for evaluation of the examination include breadth and depth of knowledge, integration and application of concepts, organization and clarity, and understanding of issues related to diversity and ethics.

Comprehensive Examination Prerequisites

In order to take the Comprehensive Examination students must meet the following criteria:

- Possess a GPA of 3.0 (on a scale of 4.0) and not be on probation
- Petition the program at the beginning of the fall semester prior to the examination
- Complete and/or waive all first-year courses listed in the curriculum outline in addition to Family and Couples Psychotherapy (PP8050) and Professional Issues, Ethics, Conduct and Law (PP7100).

Successful Completion of the Comprehensive Exam

The Comprehensive Examination consists of three sections (Case Conceptualization, Family Conceptualization, and Ethical/Legal Considerations). Students must pass all sections of the Comprehensive Exam to receive an overall grade of "Pass." Any section that the student does not pass, must be retaken during the summer I Comprehensive Exam. Students must receive a grade of "Pass" on all three section of the exam by the end of the summer I exam in order to receive a final "Pass" grade for the Comprehensive Exam. A final grade of "Fail" after the summer exam means that the student will have to retake the failed portions during the following school year. Failure to fully pass the Comprehensive Exam after three administrations (e.g. winter, spring, winter) will result in dismissal from the program.

Practicum Prerequisites

The following courses are practicum prerequisite courses and must be completed and/or transferred prior to beginning the practicum:

Practicum Prerequisites

PP7020	Child and Adolescent Development (3)
PP7080	Personal and Professional Development Group (2)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7320	Health and Dysfunction I (3)
PP7321	Health and Dysfunction II (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
–or–	
PP7371	Objective Personality Assessment (3)
–or–	
PP6001	Individual Assessment (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
–or–	
PP8020	Person-Centered and Experiential Theory and Therapy (3)
–or–	
PP8040	Psychoanalytic Theory and Therapy (3)
PP8185	Social Psychology and Difference (3)
PP8470	Adult Development and Aging (3)

The Clinical Training Department and the campus dean or program chair of the MA in Clinical Psychology program have the discretion to make decisions on whether a student would be allowed to seek a practicum or attend a practicum if these requirements have not been met successfully.

Please refer to the Argosy University, Chicago *Clinical Training Manual* for a more detailed description of practicum and practicum seminar requirements and guidelines. All students are responsible for being familiar with the information contained in the *Clinical Training Manual*.

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. 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 MA in Clinical Psychology program is printed in each *Registration Bulletin*.

Year One

Fall	Spring	Summer
PP7320 Health and Dysfunction I (3)	PP7321 Health and Dysfunction II (3)	PP7365 Clinical Interviewing (3) [formerly "Basic Intervention Skills"]
PP7020 Child and Adolescent Development (3)	PP8470 Adult Development and Aging (3) Intervention Elective (3)	
PP8185 Social Psychology and Difference (3)	Assessment Elective (3)	
PP7080 Personal and Professional Development Group (1)	PP7080 Personal and Professional Development Group [continues] (1)	
PP7110 Professionalization Group I (1)	PP7111 Professionalization Group II (1)	

Year Two

Fall	Spring	Summer
PP7100 Professional Issues: Ethics, Conduct and Law (3)	PP6025 Research and Program Evaluation (3)	PP8650 Assessment and Treatment of Substance Use Disorders (3)
PP8050 Family and Couples Therapy (3)	PP7349 Career Assessment and Counseling (3)	PP8207 Master's Therapy Practicum Carry-over (0)
PP6201 Master's Therapy Practicum I (3)	PP6202 Master's Therapy Practicum II (3)	
PP6350 Group Theory (1)		

Course/Credit Transfer

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

Between 34–37 of the 50 semester credit hours required in the MA in Clinical Psychology program transfer to the PsyD in Clinical Psychology program. The following courses do not count as transfer credit into the doctoral program:

Non-Transferable Courses

PP6001	Individual Assessment (3)
PP6025	Research and Program Evaluation (3)
PP6201	Master's Practicum I (3)
PP6202	Master's Practicum II (3)
PP6350	Group Theory (1)
PP7349	Career Assessment and Counseling (3)

Students who wish to transfer to the PsyD in Clinical Psychology program from the MACL program must apply for admission to the PsyD in Clinical Psychology program. Students who are admitted to the PsyD in Clinical Psychology must complete all Master of Arts in Clinical Psychology degree requirements before beginning the doctoral program.

Master of Arts in Clinical Psychology Program — Argosy University, Dallas Program Overview

The Master of Arts (MA) in Clinical Psychology program is designed to educate and train students to enter professional careers as master's-level practitioners. Argosy University, Dallas provides an educational program with all the necessary theoretical and clinical elements necessary for graduates to be effective members of a mental health team. The program introduces students to basic clinical skills that integrate individual and group theoretical foundations of applied psychology into appropriate client interaction and intervention skills. Additionally, it offers excellent preparation for those considering application to the PsyD in Clinical Psychology program.

Eligibility for Licensure

Graduates of the MA in Clinical Psychology program may wish to pursue licensure in Texas as a Licensed Psychological Associate (LPA). It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. For more information and application materials, please contact the Texas State Board of Examiners of Psychologists (333 Guadalupe, Tower 2, Room 450, Austin, Texas, 78701, 512.305.7700).

Faculty Advisement

Students are assigned an academic faculty advisor upon admission to the MA in Clinical Psychology program. Academic advisors are available to discuss matters related to professional development and progress in the program. Students are strongly encouraged to consult with their academic advisors when they have questions or problems in these areas.

Clinical Training Overview

Clinical training involves the supervised out-of-class student contact 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 of master's level clinical psychology practitioners. By the end of clinical training, Argosy University, Dallas students possess effective assessment and intervention skills, and practice in a highly ethical manner.

Foundation Courses

Applicants are expected to have completed the following undergraduate foundation courses, or their equivalents:

- Introduction to Psychology (3)
- Abnormal Psychology (3)
- or —
- Maladaptive Behavior and Psychopathology (3)
- Statistics or Research Methods (3)
- Two additional psychology courses (6 credit hours)

These courses provide a foundation for the required curriculum and offer perspectives and information that complement those of the clinical psychology program. Students who have not completed these courses prior to admission must do so no later than the end of the first year of enrollment. Students may not be eligible to register for certain courses in their program for which one or more of these courses serve as prerequisites.

Argosy offers online undergraduate courses in all of the above subject areas. Students who have completed one or more foundation courses after being admitted to the program must submit an official transcript documenting their completion to the Student Services Department.

Deferral Policy

An applicant admitted to Argosy University, Dallas who finds that pressing and unforeseen circumstances prevent him or her from matriculating during the semester for which he or she was admitted, may request a deferral of admission for up to one year from the semester for which he or she was admitted. A student who wishes to request a deferral should send a letter to the Admissions Department indicating his or her special circumstances, along with the required non-refundable tuition deposit, by the deadline indicated in the acceptance letter. If deferral is granted, an additional \$200 non-refundable deposit is required, for a total deposit of \$400.

Enrollment Requirements

Students in the MA in Clinical Psychology program have the option to maintain a full-time or part-time course load. Students are encouraged to register for a minimum of 6 credit hours each semester. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended by the faculty.

Additional Requirements for Academic Progress

Each student must make satisfactory progress toward their master's degree by maintaining a GPA of 3.0 (on a scale of 4.0), as well as proceeding through the course of study at a pace leading to completion within a maximum time period of five years.

The minimum accumulation of credit hours suggested for satisfactory progress 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	40 credit hours
End of Year Four	52 credit hours
End of Year Five	52 credit hours

Students who receive a grade below "B-" in a core course must retake this course no later than the end of the next calendar year. Core courses in the MA in Clinical Psychology program include all courses except the required psychotherapy courses.

Students who receive a grade below "B-" in a required psychotherapy course must either retake the same course or substitute the remaining option from the required psychotherapy courses in order to satisfy the program requirement. However, it is in the student's best interest to retake the same course, since only the second higher grade is used to calculate the cumulative grade point average. Also, students who are subsequently admitted to the doctoral program must receive a grade of "B-" or better in all required psychotherapy courses.

Graduation Requirements

To be eligible for graduation, students in the MA in Clinical Psychology program must successfully complete the following:

- 50 semester credit hours of coursework (including 6 credit hours of practicum and practicum seminar)

Program Requirements

The MA in Clinical Psychology program requires the successful completion of 50 semester credit hours distributed as follows: assessment requirements, 6 credit hours; clinical intervention and psychotherapy requirements, 12 credit hours; diversity requirement, 3 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirement, 3 credit hours; psychopathology requirements, 6 credit hours; statistics and research methods requirement, 3 credit hours; supervision and consultation requirement, 3 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Assessment Requirements—Students Are Required to Take the Following

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

Assessment Requirements—6 Credit Hours

Clinical Intervention and Psychotherapy Requirements—Students Are Required to Take the Following

- PP8010 Cognitive Behavioral Theory and Therapy (3)
—or—
PP8020 Person-Centered and Experiential Theory and Therapy (3)
PP8035 Basic Intervention Skills (3)

Students Choose Three of the Following

- PP7360 Introduction to Clinical Psychopharmacology (3)
PP8010 Cognitive Behavioral Theory and Therapy (3)
PP8020 Person-Centered and Experiential Theory and Therapy (3)
PP8030 Psychodynamic Theory and Psychotherapy (3)
PP8050 Family and Couples Therapy (3)
PP8060 Group Psychotherapy (3)

Clinical Intervention and Psychotherapy Requirements—15 Credit Hours

Diversity Requirement—Students Are Required to Take the Following

- PP8022 Exploring Diversity (3)

Diversity Requirement—3 Credit Hours

Ethics and Professional Conduct 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)

Ethics and Professional Conduct Requirements—5 Credit Hours

Note: Professionalization groups must be taken in the first two semesters of the student's enrollment

Human Development Requirement—Students Are Required to Take the Following

- PP7010 Lifespan Development (3)

Human Development Requirement—3 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

- PP7330 Child and Adolescent Psychopathology (3)
PP7501 Adult Psychopathology (3)

Psychopathology Requirements—6 Credit Hours

Statistics and Research Methods Requirement—Students Are Required to Take the Following

- PP7200 Statistics and Research Methods I (3)

Statistics and Research Methods Requirement—3 Credit Hours

Supervision and Consultation Requirement—Students Are Required to Take the Following

- PP7350 Consultation and Supervision (3)

Supervision and Consultation Requirement—3 Credit Hours

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

- PP6201 Practicum (3)
PP6202 Practicum Seminar (3)

Practicum and Practicum Seminar Requirements—6 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.

Practicum and Practicum Seminar Requirements

The practicum is an opportunity for Argosy University, Dallas students to work under supervision with a clinical population in a mental health delivery system. The practicum requires the student to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. The learning that takes place in such an environment will transfer to other clinical situations, and becomes an integral part of the foundation for sound clinical practice in the future.

Each practicum requires a minimum of 250 hours (500 over two sites—approximately 20 hours per week) of clinical training. Some practicum sites may require additional hours beyond this minimum requirement. It is expected that at least 75 hours of the practicum hours should involve direct service, including diagnostic or intervention sessions with clients, psychological evaluations, and preventive or outreach services. The practicum/seminar carries 3 credit hours per semester, or 6 credit hours per academic year. Some practicum sites require placement for 12 months per calendar year. All Argosy University, Dallas students enrolled in practicum attend a weekly one-hour practicum seminar led by a faculty member. A practicum may not be done in a student's place of employment, nor are practicum requirements waived.

Practicum Eligibility

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0), and have completed the academic planning which will allow for the following practicum prerequisite courses to be successfully completed prior to the beginning of the practicum (see following). Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the director of Clinical Training regarding their eligibility to continue practicum.

To be eligible for practicum, a student must have successfully completed (or transferred, if applicable) the following courses:

Practicum Prerequisites

PP7010	Lifespan Development (3)
PP7110	Professionalization Group I (1)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7111	Professionalization Group II (1)
PP7330	Child and Adolescent Psychopathology (3)
PP7370	Cognitive Assessment (3)
PP7365	Clinical Interviewing (3)
PP7371	Objective Personality Assessment (3)
PP7501	Adult Psychopathology (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
–or–	
PP8020	Person-Centered and Experiential Theory and Therapy (3)

All students enrolled in a practicum also must attend a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar series varies according to the practicum setting and focus of the enrolled students

Course/Credit Transfer

Transfer of Courses/Credit to the Master of Arts in Clinical Psychology Program From Other Institutions

Students who have completed graduate coursework at another institution may petition for transfer of courses into the MA in Clinical Psychology program up to a maximum of 15 credit hours (five courses). For a course to be considered eligible for transfer, the following conditions must be met:

- Course descriptions and syllabi must demonstrate that the course taken by the student is identical to the Argosy University, Dallas course in content, skill areas, and rigor.
- The course must be from a regionally accredited institution and must have been taken within five years of the date applied for transfer credit (unless using them as part of employment and can verify competence in some objective way).
- The student must meet a grade requirement of “B” or better for all courses, with a grade requirement of “A” for skills courses (see courses that may transfer after additional review).
- Syllabi must accompany course descriptions to assist faculty in evaluating the courses.
- Assessment courses will only be considered for transfer credit under unique circumstances and evidence indicating a student has an expert level of proficiency in test administration and interpretation. A sample protocol and report must accompany an application to transfer assessment credit.
- All transfer credit decisions are final

The following is a list of courses that may transfer upon demonstration that the student learned the identified skill in addition to learning about the topic. These courses must have either a skills component noted in the syllabus and/or a sample report attached. The student also must have earned a grade of “A” in the skills course.

Courses that May Transfer After Additional Review

PP7370	Cognitive Assessment*
PP8010	Cognitive Behavioral Theory and Therapy
PP8020	Person-Centered and Experiential Theory and Therapy
PP8030	Psychodynamic Theory and Therapy [no skills component necessary, grade requirement of “A” in course].
PP8050	Family and Couples Therapy
PP8060	Group Psychotherapy

* Students must demonstrate evidence of expertise through a combination of experience, training and demonstration through sample protocol, related assessment report and practice demonstration.

Following is a list of courses that will not be reviewed for transfer.

Non-Transferable Courses

PP6201	Practicum (3)
PP6202	Practicum Seminar (3)
PP7100	Professional Issues: Ethics, Conduct, and Law
PP7200	Statistics and Research Methods I (3)
PP7365	Clinical Interviewing (3)
PP8022	Exploring Diversity (3)
PP7371	Objective Personality Assessment

All course transfer requests must be submitted to the Student Services Department before or during the first semester of enrollment in the program. Transfer Request Forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request. If approved, the transferred course and credits will appear on the student’s transcript as a “transfer course” under the corresponding course number and title.

Transfer of Courses/Credit from Another Argosy University Campus

Students who transfer from one Argosy University campus to another may receive credit for a course taken at the original campus, if the course is substantially similar (80 percent or more) to the one offered at the transfer campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial. Students at Argosy University, Dallas who wish to submit course transfer requests for courses taken at another Argosy University campus must do so before or during the first semester of enrollment at Argosy University, Dallas.

Transfer of Courses/Credit to the

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

All courses successfully completed in the MA in Clinical Psychology program that are also required in the PsyD in Clinical Psychology curriculum will be applied toward that degree program. Other coursework completed in the MA in Clinical Psychology program will be considered for transfer to the doctoral program on a case-by-case basis.

**Master of Arts in Clinical Psychology Program —
Argosy University, Denver
Program Overview**

The Master of Arts (MA) in Clinical Psychology program is designed to meet the needs of both those students seeking a terminal degree at the master's level and those who eventually plan to pursue a doctoral degree. The master's degree provides students a strong clinical orientation as well as an emphasis in psychological assessment.

The MA in Clinical Psychology program at the Argosy University, Denver offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree. The program can be completed on a part-time basis. Admission to the master's program or completion of the master's degree does not guarantee admission to the Doctor of Psychology (PsyD) in Clinical Psychology program at Argosy University, Denver. If admitted to the doctoral program, however, most master's-level coursework taken at Argosy University, Denver will apply toward the PsyD in Clinical Psychology program at Argosy University, Denver.

Program Goals and Objectives

The MA in Clinical Psychology program has been designed to educate and train students so that they might either be prepared to enter a doctoral program in clinical psychology or enter a professional career as master's-level practitioners. The program provides a strong background in assessment and introduces students to basic clinical interventions skills. Students also receive an introduction to scientific methodology and the bases of scientific psychology. Specific objectives of the program include:

Entry-level preparation of practitioners of psychology capable of ethically delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment.

- Students will know the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice or as a bases for entry into a doctoral program.
- Students will learn to value diversity (broadly defined as issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, and social economic status) and be able to work effectively with diverse clients.
- Students will gain an entry-level understanding of the principles of assessment as well as understand and competently use specific techniques.
- Students will develop a competency in at least two theoretical orientations and be able to apply therapeutic techniques derived from these orientations to clients. Additionally, students know how to monitor their professional activities and guide their actions in accordance to the professions' ethical standards.

Entry-level preparation of practitioners of psychology who understand the bases of scientific psychology.

- Students will know the current body of knowledge in developmental psychology and at least one other bases of human functioning (e.g., including biological aspects of behavior, cognitive/affective aspects of behavior, and historical and philosophical context of psychology).

Entry-level preparation of practitioners of psychology who are able to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance applications of psychology.

- Students demonstrate an entry-level proficiency in being able to critically evaluate the existing theoretical and research literature in psychology.

Graduates will, at an entry-level, evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance their practice.

Foundation Courses

Argosy University, Denver requires applicants to successfully complete, with a "C" or better, five undergraduate courses that serve as a basic foundation for program coursework. Several of these courses serve as direct prerequisites to Argosy University, Denver courses. The five foundation courses are listed below:

General Psychology*
Abnormal Psychology* or Maladaptive Behavior*
Psychological Assessment** or Tests and Measurements**
Personality Theory
Statistics or Research Methods

* These courses must be completed prior to the first semester of study.

** This course must be completed prior to the first assessment course (PP7370).

The remaining courses must be completed no later than the end of the first academic year of enrollment. Missing foundation courses may prohibit students from enrolling in the required first-year curriculum that, in turn, may delay the start of practicum. Additionally, students who plan to enroll full-time may be unable to do so every semester if all foundation courses are not completed prior to matriculation. This may have implications for financial aid and for international student's visa status.

Enrollment Requirements

Students must be continuously enrolled for the duration of their program.

Additional Requirements for Academic Progress

In order to remain on track for degree completion within the maximum five-year time frame allotted, students are expected to complete credit hours according to the suggested incremental time frame table below.

Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	47 credit hours

Student Advisement

Faculty Advisors

Faculty members serve as advisors to those students who have been or are in their Professionalization Groups. Faculty advisors are available for consultation on student professional development, academic/training progress, and other Argosy University, Denver professional issues.

Students are required to meet with their faculty advisors at least once each semester, usually once following receipt of grades and again for purposes of registration. Students are encouraged to meet as often as necessary with their advisors to review their progress through the program and to discuss their performance in classes, seminars, and training sites. Faculty will file a memo in the student's academic file indicating the date of the meeting and, if appropriate, a summary of the meeting. Add/Drop Request Forms require faculty advisor signatures.

Students are required to meet with their faculty advisor when directed to do so by the Student Professional Development Committee (SPDC). This would occur when a student is experiencing academic, clinical, or personal difficulties.

Changing Faculty Advisors

A student may initiate a request for a change of advisor only after completing one full academic year. If a student wishes to change advisors, she or he should discuss this with the current advisor and the prospective advisor. If all parties agree to the change, the student must then obtain, complete, and return a Change of Status Form to the Office of the Registrar with signatures from the student, the original advisor, and the new advisor.

Mentor Program

The Argosy University, Denver Admissions Department, with the clinical psychology program's Student Support Committee, coordinates a peer-mentoring program for the Clinical Psychology Department in which first-year students are matched with advanced students to provide advisement and emotional support.

Graduation Requirements

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

- The satisfactory completion of 47 semester credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 40 credit hours of required courses
 - 6 credit hours (one year) of practicum and practicum seminar
 - Satisfactory completion of an Integrative Paper for 1 credit hour
- A grade point average of at least 3.0 on a scale of 4.0 with no more than two grades below "B-"
- Completion of the master's Clinical Presentation Evaluation
- A completed Petition to Graduate submitted to campus administration

Writing Program

All students will participate in a writing assessment during their incoming orientation. Students will receive feedback regarding writing skills. This feedback may include a requirement or recommendation to complete a professional writing course (e.g., W5099). Faculty can recommend the course or another writing development option to students. If a student receives two such

recommendations from faculty, then he or she will be required to take the course or an approved alternative the semester after they are notified of the requirement.

Program Requirements

The MA in Clinical Psychology program requires the satisfactory completion of 47 semester credit hours, distributed as follows: assessment requirements, 11 credit hours; bases course requirements, 3 credit hours; individual differences requirements, 9 credit hours; intervention requirements, 12 credit hours; methodology requirement, 3 credit hours; professional issues requirements, 2 credit hours; practicum requirements, 6 credit hours; and integrative paper requirement, 1 credit hour.

Assessment Requirements—Students Are Required to Take the Following

PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (4)
PP7520	Personality Assessment (4)

Assessment Requirements—11 Credit Hours

Bases Course Requirements—Students Are Required to Take One of the Following

PP7000	History and Systems (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)

Bases Course Requirements—3 Credit Hours

Individual Differences Requirements—Students Are Required to Take the Following

PP7010	Lifespan Development (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7501	Adult Psychopathology (3)

Individual Differences Requirements—9 Credit Hours

Intervention Requirements—Students Are Required to Take the Following

PP6450	Foundations of Clinical Interventions (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)

Students Choose One From the Following

PP8030	Psychodynamic Theory and Therapy (3)
—or—	
PP8050	Family and Couples Therapy (3)
—or—	
PP8060	Group Psychotherapy (3)
—or—	
PP8037	Principles and Practice of Psychotherapy (3)

Intervention Requirements—12 Credit Hours

Methodology Requirements—Students Are Required to Take the Following

PP7200	Statistics and Research I (3)
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Methodology Requirements—3 Credit Hours

Professional Issues Requirements—Students Are Required to Take the Following

PP6400	MA Professionalization Group (1) <i>[taken for two semesters]</i>
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Professional Issues Requirements—2 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

PP6201	Master's Practicum I* (3)
PP6202	Master's Practicum I* (3)

Practicum Requirements—6 Credit Hours

Integrative Paper Requirements—Students Are Required to Take the Following

PP6011	Integrative Paper (1)
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Integrative Paper Requirements—1 Credit Hour

Optional Courses (Year Two)

PC6600	Career and Lifestyle Development** (3)
PC6000	Counseling Theory** (3)
PP7373	Integrative Assessment† (3)
PP7100	Professional Issues: Conduct, Ethics & Law** † (3)
PP8050	Family and Couples Therapy** † (3) <i>[If not taken to meet Intervention Requirement]</i>
PP8060	Group Counseling** † (3) <i>[If not taken to meet Intervention Requirement]</i>

* Practicum and corresponding seminar require concurrent enrollment.

** These courses not all required for the completion of the degree, but are suggested for students who are interested in pursuing licensure in Professional Counseling.

† These courses not required for the completion of the degree, but are suggested for students who plan to move from the Master of Arts in Clinical Psychology program to the Doctor of Psychology in Clinical Psychology program.

Professionalization Group Requirements

The Professionalization Group, which meets on a weekly basis during the first and second semester, will provide first-year students with important direction and assistance as they begin their education and training. This group assists students with an orientation to the field as well as an introduction to key issues in the training and development.

Practicum and Practicum Seminar Requirements

The practicum is the first opportunity provided to Argosy University, Denver students for clinical field training. The student will have the opportunity of working under supervision with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is an additional fee added to each practicum.

The practicum is a required 600-hour training experience that takes place during an academic year, beginning in September and concluding in June. The practicum is treated as a course and with the practicum seminar carries 3 credit hours per semester or 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor is any student excused from the practicum requirements. Students who come to Argosy University, Denver with extensive clinical backgrounds may be placed in practicum sites in areas where they do not have previous experience and where they have an interest.

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly through the fall and spring semester 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 varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member. All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on scale of 4.0 and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum.

No student may begin a practicum without being in attendance at Argosy University, Denver for a minimum of two semesters. To be eligible to begin the practicum, the student must have successfully completed the following:

Practicum Prerequisites

PP6450	Foundations of Clinical Interventions (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)

Practicum and Probation

Students must not be on probation at the time of application to practicum, and at the time practicum begins. Students must remain off probation while completing practicum. Students placed on probation or who become eligible for probation during practicum will be withdrawn from practicum for that year.

Permission to apply for practicum at times other than the normal times may be approved by the program chair upon recommendation from the director of Clinical Training. Such application is on a space available basis and must meet all other practicum and curricular requirements.

In cases when the director of Clinical Training or program faculty has reservations about a student's readiness for practicum, the director of Clinical Training will discuss the situation with the student and the student's advisor. In those cases where there is a shared concern among the student's mentors, a plan of remediation, to be implemented prior to the clinical training in question, will be designed by the Clinical Training Committee and forwarded to the SPDC.

Procedures for Practicum Remediation

Requests for remediation within the ordinary time frame of the practicum can be handled informally under the coordination of the director of Clinical Training. Such a request might come from any relevant practicum personnel such as site supervisors and/or seminar leaders of Argosy University, Denver. The Clinical Training Committee reviews practicum students who need remediation in clinical training. The director of Clinical Training institutes meetings to clarify whether the problem areas exist and to specify the nature of the problems. When the review is complete and specific problems have been identified, the director of Clinical Training formulates a written plan describing specific problem areas and the recommended remediation strategies. The plan is presented to the Clinical Training Committee for its approval and then forwarded to the SPDC for approval and implementation.

At any point in this process, the student may request to meet with the Clinical Training Committee. The student may submit written materials and/or bring a support person. The Clinical Training Committee may also require that a student in need of remediation meet with the committee so that the committee has all pertinent information.

If the remediation includes additional training, a remedial practicum may be required. In such cases, the director of Clinical Training will amend the previously approved remediation plan with a learning contract. The contract will address how the training site will afford opportunities to deal with the identified problem areas. The contract will be developed when a site is determined and in consultation with the Clinical Training Committee, the student and relevant site personnel. Once approved by the Clinical Training Committee, the contract will be forwarded to the Student Professional Development Committee.

Based on a thorough assessment of problem areas and on the advisement of the director of Clinical Training, the Clinical Training Committee may recommend that a student be dismissed from the school. The Clinical Training Committee will formulate a written summary of problem areas and a detailed rationale for the dismissal recommendation. The dismissal recommendation is forwarded to the SPDC for final review and action. Final decisions by the SPDC for dismissal are then forwarded to the Student Conduct Committee (SCC) for final action.

Practicum Description

The goal of the practicum is to correlate students' field experience with attained levels of academic experience. The practicum is focused on assessment, diagnosis, and intervention in keeping with the overall emphases of the Argosy University, Denver master's in Clinical Psychology program.

Relationship of Master's- and Doctoral-Level Practicum

The master's practicum is not equivalent to the practicum in the doctoral program. Students who enroll subsequently in the doctoral program will have to take both the doctoral Practicum I and II sequence.

Evaluation of Student Progress

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, clinical skills, and professional attitudes. A thorough review of site and seminar evaluations is conducted by the Clinical Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

Student Evaluation

Students must meet the same standards of conduct as outlined for the Doctor of Psychology in Clinical Psychology program. Master's in clinical psychology students are evaluated by the same Student Professional Development Committee and in the same manner as the doctoral students.

Clinical Presentation Evaluation Requirements

For the master's student, the Clinical Presentation Evaluation (CPE) is a competency-based examination designed to evaluate the student's mastery of basic clinical skills. The master's CPE assesses competencies in assessment, case formulation, psychotherapy planning, and implementation.

Students should be capable of demonstrating clinical competence both conceptually and in application. Students prepare to demonstrate their competency by integrating classroom theoretical work, practice gained in class, clinical field training at their practicum and the practicum seminars. Therefore, passing the seminar and site evaluation do not guarantee a passing grade on the CPE.

To be eligible to take the CPE, a student must be in good standing, have a GPA of 3.0 on a scale of 4.0, not be on probation, and must be enrolled in the master's practicum sequence. The master's CPE is composed of the formulation of a psychotherapy case and analysis of an associated session. The student should use a theoretical orientation represented by one of the intervention courses in the MA in Clinical Psychology program or a treatment framework used by the practicum agency.

This competency is demonstrated during the spring semester of the master's practicum. The student demonstrates this competency by successfully completing three related tasks:

- *Observational Component* The practicum seminar leader observes the student performing a psychotherapy session and judges whether the student is demonstrating competency in maintaining a therapeutic relationship and in carrying out interventions appropriate to the treatment framework and the issues presented in the session. The seminar leader may directly observe the student interview a client or the student may submit a video or audiotape of an interview with a verbatim transcript. With approval of the director of Clinical Training, a role-played interview with a faculty member may be substituted for a client interview.
- *Written Component* The seminar leader reviews the student's written report of the observed case as well as the student's self-critique of the interview with the client and judges whether the report demonstrates competency in understanding the client's presenting problem, case formulation, and analysis of the therapeutic process.
- *Oral Presentation* The student presents the case in the practicum seminar and fields questions from seminar members. The seminar leader judges whether the student can present a case in a cogent, organized manner, integrate essential information, and provide thoughtful answers to questions in the seminar. While the student may be supervised on the case presented, she or he must not be supervised on the particular interview presented for the CPE. The interview, case formulation, and analysis of the session should offer a view of the student's independent clinical work. The interview should last no more than 60 minutes.

In the event that the student fails the CPE, feedback will be provided and the student will be given a second opportunity to demonstrate competence using a different case. Failure to demonstrate competency on the second case is grounds for dismissal from the program and the student will be referred to the SPDC.

Integrative Paper Requirements

As part of the requirements for the Master of Arts in Clinical Psychology program, each student is required to complete the Integrative Paper (IP). The IP is designed to evaluate the student's ability to independently present and integrate psychological literature. The paper consists of an in-depth review, summary, and integration of the current literature on an approved topic. Each student must register for the 1-credit hour course Integrative Paper (PP6011). This course is graded on a "Credit" or "No Credit" basis, credit being granted upon approval of the paper.

Recommended Course Sequence for the Master of Arts in Clinical Psychology Program

Student progress through the Master of Arts in Clinical Psychology program at Argosy University, Denver 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 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. This catalog and registration materials contain the prerequisites for any given course.

Terminal Master's Degree

Year One

Fall Semester	Spring Semester	Summer Semester
PP7501 Adult Psychopathology (3)	PP7010 Lifespan Development (3)	PP6450 Foundations of Clinical Interventions (3)
PP7365 Clinical Interviewing (3)	PP8010 Cognitive Behavioral Theory and Therapy (3)	PP7330 Child and Adolescent Psychopathology (3)
PP7370 Cognitive Assessment (4)	PP7520 Personality Assessment (4)	
PP6400 MA Professionalization Group (1)	PP6400 MA Professionalization Group (1)	

Year Two

Fall Semester	Spring Semester	Summer Semester
PP7200 Statistics and Research Methods I (3)	PP6202 Master's Practicum II (3) [Complete CPE]	Intervention Elective (3) –or– Bases Course (3) [Plus Possible PC elective(s)]
PP6201 Master's Practicum I (3)	Intervention Elective (3) –or– Bases Course (3) [Plus Possible PC elective(s)]	
PP7340 Issues in the Assessment & Treatment of Diverse Populations (3)	Integrative Paper (1)	

Master of Arts in Clinical Psychology Degree Embedded into the Doctor of Psychology in Clinical Psychology Program

Master of Arts in Clinical Psychology students interested in applying for the PsyD in Clinical Psychology program should follow the following course sequence:

Year One

Fall Semester	Spring Semester	Summer Semester
PP7501 Adult Psychopathology (1)	PP7010 Lifespan Development (3)	PP8037 Principles and Practice of Psychotherapy (3)
PP7365 Clinical Interviewing (3)	PP8010 Cognitive-Behavioral Theory and Therapy (3)	PP7330 Child and Adolescent Psychopathology (3)
PP7370 Cognitive Assessment (4)	PP7520 Personality Assessment (4)	PP6450 Foundations of Clinical Interventions (3)
PP6400 MA Professionalization Group (1)	PP6400 MA Professionalization Group (1)	

Year Two

Fall Semester	Spring Semester	Summer Semester
PP6201 Master's Practicum I (3)	PP6202 Master's Practicum II (3)	PP7373 Integrative Assessment (3)
PP7200 Statistics and Research Methods I (3)	PP7040 Cognition & Affective Processes (3)	PP8050 Family and Couples Therapy (3)
PP7340 Issues in the Assessment & Treatment of Diverse Populations (3)	PP7201 Statistics and Research Methods (3)	
	Integrative Paper (1)	

Course/Credit Transfer

Course/Credit Transfer from Another Argosy University

In addition to the institutional requirements, Argosy University, Denver requires that all graduate work submitted for transfer be completed within the last five years. If coursework was completed more than five years prior to admission, then the student must provide evidence that he or she has remained current with the course's subject area (e.g., attendance of continuing education workshops, supervision). Students may only transfer a total of 15 semester credit hours.

The following is a list of other courses that may not be transferred to Argosy University, Denver, unless the courses were taken within the Argosy University system and the course numbers are identical:

Non-Transferrable Courses

PP6201	Master's Practicum I (3)
PP6202	Master's Practicum II (3)
PP7330	Child and Adolescent Psychopathology (3)
PP6400	MA Professionalization Group (3)
PP6450	Foundations of Clinical Interventions (3)
PP7501	Adult Psychopathology (3)

Two or more courses may be combined to transfer to one Argosy University, Denver course, if all other conditions are met. The total number of credit hours of the courses submitted for transfer must meet or exceed the total number of hours for the courses being transferred. Students requesting to transfer Cognitive Assessment (PP7370) or Personality Assessment (PP7520) must have both an approved course that meets the course transfer requirements and must pass a competency examination.

Students wanting to transfer credit, should complete a Course Transfer Form for each course and submit to the Office of the Registrar. The Office of the Registrar will do an initial review and forward to appropriate faculty for decision. Students will be notified of faculty decision and approvals will be recorded on transcript. If the request is denied, all material will be returned to student. Students may resubmit with additional information.

Master of Arts in Clinical Psychology Program — Argosy University, Hawai'i

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 Argosy University, Hawai'i. The faculty is committed to mentoring students who will provide effective and relevant services to underserved populations.

Specific program outcomes of the Master of Arts in Clinical Psychology program include the following:

- Students will demonstrate an understanding of the foundational information of clinical psychology during relevant courses and practicum, by restating, describing, and explaining that information, through activities and assignments and examinations.
- Students will demonstrate the ability to consider, judge, select and apply appropriate psychotherapeutic techniques during relevant courses and practicum by comparing and contrasting therapeutic options, defending and critiquing their selections and implementing their choices appropriately with diverse clients.
- Students will demonstrate their knowledge of and competence in addressing, the needs, values and experiences of people from diverse, or underserved or marginalized subpopulations during relevant courses and practicum by recognizing and distinguishing people from such subpopulations, differentiating their experiences and prioritizing their needs.
- In support of their lifelong learning, students will demonstrate the ability to critique, draw conclusions from, and apply clinically the existing and evolving body of knowledge and methods in the practice and science of psychology.
- Students will demonstrate their understanding, and correct application of the APA Code of Ethics as that code applies to themselves and to other professionals during all interactions with students, staff and faculty, and in all courses and practicum by anticipating ethical dilemmas, consider potential solutions, and initiating consultation as need, to create ethical solutions.

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.

Foundation Courses

Argosy University, Hawai'i graduate programs in clinical psychology requires the successful completion (grade of "B-" or better) 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

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 have temporarily withdrawn from the University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students 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	32 credit hours
End of Year Two	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 Intervention 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 Graduate Academic Writing (W5099) or ESL Writing Skills (W5098) 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 and/or the Writing Referral Form.

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)
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 concludes 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 enrolled in practicum must be concurrently enrolled in a practicum seminar class, which meets weekly throughout the academic year (fall, spring, and summer I). Concurrent enrollment in practicum seminars is mandatory.

Note: Students who are placed in a 12 month practicum must enroll in practicum seminar class during the summer II term.

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 Student Professional Development Committee (SPDC) to develop a remediation plan.

In cases of non-academic training difficulties, the student may be referred to the SPDC 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 four areas:

- Theoretical and empirical knowledge
- Clinical skills
- Professional attitudes and behaviors
- Ethics and values

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 director of Practicum Training, 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 Evaluation Conference Requirements

The Clinical Evaluation Conference (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 first CEC takes place in conjunction with the Clinical Interviewing course during the fall semester of the first year. The second CEC takes place in conjunction with the Master's Therapy Practicum Seminar during the summer I 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 SPDC 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* (3)	PP7371 Objective Personality Assessment* (3)	PP7100 Professional Issues: Ethics, Conduct, and Law* (3)
PP7045 Psychopathology* (3)	PP7010 Lifespan Development* (3)	PP7342 Evaluation and Treatment of Diverse and Marginalized Populations (3)
PP7365 Clinical Interviewing** (3)	PP7051 Biological Bases of Behavior (3)	
PP7040 Cognition and Affective Processes (3)	PP8030 Psychodynamic Theory and Therapy* (3)	
PP7110 Professionalization Group I** (1)	PP7111 Professionalization Group II** (1)	

Year Two

Fall Semester	Spring Semester	Summer Semester
PP6011 MA Integrative Paper† (1)	PP6012 MA Project Seminar II† (1)	PP6206 MA Intervention Practicum and Seminar II—Extended† (0)
PP6204 MA Intervention Practicum and Seminar I† (3)	PP6205 MA Intervention Practicum and Seminar II† (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)	

* 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.

† Course cannot be waived.

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)
PP7365	Clinical Interviewing (3)

Students who wish to transfer Cognitive Assessment (PP7370), Objective Personality Assessment (PP7371), and Projective Personality Assessment (PP7372) 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 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 Clinical Psychology Program — Argosy University, Phoenix Program Overview

The Master of Arts (MA) in Clinical Psychology program is designed to educate and train students to enter professional careers as master's-level practitioners. Argosy University, Phoenix provides an educational program with all the necessary theoretical and clinical elements that will allow graduates to be effective members of a mental health team. The program introduces students to basic clinical skills that integrate individual and group theoretical foundations of applied psychology into appropriate client interaction and intervention skills. Additionally, it offers excellent preparation for those considering application to the Doctor of Psychology in Clinical Psychology program.

Specific objectives of the program are:

- Students will demonstrate the delivery of effective assessment services in a manner consistent with professional standards, by identifying the strengths and problems of clients and accurately communicating findings in a professional manner.
- Students will demonstrate competence in the delivery of effective interventions in a manner consistent with professional standards, by utilizing a theoretical model and applying appropriate therapeutic interventions.
- Students will demonstrate competence in application of the relevant body of knowledge in the areas of psychology that form the foundation of psychological practice, by applying relevant concepts to their clinical practice.
- Students will demonstrate competence in relationship skills, by working effectively with clients, colleagues, supervisors and others.
- Students will demonstrate competence in providing professional services to clients from diverse backgrounds by integrating information about and appreciation of diversity into assessment and intervention.

Eligibility for Certification

Graduates of the MA in Clinical Psychology program may wish to pursue certification in Arizona as a Certified Professional Counselor (CPC). Additional coursework from the Mental Health Counseling program is required to qualify for certification. Upon completion of educational requirements, 3200 hours of post-master's supervised practice is required. For more information and application materials please contact the Arizona State Board of Behavioral Health Examiners, 1400 W. Washington, Suite 350, Phoenix, AZ 85007, 602.542.1882.

Master's-level certification or licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in states other than Arizona should contact their state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Web page: www.counseling.org.

Foundation Courses

Applicants should have completed the following five foundation courses, or their equivalent, with a grade of "C-" or better:

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

These courses provide a foundation for the required curriculum and offer perspectives and information that complement those of the clinical psychology program. Students who have not completed these courses prior to admission must do so no later than the end of the first year of enrollment, and receive a grade

of “C-” or better. Students may not be eligible to register for certain courses in their program for which one or more of the foundation courses serve as prerequisites.

Argosy University offers undergraduate courses in all of the above subject areas online. Students who have completed one or more foundation courses after being admitted to the program must submit an official transcript documenting their completion to the Student Services Department. Students may also choose to fulfill the requirements for these courses (except the statistics course) by independent reading and passing an equivalency exam. The exams are offered at the beginning of each semester and consist of 200 multiple-choice questions. A passing score is 140. Students will be allowed to take an exam twice, and if they have not successfully passed the exam on the second attempt, they will be required to take a course to fulfill the foundation course requirement.

Students who have not completed the foundation course requirements by the end of their first year after matriculation in the program may not be allowed to register for program courses until the requirement is completed.

Enrollment Requirements

Students in the MA in Clinical Psychology program have the option to maintain a full-time or part-time course load. Students are encouraged to register for a minimum of 6 credit hours each semester. The most effective way of achieving the program’s objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended by the faculty.

Additional Requirements for Academic Progress

Each student must make academic progress toward their MA in Clinical Psychology degree by maintaining a GPA of 3.0 (on a scale of 4.0). A grade of “No Credit” (“NC”) is considered a grade lower than “B-” for purposes of academic warning, dismissal, or academic standing matters other than calculation of GPA. This applies to all courses that are graded as “Credit/No Credit” (“CR/NC”) [See “Retaking Courses,” in the text which follows]. Students must proceed through the course of study at a pace leading to completion within a maximum time period of five years.

The suggested incremental time frame completion rates are as follows:

Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	50 credit hours

Students taking an approved temporary withdrawal from the University will have the maximum time frame for completion of the program extended for the length of temporary withdrawal. The leave period will not be counted in the determination of the student’s year in the program.

Retaking Courses

Students who receive a grade below “B-” in a core course must retake this course no later than the end of the next calendar year. Core courses in the MA in Clinical Psychology program include all courses except the required psychotherapy courses.

Students who receive a grade below “B-” in a required psychotherapy course must either retake the same course or substitute the remaining option from the list of four required psychotherapy courses in order to satisfy the program requirement. However, it is in the student’s best interest to retake the same course, since only the second higher grade is used to calculate the cumulative grade point average. Also, students who are subsequently admitted to the PsyD in Clinical Psychology program must receive a grade of “B-” or better in all four of the required psychotherapy courses.

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.

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

- 50 semester credit hours, which must be successfully completed by the end of the fifth year of matriculation.
The total credit hours must include:
 - 44 credit hours of required courses
 - 6 credit hours of practicum and practicum seminar
- Passing grades (“CR”) for Practicum I and II, and Professionalization I and II
- Successful completion of the Clinical Presentation Evaluation (CPE)
- GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

Writing Program

The Writing program was created in order to help students master the skills of writing psychological reports and research papers in an accurate, informational and professional manner. All new students are required to complete a writing assessment at the time of orientation in order to evaluate their writing skills and needs in such areas as organization, clarity, and professional writing style. Based on the results of the writing assessment, students may be required to enroll in a tutorial in the writing program, where they will work one-on-one with an advanced student in developing their skills. In addition, a student will be required to take the writing tutorial under any of the following conditions: any instructor indicates that it is required, two instructors recommend it during the same semester, or three recommendations from instructors accumulate over more than one semester. The writing tutorial may be required more than once.

The student instructors work closely with the faculty in order to link the writing program to the actual work requirements of the classes in which the student is enrolled.

All students have the option of voluntarily enrolling in the Professional Writing Tutorial at any time. The tutorial does not count toward the credit hours required for graduation, though students are encouraged to take it if a writing assistant/tutor is available.

Program Requirements

The MA in Clinical Psychology program requires the satisfactory completion of 50 semester credit hours distributed as follows: assessment requirements, 6 credit hours; clinical intervention and psychotherapy requirements, 18 credit hours; consultation and supervision requirements, 3 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 3 credit hours; psychopathology requirements, 6 credit hours; statistics and research methods requirements, 3 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Assessment Requirements—Students Are Required to Take the Following

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

Assessment Requirements—6 Credit Hours

Clinical Intervention and Psychotherapy Requirements—Students Are Required to Take the Following

- PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)
PP8020 Person-Centered and Experiential Theory and Therapy (3)
PP8036 Basic Assessment and Intervention Skills (3)

Students Choose Three From the Following

- PP8010 Cognitive Behavioral Theory and Therapy (3)
PP8030 Psychodynamic Theory and Therapy (3)
PP8050 Family and Couple Therapy (3)
PP8060 Group Psychotherapy (3)

Clinical Intervention and Psychotherapy Requirements—18 Credit Hours

Consultation and Supervision Requirements—Students Are Required to Take the Following

- PP7350 Consultation and Supervision (3)

Consultation and Supervision Requirements—3 Credit Hours

Ethics and Professional Conduct 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)

Ethics and Professional Conduct Requirements—5 Credit Hours

Human Development Requirements—Students Are Required to Take the Following

- PP7010 Lifespan Development (3)

Human Development Requirements—3 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

- PP7330 Child and Adolescent Psychopathology (3)
PP7501 Adult Psychopathology (3)

Psychopathology Requirements—6 Credit Hours

Statistics and Research Methods Requirements—Students Are Required to Take the Following

- PP7200 Statistics and Research Methods I (3)

Statistics and Research Methods Requirements—3 Credit Hours

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

- PP6201 Practicum and Seminar I (3)
PP6202 Practicum and Seminar II (3)

Practicum and Practicum Seminar Requirements—6 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 and Practicum Seminar Requirements

The practicum is an opportunity for Argosy University, Phoenix students to work under supervision with a clinical population in a behavioral health delivery system. The practicum requires the student to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. The learning that takes place in such an environment will transfer to other clinical situations, and becomes an integral part of the foundation for sound clinical practice in the future. Students are required to participate in two years of practicum, typically during the second and third years of study.

Each practicum requires a minimum of 500 hours (approximately 16 hours per week) of clinical training. Some practicum sites may require additional hours beyond this minimum requirement. It is expected that at least half of the total practicum hours should involve direct service, including diagnostic or intervention sessions with clients, psychological evaluations, and preventive or outreach services. The practicum/seminar carries 3 credit hours per semester, or 6 credit hours per academic year. Some practicum sites require placement for 12 months per calendar year. A practicum may not be done in a student's place of employment, nor are practicum requirements waived.

All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration.

Practicum Eligibility Requirements

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on scale of 4.0), and have completed the academic planning which will allow for the following practicum prerequisite courses to be

successfully completed prior to the beginning of the practicum (see below). Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the director of Clinical Training regarding their eligibility to continue practicum.

To be eligible for practicum, a student must have successfully completed (or transferred, if applicable) the following courses:

Practicum Prerequisites

PP7010	Lifespan Development (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7330	Child and Adolescent Psychopathology (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7501	Adult Psychopathology (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8036	Basic Assessment and Intervention Skills (3)

Practicum Seminar Requirements

All students enrolled in the practicum must also attend the 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 varies according to the practicum setting and focus of the enrolled students as well as the area of expertise of the faculty member.

Practicum Evaluation

Student progress in practicum training is evaluated through the use of Evaluation Forms that are forwarded to each site supervisor and seminar faculty by the Clinical Training Department each semester. The Evaluation Form asks the supervisor to assess student progress in three basic areas of clinical functioning:

- Theoretical knowledge
- Clinical skills
- Professional attitudes

It is expected that supervisors will review this written Evaluation Form with the students and provide direct feedback regarding the student's clinical strengths and weaknesses. Supervisors are responsible for returning this form to the director of Clinical Training on a timely basis. Seminar leaders will maintain primary responsibility for monitoring student progress and will evaluate student progress each semester. The seminar leader will discuss each student's progress in site visits with the site supervisor. If students are having difficulty of any kind on their practicum, they are encouraged and expected to consult with their seminar leader and the director of Clinical Training. Supervisors are advised to contact the director of Clinical Training with concerns

as they arise. Based upon the site and faculty evaluations, the director of Clinical Training assigns a grade of "Credit/No Credit" for the practicum and practicum seminar.

Clinical Presentation Evaluation Requirements

The Clinical Presentation Evaluation (CPE) requires each student to present a work sample of assessment and intervention. This should include a written document describing the diagnostic evaluation, case conceptualization, treatment plan, treatment implementation, and outcome. A taped work sample of a therapy session is also presented. The purpose of the CPE is to monitor the student's clinical competency.

The CPE ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied clinical skills in class and in supervised clinical field training. Faculty evaluators assess the student's fund of knowledge regarding the foundations of clinical psychology, the student's ability to manage a clinical intervention, and the student's ability to appropriately assess and treat clients. The CPE is taken during the spring semester of the student's practicum year.

The CPE requirement is met by submitting a tape and transcript or other approved sample of a session that the student has conducted with a client, and a case formulation report, including a self-critique. The tape is submitted to the student's practicum seminar faculty at a designated date in the spring semester. This tape cannot have been submitted either in the school or outside of it for review, supervision or critique. Students should refer to the Clinical Presentation Evaluation document for complete information concerning the requirements and process for completing the CPE.

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 (7 weeks)
PP7010 Lifespan Development (3)	PP7330 Child and Adolescent Psychopathology (3)	PP8036 Basic Assessment and Intervention Skills (3)
PP7501 Adult Psychopathology (3)	PP7371 Objective Personality Assessment (3)	
PP7370 Cognitive Assessment (3)	PP8020 Person-Centered and Experiential Theory and Therapy (3)	
PP7110 Professionalization Group I (1)	PP7111 Professionalization Group II (1)	

Year Two

Fall Semester	Spring Semester	Summer Semester (7 weeks)
PP7100 Professional Issues: Ethics, Conduct and Law (3)	PP7350 Consultation and Supervision (3)	Third course of the Clinical Intervention and Psychotherapy Requirement (3) [See the list of courses under "Program Requirements."]
PP7200 Statistics and Research Methods I (3)	PP6202 Practicum and Seminar II (3)	PP6202 Practicum and Seminar II (continued)
PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)	First course of the Clinical Intervention and Psychotherapy Requirement (3) [See the list of courses under "Program Requirements."]	
PP6201 Practicum and Seminar I (3)	Second course of the Clinical Intervention and Psychotherapy Requirement (3) [See the list of courses under "Program Requirements."]	

Students should be aware that this is a suggested schedule only. Actual course offerings may vary. Students should meet with their advisor to plan their course of study for the school year.

Course/Credit Transfer

Transfer of Courses/Credit from Other Institutions

Students who have completed graduate coursework at another institution may petition for transfer of courses into the MA in Clinical Psychology program up to a maximum of 15 credit hours (five courses). For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years prior to enrollment at Argosy University, Phoenix, unless the student can present evidence of ongoing work experience or continuing education in that area, or passes an approved examination for the course.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the United States, the appropriate state or national accreditation is required.
- The course submitted for transfer of a 3-credit hour course must itself be at least 3 credit hours.
- The student must have earned a grade of "B" or above in the course.
- Practicum, practicum seminars and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request. If approved, the transferred course and credit hours will appear on the student's transcript as a "transfer course" under the corresponding course number and title. No transfer credit will be given for courses taken elsewhere after matriculation into a degree program at Argosy University, Phoenix.

Transfer of Courses/Credit from Another Argosy University Campus

Students who transfer from one Argosy University campus to another may receive credit for a course taken at the original campus, if the course is identical to the one offered at the transfer campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial. Students at Argosy University, Phoenix who wish to submit course transfer requests for courses taken at another Argosy University campus must do so before or during the first year of enrollment at Argosy University, Phoenix.

With prior approval of their advisor and campus dean or program chair, students are allowed to take up to 6 credit hours of coursework at another Argosy University campus, exclusive of Professionalization Group, practicum, Clinical Research Project, and online courses.

Transfer of Courses/Credit to the Master of Arts in Clinical Psychology Program from the master of Arts in Mental Health Counseling Program
If accepted for admission to the MA in Clinical Psychology program, successful completion of the following MA in Mental Health Counseling program courses may be applied for credit in place of the listed course in the MA in Clinical Psychology program (for a maximum of 15 credit hours).

Transfer of Courses/Credit to the Master of Arts in Clinical Psychology Program from the Master of Arts in Mental Health Counseling Program

Master of Arts in Mental Health Counseling Program	Master of Arts in Clinical Psychology Program
PC6003 Abnormal Psychology (3)	PP7501 Adult Psychopathology (3)
PC6025 Human Growth and Development (3)	PP7010 Lifespan Development (3)
PC6300 Professional and Ethical Issues (3)	PP7100 Professional Issues: Ethics, Conduct and Law (3)
PC6505 Group Counseling (3)	PP8060 Group Psychotherapy (3)
PC6521 Research and Program Evaluation (3)	
PP7200 Statistics and Research Methods I (3)	

**Master of Arts in Clinical Psychology Program —
Argosy University, Schaumburg
Program Overview**

The Master of Arts (MA) in Clinical Psychology program has been designed to educate and train students to enter a professional career as master's-level practitioners. Argosy University, Schaumburg provides for its master's students an educational program with all the necessary theoretical and clinical elements that will allow them to be effective members of a mental health team. The program introduces students to basic clinical skills that integrate individual and group theoretical foundations of applied psychology into appropriate client interaction and intervention skills.

In addition, the program offers excellent preparation for those considering application to the Doctor of Psychology in Clinical Psychology program.

Eligibility for Licensure

Graduates of the MA in Clinical Psychology program may wish to pursue licensure in Illinois as a Licensed Clinical Professional Counselor (LCPC). With the addition of two counseling courses, the program curriculum includes courses in each area of study required by the department of professional regulation for master's-level licensure in Illinois. In order to qualify for the LCPC examination, graduates of the MA in Clinical Psychology program must complete two years of supervised clinical work after receiving the master's degree. For more information and application materials to apply for licensure in the state of Illinois, see the Department of Financial and Professional Regulation Web site at www.idfpr.com.

Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in states other than Illinois should contact their state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Web page: www.counseling.org.

Foundation Courses

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

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

Students who have not completed these courses prior to admission must complete them before the beginning of the second semester of the student's first academic year. These courses provide a foundation for the doctoral clinical psychology curriculum, and in certain areas offer perspectives and information that complement those of the clinical program.

Argosy University, Schaumburg offers non-credit courses in most of the above subject areas, which are available to first-year students periodically during the academic year. Courses in psychological testing require completion of the tests and measures course either before or concurrent with enrollment in the first testing course.

Enrollment Requirements

Students have the option to maintain a full-time or part-time course load. Students are encouraged to register for a minimum of 6 credit hours each semester. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two or three year period in the order recommended by the faculty.

Additional Requirements for Academic Progress

Students must make satisfactory progress towards a degree by maintaining a grade point average of 3.0 on a scale of 4.0. All students must complete the program within five years after entry into the program. Clinical students must take the Master's Therapy Practicum no later than the third year after entry into the program. Students who receive a grade below "B-" in a core course must retake the course during the next academic year or sooner.

Students who have grades lower than “B-” in doctoral program core courses and are subsequently accepted into the doctoral clinical psychology program will be required to retake those courses.

Students who entered the MA in Clinical Psychology program in Fall 2004 or later are required to complete the semester equivalent of 50 credit hours (44 credit hours of courses and 6 credit hours of practicum and practicum seminar). The suggested minimum amount of work that a student should complete each year following matriculation to complete the program appears as follows:

Suggested Incremental Time Frame Rates

End of Year One	12 credit hours
End of Year Two	22 credit hours
End of Year Three	32 credit hours (including practicum and practicum seminar)
End of Year Four	42 credit hours
End of Year Five	50 credit hours

Graduation Requirements

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

- 50 semester credit hours which must be successfully completed by the end of the fifth year of matriculation. The total hours must include:
 - 50 credit hours of required courses (includes practicum seminar and professionalization groups credit hours)
 - 2 semesters of Professionalization Group
 - 6 credit hours (generally one academic year) of practicum and practicum seminar
- Successful completion of the Clinical Competency Examination (CCE)
- Successful passing of the master’s Comprehensive Exam
- Obtaining a grade point average of at least 3.0 on a scale of 4.0
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The MA in Clinical Psychology program requires the satisfactory completion of 50 semester credit hours distributed as follows: assessment requirements, 9 credit hours; clinical intervention and psychotherapy requirements, 6 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 6 credit hours; psychopathology requirements, 6 credit hours; psychotherapy requirements, 9 credit hours; statistics and research methods requirements, 3 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Assessment Requirements—Students Are Required to Take the Following

- PP7370 Cognitive Assessment (3)
- PP7371 Objective Personality Assessment (3)
- PP7372 Projective Personality Assessment (3)

Assessment Requirements—9 Credit Hours

Clinical Interventions and Psychotherapy Requirements—Students Are Required to Take the Following

- PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)
- PP7368 Initial Interviewing Skills (1.5)
- PP7369 Basic Intervention Skills and Models (1.5)

Clinical Interventions and Psychotherapy Requirements—6 Credit Hours

Ethics and Professional Conduct Requirements—Students Are Required to Take the Following

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

Ethics and Professional Conduct Requirements—5 Credit Hours

Human Development Requirements—Students Are Required to Take the Following

- PP7020 Child and Adolescent Development (3)
- PP8470 Adult Development and Aging (3)

Human Development Requirements—6 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

- PP7300 Psychopathology I (3) [Theories]
- PP7301 Psychopathology II (3) [Diagnostic]

Psychopathology Requirements—6 Credit Hours

Psychotherapy Course Requirements—Students Are Required to Take 3 of the Following

- PP8010 Cognitive-Behavioral Theory and Therapy (3)
- PP8020 Person-Centered and Experiential Theory and Therapy (3)
- PP8040 Psychoanalytic Theory and Therapy (3)
- PP8050 Family and Couples Therapy* (3)
- PP8650 Assessment and Treatment of Substance Abuse Disorders (3)
- PP8060 Group Psychotherapy* (3)
- Other intervention electives†

Therapy Requirements—9 Credit Hours

* Recommended if pursuing LPC/LCPC licensure with the MA in Clinical Psychology degree.

† No more than 3 credit hours. Prerequisites must be met.

Statistics and Research Methods Requirements—Students Are Required to Take the Following

- PP7200 Statistics and Research Methods I (3)

Statistics and Research Requirements—3 Credit Hours

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

- PP6201 Master’s Therapy Practicum I and Seminar (3)
- PP6202 Master’s Therapy Practicum II and Seminar (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

Practicum and Practicum Seminar Requirements

The goal of the practicum at the master’s level is to train students in the application of the knowledge, skills, and attitudes developed by their academic experience. This experience includes the direct observation, interviewing, and treatment of clients. Certain sites also afford some students with the opportunity of limited exposure to psychological testing procedures.

The master’s in clinical psychology program Therapy Practicum stresses therapeutic intervention. Because there is such a wide range of therapy experience available, students should not expect to experience the total spectrum of therapies during the practicum.

The practicum is the first opportunity provided to students for clinical field training. The practicum provide students with opportunities to work under supervision with a clinical population within a mental health delivery system. The practicum provides an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is charged at the time of registration.

The practicum is a required 750-hour training experience that takes place during an academic year, normally beginning in the Fall and concluding at the end of the spring semester or summer I semester. The practicum is treated as a course and carries 3 credit hours per semester or 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor may any student waive the practicum requirements. Students who come to Argosy University, Schaumburg with extensive clinical backgrounds may pursue placement in practicum sites in areas where they have an interest and do not have previous experience.

The MA in Clinical Psychology program practicum is not intended to substitute for PsyD in Clinical Psychology program practicum. Students who intend to apply to enroll in the doctoral program after completing the MA in Clinical Psychology program may not waive doctoral-level practicum on the basis of their master's-level practicum.

Practicum Prerequisites and Requirements

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 which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at Argosy University, Schaumburg for a minimum of two semesters.

The following courses are practicum prerequisite courses and must be completed and/or waived prior to beginning the practicum:

Practicum Prerequisites

PP7020	Child and Adolescent Development (3)
PP7110	Professionalization Seminar Group I (1)
PP7111	Professionalization Seminar Group II (1)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment I (3)
PP7372	Projective Personality Assessment II (3)
PP7368	Initial Interviewing Skills (1.5)
PP7369	Basic Intervention Skills and Models (1.5)
PP8470	Adult Development and Aging (3)

The Clinical Training Department and the program chair of the Clinical Psychology program have the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include the student activities of both seeking a practicum and attending a practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during

the spring semester. If the student has achieved a satisfactory GPA (3.0 on the 4.0 scale) when the spring semester grades are available, the student, at the discretion of the Clinical Training Department and the director of the master's in clinical psychology program, may look for a practicum.

If a first-year student who has accepted a practicum is placed on probation after spring grades are received, the student may not attend the practicum if the GPA is below the minimum requirement after the summer I grades are received. If the GPA is satisfactory after the summer I grades are received, the student, at the discretion of the Clinical Training Department and the director of the master's in Clinical Psychology program, may begin the practicum.

Practicum Seminar

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 varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty member.

Practicum Evaluation

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, clinical skills and professional attitudes. A thorough review of site and seminar evaluations is conducted by the Clinical Training Department, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

Comprehensive Examination Requirements

All MA in Clinical Psychology program students are required to successfully complete a Comprehensive Examination. The information assessed by the examination covers the courses and material required of students during the two years of study at Argosy University, Schaumburg. The Comprehensive Exam is generally held in July at the conclusion of the second year of study.

Students wishing to sit for the LCPC exam may request an earlier exam date (i.e., May or June) to ensure they have completed application by the LCPC exam deadline provided they have completed all of the necessary requirements prior to the exam date.

Students must have successfully completed all required coursework, with the exception of practicum and practicum seminars, to be eligible to take the Comprehensive Exam.

Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the Student Services Department or program chair of the MA in Clinical Psychology program. Students who are unable to pass the Comprehensive Examination will be allowed to retake the exam a maximum of two additional times. The exam may be retaken during the next scheduled administration of the exam. Students will receive information from the director of the MA in Clinical

Psychology program concerning their performance on the examination and assistance from faculty in constructing additional experiences and instruction aimed at enabling them to pass this program requirement. A third failure will result in dismissal from the MA in Clinical Psychology program.

Clinical Competency Examination Requirements

At the master's level, the Clinical Competency Examination (CCE) consists of a competency-based evaluation designed to evaluate the student's mastery of basic clinical assessment and therapeutic skills.

Students should be capable of demonstrating clinical competence via the Master's Psychotherapy CCE both conceptually and in application. Argosy University, Schaumburg also expects that students who have learned theoretical and applied concepts in classroom courses will have made use of out-of-class clinical contacts (i.e., practicum, practicum seminar group, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Therefore, passing the seminar and site evaluation do not guarantee a passing grade on the CCE.

Descriptions and Procedures for Successful Completion

Procedures for the Master's Psychotherapy CCE require the student to submit a tape, a transcript, a client assessment and progress report, and a self-critique of a therapy session that the student has conducted with a client. The student will have received supervision on this therapy session from the practicum site supervisor, but this session must not have been submitted for review, supervision or critique at Argosy University, Schaumburg or elsewhere prior to submission for satisfying the requirements of the CCE.

The Psychotherapy CCE is graded "High Pass/Pass/Pass" with "Revision/Fail." In the event that a student passes the CCE with revision, the practicum seminar leader will develop a remediation plan with the student. All revisions must be completed within one semester of the original CCE.

In the event that a student fails the examination, she or he must seek remediation, and will be permitted to retake the examination the spring semester of the following year. The Clinical Training Committee, in consultation with the initial examining faculty member, will recommend a program of remediation to address concerns noted in the first CCE. The student's progress in remediation will be taken into account. A student may retake the CCE one time. A second failure will result in dismissal from the school.

Detailed explanations of these procedures are contained in the *Master's Therapy CCE Advisories* which are distributed to practicum seminar faculty and students at the beginning of the fall semester.

Course Requirements for Counselor Licensure

Those MA in Clinical Psychology program students who wish to take the required coursework to qualify for Licensed Clinical Professional Counselor (LCPC) will need to adjust their programs as follows:

- Add Career and Lifestyle Development (PC6600)
- Add additional course, Counseling Theory (PC6600)
- Program will require an additional 6 credit hours of courses, for a total of 56 semester credit hours.
- Select the following courses as the three therapy course choices:
 - Group Psychotherapy (PP8060)
 - Family and Couples Therapy (PP8050)
 - Assessment and Treatment of Substance Abuse Disorders (PP8650)

Recommended Course Sequence for the Master of Arts in Clinical Psychology Program

Student progress through the program is intended to be sequential. First-year students are offered certain courses which provide a theoretical and practical foundation for courses that will follow. In addition, certain advanced courses require the student to have the background of more basic courses or practicum experience 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. Recommended course sequences for spring starts are available through the program chair or advisor.

Year One

Fall Semester	Spring Semester	Summer Semester
PP7300 Psychopathology I (3) [Theories]	PP7301 Psychopathology II (3) [Diagnostic]	PP7020 Child and Adolescent Development (3)
PP7370 Cognitive Assessment (3)	PP7368 Initial Interviewing Skills (1.5)	PP7371 Objective Personality Assessment (3)
PP8470 Adult Development and Aging (3)	PP7369 Basic Interventions (1.5)	
PP7110 Professionalization Group (1)	PP7372 Projective Personality Assessment (3)	
	PP7111 Professionalization Group II (1)	

Year Two

Fall Semester	Spring Semester	Summer Semester
PP6201 Master's Practicum I (3)	PP6202 Master's Practicum I (3)	Third of three required psychotherapy courses* (3)
PP7200 Statistics and Research Methods I (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)	Comprehensive Examination (0)
PP7100 Professional Issues: Ethics, Conduct, and Law (3) First of three required psychotherapy courses* (3)	Second of three required psychotherapy courses* (3)	Clinical Competency Examination (0)

* Students choose three courses from list provided under "Program Requirements."

Course/Credit Transfer

Transfer of Courses/Credit into the Master of Arts in Clinical Psychology Program from Other Institutions

Like other institutions that offer graduate degrees, Argosy University, Schaumburg 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 a transfer of courses in the curriculum.

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, Schaumburg, except when students present evidence of ongoing work experience or continuing education in that area, or when students pass a transfer exam for the course.
- 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 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 on any course submitted for a transfer.
- A maximum of five courses (15 credit hours) may be waived towards the MA in Clinical Psychology program.

The school 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.

Any 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. Requests must be made in writing. Transfer requests may be submitted any time during the admission process until the end of the first year of matriculation. Transfers are not reviewed or officially granted until a student is officially accepted. Transfers are not recorded on the transcript until the student has paid a transfer fee for each approved transfer.

Students petitioning for transfer are requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfer are normally granted by the faculty if there is an 80 percent overlap in course content and objectives between the course submitted for transfer and the course as it is offered at Argosy University, Schaumburg. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Non-Transferable Courses

In each program at the American School of Professional Psychology at Argosy University, Schaumburg the requirements to successfully complete certain courses may not be met by transfer of credit based on coursework from other institutions. The following are non-transferable courses in the MA in Clinical Psychology program:

Non-Transferable Courses

PP6201	Master's Practicum I
PP6202	Master's Practicum II
PP7100	Professional Issues: Ethics, Conduct, and Law
PP7110	Professionalization Group I
PP7111	Professionalization Group II

Master of Arts in Clinical Psychology Program — Argosy University, Seattle Program Overview

The Master of Arts (MA) in Clinical Psychology program has been designed to educate and train students to enter a professional career as master's-level practitioners. Argosy University, Seattle provides for its master's students an educational program with all the necessary theoretical and clinical elements that will allow them to be effective members of a mental health team. The program introduces students to basic clinical skills that integrate individual and group theoretical foundations of applied psychology into appropriate client interaction and intervention skills.

In addition, the program offers excellent preparation for those considering application to the Doctor of Psychology (PsyD) in Clinical Psychology program.

Eligibility for Licensure

Graduates of the MA in Clinical Psychology program may wish to pursue licensure in Washington as a Licensed Mental Health Counselor. The program curriculum includes courses in each area of study required by the state for master's-level licensure in Washington. For more information and application materials to apply for licensure in the state of Washington, see the Department of Professional Regulation Web site at www.doh.wa.gov/hsqa/hpqad/coun.

Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in states other than Washington should contact their state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Web page: www.counseling.org.

Foundation Courses

Argosy University, Seattle requires certain undergraduate courses of all students enrolling in a graduate program in clinical psychology. Applicants should have completed the following undergraduate courses, or their equivalent, prior to their anticipated date of enrollment:

Abnormal psychology
Theories of Personality
Statistics

Students who have not completed these courses prior to admission must complete them no later than the end of their first semester after matriculation. Argosy University offers these foundation courses online. Please note that certain first-year courses may not be taken until the required foundation courses are completed.

Students who have completed one or more of these courses after being admitted to the program must submit an official transcript documenting their completion to the Student Services Department.

Enrollment Requirements

Students are encouraged to be enrolled full-time, which is defined as 9–12 credit hours per semester for fall and spring semesters, and 6 credit hours for summer semester. Students are required to register for at least 6 credit hours per semester during fall and spring semesters. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended by the faculty.

Additional Standards for Academic Progress

Students must make satisfactory progress towards a degree by maintaining a grade point average of 3.0 on a scale of 4.0. A grade of "NC" ("No Credit") is considered as equivalent to a grade of "F" for purposes of academic warning, dismissal, or academic standing matters other than calculation of GPA. This applies to all courses that are graded as "Credit/No Credit" ("CR/NC"). All students must complete the program within five years after entry into the program. Students who take an approved temporary withdrawal from the University will have five years plus the length of time that they were on the approved leave, not to exceed one year, to complete the program.

Students must take the master's practicum no later than the third year after entry into the program. Students who receive a grade below "B-" in a core course must retake the course during the next academic year or sooner.

Students enrolled in the MA in Clinical Psychology program are required to complete 50 semester credit hours (44 credit hours of courses and 6 credit hours of practicum and practicum seminar).

Graduation Requirements

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

- 50 semester credit hours which must be successfully completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 39 credit hours of required courses
 - 2 credit hours of Professionalization Group
 - 6 credit hours (one academic year) of practicum and practicum seminar
 - 3 credit hours of electives
- Psychotherapy Competency Examination (which constitutes the integrating Final Project and is completed during the practicum)
- Grade point average of at least 3.0 on a scale of 4.0
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The MA in Clinical Psychology program requires the satisfactory completion of 50 semester credit hours, distributed as follows: course requirements, 39 credit hours; elective requirement, 3 credit hours; Professionalization Group requirements, 2 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Course Requirements—Students Are Required to Take the Following

PP7020	Child and Adolescent Development (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7204	Statistics and Quantitative Methods (3)
PP7302	Psychopathology I (3)
PP7303	Psychopathology II (3)
PP7340	Issues in Assessment and Treatment of Diverse Populations (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8038	Interventions I (3)
PP8470	Adult Development and Aging (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)

Students Choose One of the Following

PP8050	Family and Couples Therapy (3)
PP8060	Group Psychotherapy (3)

Course Requirements—39 Credit Hours

Professionalization Group Requirements—Students Are Required to Take the Following

PP7112	Professionalization Group I (1)
PP7113	Professionalization Group II (1)

Professionalization Group Requirements—2 Credit Hours

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

PP8150	Practicum I (3)
PP8151	Practicum II (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

Elective Requirements

Students are required to take 3 credit hours of an elective.

Psychotherapy Competency Exam Requirements

The Psychotherapy Competency Exam (PCE) is the integrating final project for the MA in Clinical Psychology program and is generally completed near the end of practicum. The exam involves an evaluation of the student's competency in the areas of psychological case formulation, clinical reasoning, and psychotherapy skills. Information regarding the PCE is distributed to students during practicum seminar, is available in the commons, or may be requested from the director of Clinical Training.

Practicum and Practicum Seminars Requirements

The goal of the practicum at the master's level is to train students in the application of the knowledge, skills, and attitudes developed by their academic experience. This experience includes the direct observation, interviewing, and treatment of clients. Certain sites also afford some students with the opportunity of limited exposure to psychological testing procedures.

The MA in Clinical Psychology program practicum stresses therapeutic intervention. Because there is such a wide range of therapy experience available, students should not expect to experience the total spectrum of therapies during the practicum.

The practicum is the first opportunity provided to students for clinical field training. Practicum provide students with opportunities to work under supervision with a clinical population within a mental health delivery system and is a non-paid position. The practicum provides an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is included in the cost of the practicum.

A practicum may not be done in a student's place of employment, nor can practicum credit hours be waived or transferred.

Students who come to Argosy University, Seattle with extensive clinical backgrounds are encouraged to pursue placement in practicum sites in areas where they have an interest and do not have previous experience.

The MA in Clinical Psychology program practicum is not intended to substitute for Doctor of Psychology (PsyD) in Clinical Psychology program practicum. Students who intend to apply to enroll in the doctoral program after completing the MA in Clinical Psychology program may not transfer master's-level practicum experience.

Additional information about practicum may be found in the *Practicum Handbook*, available in the commons or from the director of Clinical Training.

Practicum Information

It should be noted that any or all educational information in the custody of Argosy University, Seattle, its faculty or staff, which is relevant to a student's performance or enrollment status at Argosy University, Seattle, may be shared by the director of clinical Training, practicum instructors; head, the American School of Professional Psychology at Argosy University, Seattle; or campus president, Argosy University, Seattle with a practicum site supervisor prior to, during, or after the completion of a practicum.

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 addition, certain advanced courses require the student to have the background of more basic courses or practicum experience 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.

Year One

Fall Semester	Spring Semester	Summer Semester
PP7020 Child and Adolescent Development (3)	PP7113 Professionalization Group II (1)	PP7340 Assessment and Treatment of Diverse Populations (3)
PP7112 Professionalization Group I (1)	PP7303 Psychopathology II (3)	
PP7302 Psychopathology I (3)	PP7100 Professional Issues: Ethics, Conduct, and Law (3)	
PP8038 Interventions I (3)	PP8010 Cognitive Behavioral Theory and Therapy (3)	

Year Two

Fall Semester	Spring Semester	Summer Semester
PP8150 Practicum I (3)	PP8151 Practicum II (3)	PP8050 Family and Couples Therapy* (3) –or– PP8060 Group Psychotherapy* (3)
PP7365 Clinical Interviewing (3)	PP8650 Assessment and Treatment of Substance Use Disorders (3)	Elective
PP7204 Statistics and Quantitative Methods (3)	PP8470 Adult Development and Aging (3)	
PP8020 Person-Centered and Experiential Theory and Therapy (3)		

* Required to take either Family and Couples Therapy (PP8050) or Group Psychotherapy (PP8060). If both courses are taken, one counts as an elective.

Course/Credit Transfer

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

Similar to other institutions offering graduate degrees, Argosy University, Seattle does not automatically transfer credit from graduate courses taken at other institutions. Students seeking transfer credits or waiver of graduate courses taken elsewhere may petition to have these courses apply toward the master's degree.

For a course to be considered eligible for a 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, Seattle.
- 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 towards a transfer of a 3-semester credit hour course must have itself carried 3 or more graduate semester credit hours.
- A student must have earned a grade of "B" or better on any course submitted for a transfer.
- A maximum of five courses (15 credit hours) may be transferred towards the master's in Clinical Psychology program.
- The school 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. Any 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. Requests must be made in writing. Transfer requests may be submitted any time during the admission process until the end of the first year of matriculation. Transfers are not officially granted until a student is officially accepted.

Students petitioning for transfer are requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfers are granted by the faculty if there is substantive evidence of equivalence between the course submitted for transfer and the course as it is offered at Argosy University, Seattle.

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

All courses successfully completed in the MA in Clinical Psychology program that are also required in the PsyD in Clinical Psychology program curriculum will be applied toward that PsyD in Clinical Psychology program. Other coursework completed in the MA in Clinical Psychology program will be considered for transfer to the doctoral program on a case-by-case basis.

**Master of Arts in Clinical Psychology Program —
Argosy University, Tampa
Program Overview**

The Master's of Arts (MA) in Clinical Psychology program is designed to meet the needs of both those students seeking a terminal degree at the master's level and those who eventually plan to pursue a doctoral degree. The terminal master's degree is not, however, license-eligible in the state of Florida. The master's degree provides students a strong clinical orientation with an emphasis in psychological assessment. The master's program offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree. Admission to the master's program or completion of the master's degree does not guarantee admission to the Doctor of Psychology (PsyD) in Clinical Psychology program.

Argosy University, Tampa has a strong commitment to training practitioners who demonstrate high levels of professionalism and clinical skill. It is a fundamental requirement of Argosy University, Tampa that all students meet the standards of the profession of psychology. One aspect of that expectation requires that all students adhere to the principles of the American Psychological Association *2002 Ethical Principles of Psychologists and Code of Conduct*. 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. 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 referred to and reviewed carefully by the appropriate faculty committee.

Online Courses

Students in the MA in Clinical Psychology program are not eligible to complete required coursework online. Students may elect to take additional elective offerings available online through Argosy University's sister campuses.

Option for Independent Study

Additional specialty topics may be available in the form of directed study credit hours. Students interested in a particular topic area are encouraged to approach faculty regarding the development of a directed study course. All directed studies must be approved by the school dean prior to registration. Core curriculum courses that are offered in traditional format during the academic year may not be completed as directed study. Exceptions to this policy must be approved by the Curriculum Committee and administration and will only be considered for extreme circumstances, i.e., required military duty.

Foundation Courses

The MA in Clinical Psychology program requires students to complete certain undergraduate courses before applying for admission to the program. These courses serve as a foundation to the program and ensure that students are sufficiently familiar with concepts and issues in the field to pursue graduate work.

For students who have completed a BA or BS in undergraduate psychology or an MA or MS in a mental health field, foundation course will be considered to be met. Other students must have four psychology courses. Two courses must be selected from the following topic areas (one from each list). The remaining two courses may be of the student's choosing.

One course must be selected from the following topic area:

- Introductory of General Psychology
- Personality
- Abnormal or Psychopathology
- Clinical or Counseling Psychology

One course must be selected from the following topic area:

- Statistics
- Research Methods
- Tests and Measures
- All foundation courses must be completed by a grade of "B" or better by the time of matriculation into the program.

Enrollment Requirements

Additional Requirements for Academic Progress

Students must complete the program within five years after matriculation with the practicum completed by the end of the fifth year. Students who take an approved temporary withdrawal will have five years plus the length of time that they were on the approved leave not to exceed one year, to complete the program.

Suggested Incremental Time Frame Completion Rates

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. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	11 credit hours
End of Year Two	20 credit hours
End of Year Three	32 credit hours
End of Year Four	42 credit hours
End of Year Five	50 credit hours

Performance Evaluations

Students are encouraged to utilize the process of continuous feedback to enhance both their academic learning and professional development.

End-of-Course Evaluations

At the completion of each course, students are given an End-of-Course Evaluation in addition to their course grade. Feedback regarding mastery of information, clinical application, and classroom behavior is provided.

End-of-Year Evaluations

At the end of each academic year, faculty are given the opportunity to present students for an End-of-Year Evaluation. During the End-of-Year evaluation, student progress is discussed by the core academic faculty with special attention to any area(s) of concern identified. Students presented for discussion receive written feedback during a meeting with their academic advisor in the fall semester.

The purpose of this feedback is to review general progress as well as to highlight areas for commendation or those in need of attention. Students may additionally be referred to the Student Professional Development Committee (SPDC) when necessary based on the magnitude or nature of the concerns raised.

Graduation Requirements

- Successful completion of 50 semester credit hours
- Successful completion of the Master's Thesis
- A grade point average of at least 3.0 on a scale of 4.0 with no grades below "B-"
- Successful completion of the Comprehensive Clinical Evaluation Diagnostic (CCE-D)
- A completed Petition to Graduate submitted to campus administration
- Fulfillment of all financial obligations to Argosy University

Writing Program

There is a strong emphasis placed on the ability to write professionally throughout the curriculum. Students who recognize a need to strengthen their writing ability are encouraged to enroll in a writing skills course during their first year of enrollment. In addition, students who receive written referrals for more than one semester or by more than one faculty as needing assistance with writing will be required to take a course. Typically, these referrals will occur through notification on the student's mid- or end-of-course evaluation. The student must satisfy this requirement by the end of the semester after receiving notification or they will be prohibited from registering for additional coursework.

Program Requirements

The MA in Clinical Psychology program requires the satisfactory completion of 50 semester credit hours, distributed as follows: required course, 39 credit hours, professionalization group requirements, 2 credit hours; practicum and practicum seminar requirements, 6 credit hours, and Master's Thesis requirements, 3 credit hours. Matriculated students must complete all course requirements in an in-residence format.

Required Courses—Students Are Required to Take the Following

PP7010	Lifespan Development (3)
PP7100	Professional Issues: Ethics, Conduct, and Law* (3)
PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)
PP7310	Theories of Psychopathology (3)
PP7311	Diagnostic Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8038	Interventions I (3)
PP8039	Interventions II (3)

Required Courses—39 Credit Hours

** This 3 credit hour course is divided into two 1.5 credit hour segments which must be taken consecutively in the fall and spring semesters.*

Professionalization Group Requirements— Students Are Required to Take the Following

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

Professionalization Group Requirements—2 Credit Hours

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

PP8201	Practicum and Seminar I (3)
PP8202	Practicum and Seminar II (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

Master's Thesis Requirements—Students Are Required to Take the Following

PP6530	Master's Thesis (1) [for three semesters]
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Master's Thesis Requirements—3 Credit Hours

Professionalization Group Requirements

The Professionalization Groups, which meet on a weekly basis during each of the two regular semesters, provide first-year students with important direction and assistance as they begin their education and training. These groups provide students with an orientation to the field of professional psychology as well as an introduction to key issues in the training and professional development of a clinical psychologist. All students are required to complete both Professionalization Group I and Professionalization Group II during their first year of training.

Practicum and Practicum Seminar Requirements

Clinical Training Manual

Specific policies and procedures for all components of clinical training can be found in the Clinical Training Manual. This manual is provided to students during their first semester. Students are responsible for maintaining this manual and integrating revisions and updates as they occur. Please see the director of Clinical Training for more information. Students enrolled in the MA in Clinical Psychology program at the ASPP at Argosy University, Tampa gain practical experience through clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through the 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. During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks. The Clinical Training Manual describes the progression in training and specifies how the student's progress in training is monitored.

All students must be covered by professional liability insurance, purchased through the APAIT Insurance. The coverage is mandatory and applies to coursework and practicum, even if the student is otherwise insured. It is the student's responsibility to obtain, document, and maintain the insurance coverage. The coverage must be at the \$1,000,000/\$3,000,000 level.

Pre-Practicum Experience

The pre-practicum experience is designed to offer direct clinical training experiences to students with limited mental health exposure prior to applying for regular practicum training. Additionally, direct observational experience is possible. The out-of-class training is with a clinical population in an approved mental health setting. The goal of the training experience is to allow students who have completed a portion of their assessment classes an opportunity to interview clients, administer formal assessment instruments, score and interpret data, and complete written reports. Therapy experiences may also be arranged. The work will be supervised by a licensed clinical psychologist. More experienced students may serve as coaches to the pre-practicum student during the training.

The pre-practicum experience will usually be completed during a single semester and generally consists of five to ten hours per week on-site. Pre-practicum experiences are requested by the student, or may be recommended or required by the Clinical Training Committee. The student will be evaluated by the supervisor using the same form that is listed in the *Clinical Training Manual* for practicum students and will attend a concurrent seminar during the training. Required prerequisites for prepracticum placement and additional policies and procedures related to pre-practicum training are described in the *Clinical Training Manual*.

All MA in Clinical Psychology program students must complete a Diagnostic Practicum (800 hours, usually 20 hours per week for 40 weeks). Pre-practicum and specialty practicum experiences are also available. All practicum students are also enrolled in a weekly practicum seminar which meets throughout the training experience. The American School of Professional Psychology at Argosy University, Tampa places students in a wide variety of clinical field sites, according to the interests and needs of the students and availability of practicum sites. Training sites are selected which teach students clinical skills, expose students to relevant treatment populations, and provide supervision by experienced clinicians. The emphasis in training is on the development of the student as a well-rounded and balanced professional. Every effort is made to ensure that students receive competent supervision within a supportive mentoring relationship, and within an environment conducive to learning and ethical professional development.

The practicum period generally begins in September unless a training site has different specific needs.

Some sites require a pre-practicum or have earlier start dates depending on site needs. Each practicum takes place in a single agency. A practicum may not be done in a student's place of employment, nor with a past supervisor. Practicum requirements are not waived for any student. Students are evaluated in writing once each semester by both the practicum supervisor and the faculty seminar leader. Progress is assessed in four basic areas of clinical functioning:

- Theoretical knowledge base
- Clinical skills
- Ethical and professional attitudes
- Personal and interpersonal skills. Supervisors are encouraged to review their written evaluations with the student and provide feedback regarding the student's clinical strengths and areas needing strengthening.

Students are encouraged to pursue additional training through pre-practicum or specialty practicum experiences in order meet the student's specific interests in specialized settings. However, registration for additional practicum credit hours may not be counted toward the elective credit hours required for graduation.

Diagnostic Practicum

The Diagnostic Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. The use of psychological testing instruments continues to distinguish psychologists from other mental health professionals. Competence in the use of these tests remains central to the identity of the clinical psychologist. Prior to practicum placement, students complete courses dealing with the principles of testing and learn to administer, score and interpret measures of personality, and major intelligence tests. During practicum, students put to use what they have learned in the classroom. Students learn to integrate data gleaned from several testing instruments, generate hypotheses based on patterns of psychological processes observed throughout the assessment process, develop case formulations, and prepare well written and integrated psychological reports. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and psychological assessment.

Required prerequisites for Diagnostic Practicum placement and additional policies and procedures related to practicum training are described in the *Clinical Training Manual*.

Advanced Practicum

Students may choose to do a practicum beyond the required Diagnostic Practicum in order to gain additional experience with specialized populations. Each student must consult with his/her advisor in order to review and alter his/her degree plan as required in order to take a specialty practicum. The practicum site is obtained through the Clinical Training Department. The student will be evaluated by the supervisor using the same form that is listed in the *Clinical Training Manual* for practicum students and must attend a concurrent seminar during the training. Required prerequisites for specialty practicum placement and additional policies and procedures related to specialty practicum training are described in the *Clinical Training Manual*.

Clinical Evaluation Competency Requirements

The Clinical Evaluation Sequence (CES) is a series of competency based examinations designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. The examinations take place at designated times prior to the student becoming eligible for progression in the program. The CES monitors the growth and development of the student's acquisition of appropriate skill levels for clinical practice.

Demonstrating competency on each section of the CES is a prerequisite for advancing to the next level of training. Students prepare to demonstrate competency by integrating classroom theoretical work with clinical experience acquired during the practicum. The three sections of the CES and procedures for their passage are as follows:

- *Diagnostic Scoring Competency* Students meet the requirement by passing three Argosy University, Tampa assessment courses with a grade of "B-" or better and demonstrating adequate competency on specific skills in each class:
Cognitive Assessment (PP7370)
Objective Personality Assessment (PP7371)
Projective Personality Assessment (PP7372)
- *Diagnostic Interpretation Competency* Students meet the requirement by passing Integrative Assessment with a grade of "B-" or better and demonstrating adequate competency on specific skills in the class.
- *Comprehensive Clinical Evaluation—Diagnostic (CCE-D)*
The Diagnostic Practicum Seminar and the Diagnostic Practicum help the student develop the necessary competency in diagnostic interviewing and psychological report writing. The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-D can be found in the *Clinical Training Manual*.

Master's Thesis Requirements

Students in the MA in Clinical Psychology program are required to develop a Master's Thesis as a requirement for graduation. The thesis is a scholarly work that provides students with an opportunity to deepen their knowledge and thought about a particular clinical area and to develop and demonstrate their skills in the process of scientific inquiry. Students are expected to apply theoretical and scientific knowledge to the examination of a meaningful question related to the clinical practice of psychology. Specific policies and procedures for all components of the thesis process can be found in the *Master's Thesis Manual*. This manual is provided to students during their first semester. Students are responsible for maintaining this manual and integrating revisions and updates as they occur.

Recommended Course Sequence for the Master of Arts in Clinical Psychology Program— Three-Year Curriculum

Students may follow a two-, three-, or four-year degree-completion plan.

Student progress through the MA in Clinical Psychology program is intended to be sequential. Certain courses are offered which provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course (or seek permission of the instructor) before a registration for that course can be considered official.

Year One

Fall Semester	Spring Semester	Summer Semester
PP7110 Professionalization Group (1)	PP7111 Professionalization Group (1)	
PP7100 Professional Issues: Ethics, Conduct, and Law* (1.5)	PP7311 Diagnostic Psychopathology (3)	
PP7310 Theories of Psychopathology (3)	PP7010 Lifespan Development (3)	
PP7365 Clinical Interviewing (3)	PP7100 Professional Issues: Ethics, Conduct, and Law* (1.5)	

* This 3 credit hour course is divided into two 1.5 credit hour segments which must be taken consecutively in the fall and spring semesters.

Year Two

Fall Semester	Spring Semester	Summer Semester
PP7370 Cognitive Assessment (3)	PP7371 Objective Personality Assessment (3)	
PP7200 Statistics and Research Methods I (3)	PP7372 Projective Personality Assessment (3)	
	PP7201 Statistics and Research Methods II (3)	
	PP6530 Master's Thesis (1)	

Year Three

Fall Semester	Spring Semester	Summer Semester
PP7373 Integrative Assessment (3)	PP8039 Interventions II (3)	
PP8038 Interventions I (3)	PP8202 Practicum and Seminar II (3)	
PP8201 Practicum and Seminar I (3)	PP6530 Master's Thesis (1)	
PP6530 Master's Thesis (1)		

Student Professional Development Committee and Student Conduct Committee

See section 4, "Student Rights and Responsibilities" in this catalog.

Faculty Advisors

Faculty advisors are available for consultation regarding student professional development, academic and training progress and other school and professional development issues. Students are required to meet with their faculty advisor at least once each semester, for purposes of registration. It is our belief that the process of becoming a psychologist requires more than just classroom hours and practicum experience. Therefore, students are strongly encouraged to meet more often with their advisor to review their progress through the program, to discuss their performance in classes, seminars and training sites as well as for more general discussions regarding their professional direction and aspirations. Certain advising meetings may be documented in the form of a memo to the student's file. In those cases, a copy will be sent to the student as well. Registration and Add/Drop Request Forms require faculty advisor signatures.

Clinical Practice policy

We recognize the responsibility in preparing clinical psychologists to ensure that this training protects the best interest of the public. It is entirely consistent with our training goals to require that students do not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on the quality of service provided, or are inconsistent with ethical and legal standards. Therefore, the participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the legal and ethical standards of the profession.

While enrolled in the master's in clinical psychology program, students are specifically prohibited from being involved in private practice or the delivery of professional services unless the following standards are met:

- Appropriate state registration, certification, credentialing or licensure relevant to the practice and delivery of mental health services

- Written notification of practice to, and approval by, the training director with the provision of evidence of appropriate credentialing
- Service delivery is within the scope of the highest degree or credential obtained and does not incorporate knowledge or skills learned through involvement with the master's program.

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

Student Practice Assessment

Policy Regarding Appropriate Subjects and Informed Consent

All subjects used for psychological assessment must sign the appropriate consent form (available through any assessment course instructor) that must be submitted along with the report on a given subject. Students may not assess members of their immediate family, friends, University employees or other persons who might be involved in dual roles with the student assessor. Classmates may be appropriate for role play assessments. Assessment of the family and friends of fellow students may be appropriate as long as two conditions are met:

- That such testing does not constitute a dual relationship as delineated in the *American Psychological Association 2002 Ethical Principles of Psychologists and Code of Conduct*
- That no feedback regarding the assessment results are provided to any subjects or their parents

Students should consult their instructor if there are any questions about the suitability of a given subject.

Guidelines for the Disposal of Confidential Materials

Students should shred rather than discard the following types of documents when they are not being retained for future use:

- Documents containing the names of any client or volunteer
- Documents containing client or volunteer information, even if there is no identifying information (e.g., protocols)
- Copies of used test forms

Copies of interview, interpretation, raw data, or notes related to client or volunteer assessments.

Course/Credit Transfer

Transfer of Courses/Credit into the MA in Clinical Psychology Program from Other Institutions

The MA in Clinical Psychology program does not automatically accept graduate credit from other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply towards the clinical curriculum. Transfer of a course implies that both the requirements to take that particular course have been met and that the credit for the course will be applied to the master's degree. Transfers will be considered only for courses that are offered in the clinical psychology programs. The total number of hours of a course submitted for transfer must meet or exceed the total number of hours of the Argosy University, Tampa course. Requests for course transfers must be submitted during the student's first year of study.

A maximum of 15 credit hours may be transferred and applied to the MA in Clinical Psychology degree. Students are advised,

however, that only under unusual circumstances would more than one or two courses be transferred. Transfer will be considered for graduate courses:

- Completed with a grade of "B" or higher
- Completed prior to admission to Argosy University, Tampa
- Earned within the five years of matriculation in the clinical psychology programs

The program does not accept for transfer any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited institution.

Transfer of credits will not be considered for courses completed elsewhere after admission to Argosy University, Tampa.

The following is a list of courses that are not considered eligible for transfer:

Non-Transferable Courses

PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8038	Interventions I (3)
PP8039	Interventions II (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)

Course/Credit Transfer from Another Argosy University Campus

Students who transfer from another Argosy University campus may have these courses transferred at the discretion of the Curriculum and Training Committee. Petition for Course Transfer Forms are available from the Student Services Department and should be submitted to the chair of the Curriculum Committee. A student must complete one form for each course for which transfer consideration is requested. When completing a Petition for Course Transfer Form, a student should attach documentation that will facilitate a determination as to whether the submitted course is consistent with a course required in the MA in Clinical Psychology program.

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

All required coursework completed with a "B-" or better in the Argosy University, Tampa MA in Clinical Psychology program is eligible for transfer into the PsyD in Clinical Psychology program following acceptance, with the exception of Master's Thesis credit.

All courses applicable to the PsyD in Clinical Psychology program transferred will be used in the calculation of the PsyD cumulative GPA and the determination of satisfactory academic progress. The date of the student's enrollment into PsyD in Clinical Psychology program will be used in evaluating the student's compliance with cumulative maximum time frame and incremental time frame requirements.

**Master of Arts in Clinical Psychology Program —
Argosy University, Twin Cities
Program Overview**

The Master of Arts (MA) in Clinical Psychology program offered at the American School of Professional Psychology at Argosy University, Twin Cities is designed to meet the needs of those students seeking a terminal degree at the master's level.

Responding to the needs of those in the community who wish to pursue a career as a counselor, Argosy University offers a Master of Arts in Clinical Psychology program. This program presents students with the opportunity for training as professionals in the mental health field.

This program introduces students to basic clinical skills that enable them to serve the mental health needs of populations with diverse backgrounds. Students who use the master's degree as a means of entering a professional career receive theoretical background and professional training under the supervision of a highly qualified, practitioner-oriented faculty. The graduates of this program are then able to apply theoretical and clinical knowledge to individuals and groups in need of mental healthcare.

Eligibility for Licensure

Graduates of the MA in Clinical Psychology program may wish to pursue licensure in Minnesota as a Licensed Professional Clinical Counselor (LPCC) provided they complete all requirements outlined by the Minnesota Board of Behavioral Health and Therapy. The program curriculum includes courses in each area of study required by the Minnesota Board of Behavioral Health and Therapy for master's-level licensure in Minnesota. In order to qualify for the LPCC examination, graduates of the master's in Clinical Psychology program must complete two years of supervised clinical work after receiving the master's degree. For more information and application materials to apply for licensure in the state of Minnesota, see the Minnesota Board of Behavioral Health and Therapy at <http://www.bbht.state.mn.us>.

Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in a state other than Minnesota should contact that state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Web page: www.counseling.org.

Foundation Courses

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

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

Additional Requirements for Academic Progress

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

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

Additional Academic Standards and Student Evaluation

Academic performance and competence is assessed and evaluated by successful completion of coursework and by successful completion of specific requirements like the Clinical Competency Examination. Student's performance and competence will be evaluated across a number of dimensions. In addition to performance on traditional academic tasks and requirements, students cognitive, emotional, psychological and interpersonal functioning and development will be reviewed and evaluated. Students are also required to conform to ethical standards which govern the behavior of professional psychologists.

Graduation Requirements

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

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

Writing Skills

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

Program Requirements

Core clinical courses must be completed with a grade of “B-” or above. Students receiving a grade of “C” or above may continue forward in sequenced courses if applicable. However, students must repeat the course in which they received a grade below a “B-.”

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

In addition to specific course prerequisites, certain courses are required before certain program requirements can be undertaken. Students should carefully note the courses which are required for practicum. Students should not expect that exceptions will be made to these prerequisite requirements. Prerequisites for practicum are listed in the following section.

Required Courses—Students Are Required to Take the Following

PP6001	Individual Assessment (3)
PP6010	Lifespan Development (3)
PP6011	MA Integrative Paper (1)
PP6025	Research and Program Evaluation (3)
PP6045	Psychopathology (3)
PP6050	Family and Couples Therapy (3)
PP6060	Group Therapy (3)
PP6100	Ethics and Professional Issues (3)
PP6150	Introduction to Diverse Populations (3)
PP6201	Masters Practicum I (3)
PP6202	Masters Practicum II (3)
PP6203	Masters Practicum III (1)
PP6300	Counseling Theory (3)
PP6366	Lifestyle and Career Development (3)
PP6400	Professionalization Group (1)
PP6450	Foundations of Clinical Interventions (3)
	Elective (3)
	Elective (3)

Required Courses—48 Credit Hours

Professionalization Group Requirements

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

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

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

Professionalization Group Requirements— Students Are Required to Take the Following

PP6400 Professionalization Group(1)

Professionalization Group Requirements—1 Credit Hour

Practicum and Practicum Seminar Requirements

Students in the MA in Clinical Psychology program are required to complete 7 credit hours (one academic year) of practicum and practicum seminar. All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0) and have completed all the practicum prerequisite courses prior to the beginning of the practicum. Argosy University, Twin Cities faculty review all practicum applicants to determine their academic and clinical suitability. Student readiness for practicum is determined by the program chair.

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

The practicum experience must meet each of the following requirements:

- The practicum must include 700 hours of documented clinical experience.
- Students will spend approximately 20 hours per week on practicum duties.
- The practicum must extend over a minimum period of nine months.
- Students must enroll in the 3 credit courses Practicum I (PP620100), II (PP6202) and the one credit course Practicum III (PP6203) while in the Practicum.
- Students must attend a practicum seminar during enrollment in Practicum I, II and III. Practicum seminars meet weekly while classes are in session.

All students on practicum are covered by professional liability insurance purchased through the school. This coverage is mandatory, even if the student is otherwise insured.

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

Practicum Training Sites

The Master of Arts in Clinical Psychology program maintains a variety of clinical field sites, matching student needs and interests. If a student is interested in a clinical area not on the list of approved sites, the Training Department will attempt to develop such a site. The Training Department welcomes student and faculty input on the development of practicum sites. The practicum's experience will extend throughout the academic year.

Students are expected to receive at least two hours of supervision per week. These supervisory hours should be regularly scheduled and continue throughout the training year.

A practicum may not be done in a student's place of employment.

Practicum Application Process

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

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

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

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

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

Practicum Seminar Requirements

All practicum students are required to attend a practicum seminar. This seminar occurs weekly during the student's enrollment in Practicum I, II and III. Attendance at the practicum seminar is required.

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

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

PP6201	Practicum I (3)
PP6202	Practicum II (3)
PP6203	Practicum III (1)

Practicum and Practicum Seminar Requirements — 7 Credit Hours

Evaluation of Student Progress in Practicum

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

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

Performance at the practicum site is evaluated each semester by the assigned practicum site supervisor. Performance in the practicum seminar is evaluated each semester by the seminar leader. These evaluations must be completed using the approved forms, and will review both strengths and weaknesses. If students are having practicum problems, they should consult with the seminar leader or the Training Department. Practicum supervisors are also encouraged to immediately contact the Training Department with any concerns about their student.

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

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

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

Clinical Competency Evaluation Requirements

The Clinical Competency Evaluation (CCE) constitutes a series of competency based checkpoints designed to evaluate the student’s mastery of major clinical skills. The CCE requirements monitor the development of the student’s acquisition of clinical skills. Specific CCE checkpoints are built into the curriculum as requirements for the practicum seminars.

Grading of the Clinical Competency Evaluation

Practicum seminar leaders will distribute material about how to complete the assessment CCE tasks and the criteria for passage. Students work with their seminar leaders and re-submit CCE material until mastery is achieved. Seminar leaders refer students who are unable to achieve mastery to the training director for remediation.

Integrative Paper Requirements

All students in the MA in Clinical Psychology program must complete an Integrative Paper. This is an in-depth narrative literature review on a topic of the student’s choice. Integrative Papers are completed under the supervision of the faculty advisor and must be approved by the program chair. Complete details on expectations for the Integrative Paper are provided in the Master’s Integrative Paper Manual.

Students may take up to three courses as a student-at-large (SAL) prior to matriculation in the MA in Clinical Psychology program at ASPP at Argosy University, Twin Cities. Any exceptions to this policy must be approved by the program chair.

Grades for courses taken as a SAL will be treated the same as grades received for courses taken as a matriculated student. This means that upon admission, SAL grades will be counted as part of the student’s GPA, and that grades of “C” or below received as a SAL will count toward academic probation.

Integrative Paper Requirements— Students Are Required to Take the Following

PP6011 MA Integrative Paper (1)

Integrative Paper Requirements—1 Credit Hour

Master of Arts in Clinical Psychology Program — Argosy University, Washington DC Program Overview

The Master of Arts (MA) in Clinical Psychology program is designed to meet the needs of both those students seeking a terminal degree at the master’s level and those who eventually plan to pursue a doctoral degree. The master’s degree provides students a strong clinical orientation as well as an emphasis in psychological assessment.

The MA in Clinical Psychology program at Argosy University, Washington DC offers several unique advantages to those individuals who hope to subsequently pursue a doctoral degree. The program can be completed on a part-time basis. Admission to the master’s program or completion of the master’s degree does not guarantee admission to the Doctor of Psychology (PsyD) in Clinical Psychology program at Argosy University, Washington DC. If admitted to the doctoral program, however, most master’s-level coursework taken at Argosy University, Washington DC will apply toward the PsyD in Clinical Psychology program at Argosy University, Washington DC.

Program Goals and Objectives

The MA in Clinical Psychology program has been designed to educate and train students so that they might either be prepared to enter a doctoral program in clinical psychology or enter a professional career as master’s-level practitioners. The program provides a strong background in assessment and introduces students to basic clinical interventions skills. Students also receive an introduction to scientific methodology and the bases of scientific psychology. Specific objectives of the program include:

Entry-level preparation of practitioners of psychology capable of ethically delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment.

- Students will know the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice or as a bases for entry into a doctoral program.
- Students will learn to value diversity (broadly defined as issues related to gender, age, sexual orientation, race/ethnicity, national origin, religion, physical ability, and social economic status) and be able to work effectively with diverse clients.
- Students will gain an entry-level understanding of the principles of assessment as well as understand and competently use specific techniques.
- Students will develop a competency in at least two theoretical orientations and be able to apply therapeutic techniques derived from these orientations to clients. Additionally, students know how to monitor their professional activities and guide their actions in accordance to the professions’ ethical standards.

Entry-level preparation of practitioners of psychology who understand the bases of scientific psychology.

- Students will know the current body of knowledge in developmental psychology and at least one other bases of human functioning (e.g., including biological aspects of behavior, cognitive/affective aspects of behavior, and historical and philosophical context of psychology).

Entry-level preparation of practitioners of psychology who are able to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance applications of psychology.

- Students demonstrate an entry-level proficiency in being able to critically evaluate the existing theoretical and research literature in psychology.

Graduates will, at an entry-level, evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance their practice.

Foundation Courses

Argosy University, Washington DC requires applicants to successfully complete, with a “C” or better, five undergraduate courses that serve as a basic foundation for program coursework. Several of these courses serve as direct prerequisites to Argosy University, Washington DC courses. The three foundation courses are listed below:

- Abnormal psychology or maladaptive behavior
- General psychology
- Statistics or research methods

Applicants who have not completed these courses prior to admission must complete them no later than the end of the first academic year of enrollment. It is recommended that applicants complete these courses prior to admission. Missing foundation courses may prohibit students from enrolling in the required first-year curriculum that, in turn, may delay the start of practicum. Additionally, students who plan to enroll full-time may be unable to do so every semester if all foundation courses are not completed prior to matriculation. This may have implications for financial aid and for international student’s visa status.

Enrollment Requirements

Students must be continuously enrolled for the duration of their program.

Additional Requirements for Academic Progress

In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental time frame table below.

Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	47 credit hours

Student Advisement

Faculty Advisors

Faculty members serve as advisors to those students who have been or are in their Professionalization Groups. Faculty advisors are available for consultation on student professional development, academic/training progress, and other Argosy University, Washington DC professional issues.

Students are required to meet with their faculty advisors at least once each semester, usually once following receipt of grades and again for purposes of registration. Students are encouraged to meet as often as necessary with their advisor to review their progress through the program and to discuss their performance in classes, seminars, and training sites. Faculty will file a memo in the student’s academic file indicating the date of the meeting and, if appropriate, a summary of the meeting. Add/Drop Request Forms require faculty advisor signatures.

Students are required to meet with their faculty advisor when directed to do so by the Student Professional Development Committee (SPDC). This would occur when a student is experiencing academic, clinical, or personal difficulties.

Changing Faculty Advisors

A student may initiate a request for a change of advisor only after completing one full academic year. If a student wishes to change advisors, she or he should discuss this with the current advisor and the prospective advisor. If all parties agree to the change, the student must then obtain, complete, and return a Change of Status Form to the Office of the Registrar with signatures from the student, the original advisor, and the new advisor.

Mentor Program

The Argosy University, Washington DC Admissions Department, with the clinical psychology program’s Student Support Committee, coordinates a peer-mentoring program for the Clinical Psychology Department in which first-year students are matched with advanced students to provide advisement and emotional support.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- The satisfactory completion of 47 semester credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 40 credit hours of required courses
 - 6 credit hours (one year) of practicum and practicum seminar
- Satisfactory completion of an Integrative Paper for 1 credit hour
- A grade point average of at least 3.0 on a scale of 4.0 with no more than two grades below “B-”
- Completion of the master’s Clinical Presentation Evaluation
- A completed Petition to Graduate submitted to campus administration

Writing Program

Students have the option of taking a Professional Writing Course at Argosy University, Washington DC. Faculty can recommend the course or another writing development option to students. If a student receives two such recommendations from faculty, then they are required to take the course or an approved alternative the semester after they are notified of the requirement.

Program Requirements

The MA in Clinical Psychology program requires the satisfactory completion of 47 semester credit hours, distributed as follows: assessment requirements, 11 credit hours; bases course requirements, 3 credit hours; individual differences requirements, 9 credit hours; intervention requirements, 12 credit hours; methodology requirement, 3 credit hours; professional issues requirements, 2 credit hours; practicum requirements, 6 credit hours; and integrative paper requirement, 1 credit hour.

Assessment Requirements—Students Are Required to Take the Following

PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (4)
PP7520	Personality Assessment (4)

Assessment Requirements—11 Credit Hours

Bases Course Requirements—Students Are Required to Take One of the Following

PP7000	History and Systems (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)

Bases Course Requirements—3 Credit Hours

Individual Differences Requirements—Students Are Required to Take the Following

PP7010	Lifespan Development (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7501	Adult Psychopathology (3)

Individual Differences Requirements—9 Credit Hours

Intervention Requirements—Students Are Required to Take the Following

PP6450	Foundations of Clinical Interventions (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
—or—	
PP8050	Family and Couples Therapy (3)
—or—	
PP8060	Group Psychotherapy (3)
—or—	
PP8037	Principles and Practice of Psychotherapy (3)

Intervention Requirements—12 Credit Hours

Methodology Requirements—Students Are Required to Take the Following

PP7200	Statistics and Research I (3)
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Methodology Requirements—3 Credit Hours

Professional Issues Requirements—Students Are Required to Take the Following

PP6400	MA Professionalization Group (1) <i>taken for two semesters</i>
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Professional Issues Requirements—2 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

PP6201	Master’s Practicum I* (3)
PP6202	Master’s Practicum I* (3)

Practicum Requirements—6 Credit Hours

Integrative Paper Requirements—Students Are Required to Take the Following

PP6011	Integrative Paper (1)
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Integrative Paper Requirements—1 Credit Hour

Optional Courses (Year Two)*

PC6300	Professional and Ethical Issues (3)
PC6600	Career and Lifestyle Development (3)
PP7373	Integrative Assessment (3)
PP8050	Family and Couples Therapy (3)
PP8037	Principles and Practice of Psychotherapy (3)

* Practicum and corresponding seminar require concurrent enrollment.

† These courses not required for the completion of the degree, but are suggested courses for students who plan to move from the Master of Arts in Clinical Psychology program to the Doctor of Psychology in Clinical Psychology program.

Professionalization Group Requirements

The Professionalization Group, which meets on a weekly basis during the first and second semester, will provide first-year students with important direction and assistance as they begin their education and training. This group assists students with an orientation to the field as well as an introduction to key issues in the training and development.

Practicum and Practicum Seminar Requirements

The practicum is the first opportunity provided to Argosy University, Washington DC students for clinical field training. The student will have the opportunity of working under supervision with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is an additional fee added to each practicum.

The practicum is a required 600-hour training experience that takes place during an academic year, beginning in September and concluding in June. The practicum is treated as a course and with the practicum seminar carries 3 credit hours per semester or 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor is any student excused from the practicum requirements. Students who come to Argosy University, Washington DC with extensive clinical backgrounds may be placed in practicum sites in areas where they do not have previous experience and where they have an interest.

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly through the fall and spring semester 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 varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

All students who enter the practicum application process must be in good academic standing, have a minimum grade point average of 3.0 on scale of 4.0 and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum.

No student may begin a practicum without being in attendance at Argosy University, Washington DC for a minimum of two semesters.

To be eligible to begin the practicum, the student must have successfully completed the following:

Practicum Prerequisites

PP6450	Foundations of Clinical Interventions (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)

Practicum and Probation

Students must not be on probation at the time of application to practicum, and at the time practicum begins. Students must remain off of probation while completing practicum. Students placed on probation or who become eligible for probation during practicum will be withdrawn from practicum for that year.

Permission to apply for practicum at times other than the normal times may be approved by the program chair upon recommendation from the director of Clinical Training. Such application is on a space available basis and must meet all other practicum and curricular requirements.

In cases when the director of Clinical Training or program faculty has reservations about a student's readiness for practicum, the director of Clinical Training will discuss the situation with the student and the student's advisor. In those cases where there is a shared concern among the student's mentors, a plan of remediation, to be implemented prior to the clinical training in question, will be designed by the Clinical Training Committee and forwarded to the SPDC.

Procedures for Practicum Remediation

The Clinical Training Committee reviews practicum students who may need remediation in clinical training. The director of Clinical Training institutes meetings to clarify whether deficit areas exist and to specify the nature of the deficits. When the review is complete and deficits have been identified, the director of Clinical Training draws up a written plan describing specific areas of deficit and the recommended remediation strategies. This plan is presented to the Clinical Training Committee for its approval and then forwarded to the SPDC for approval and implementation.

If the remediation includes additional training, a remedial practicum may be required. In such cases, the director of Clinical Training will amend the previously approved remediation plan with a learning contract. The contract will address how the training site will afford opportunities to remediate the identified deficit areas. This contract will be developed when a remedial site is located and in consultation with the Clinical Training Committee, the student and relevant site personnel. Once approved by the Clinical Training Committee, the contract will be forwarded to the SPDC.

Based on a thorough assessment of deficit areas and on the advisement of the director of Clinical Training, the Clinical Training Committee may recommend that a student be dismissed from Argosy University. The Clinical Training Committee will draw up a written summary of problem areas and a detailed rationale for the dismissal recommendation. The dismissal recommendation goes to the Student Conduct Committee (SCC) for further action.

Practicum Description

The goal of the practicum is to correlate students' field experience with attained levels of academic experience. The practicum is focused on assessment, diagnosis, and intervention in keeping with the overall emphases of the Argosy University, Washington DC master's in Clinical Psychology program.

Relationship of Master's- and Doctoral-Level Practicum

The master's practicum is not equivalent to the practicum in the doctoral program. Students who enroll subsequently in the doctoral program will have to take both the doctoral Practicum I and II sequence.

Evaluation of Student Progress

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, clinical skills, and professional attitudes. A thorough review of site and seminar evaluations is conducted by the Clinical Training Department, and an overall grade of “Credit” or “No Credit” is included in the student’s academic record.

Student Evaluation

Students must meet the same standards of conduct as outlined for the Doctor of Psychology in Clinical Psychology program. Master’s in clinical psychology students are evaluated by the same Student Professional Development Committee and in the same manner as the doctoral students.

Clinical Presentation Evaluation Requirements

For the master’s student, the Clinical Presentation Evaluation (CPE) is a competency-based examination designed to evaluate the student’s mastery of basic clinical skills. The master’s CPE assesses competencies in assessment, case formulation, psychotherapy planning, and implementation.

Students should be capable of demonstrating clinical competence both conceptually and in application. Students prepare to demonstrate their competency by integrating classroom theoretical work, practice gained in class, clinical field training at their practicum and the practicum seminars. Therefore, passing the seminar and site evaluation do not guarantee a passing grade on the CPE.

To be eligible to take the CPE, a student must be in good standing, have a GPA of 3.0 on a scale of 4.0, not be on probation, and must be enrolled in the master’s practicum sequence.

The master’s CPE is composed of the formulation of a psychotherapy case and analysis of an associated session. The student should use a theoretical orientation represented by one of the intervention courses in the MA in Clinical Psychology program or a treatment framework used by the practicum agency. This competency is demonstrated during the spring semester of the master’s practicum. The student demonstrates this competency by successfully completing three related tasks:

- *Observational Component* The practicum seminar leader observes the student performing a psychotherapy session and judges whether the student is demonstrating competency in maintaining a therapeutic relationship and in carrying out interventions appropriate to the treatment framework and the issues presented in the session. The seminar leader may directly observe the student interview a client or the student may submit a video or audiotape of an interview with a verbatim transcript. With approval of the director of Clinical Training, a role-played interview with a faculty member may be substituted for a client interview.

- *Written Component* The seminar leader reviews the student’s written report of the observed case as well as the student’s self-critique of the interview with the client and judges whether the report demonstrates competency in understanding the client’s presenting problem, case formulation, and analysis of the therapeutic process.
- *Oral Presentation* The student presents the case in the practicum seminar and fields questions from seminar members. The seminar leader judges whether the student can present a case in a cogent, organized manner, integrate essential information, and provide thoughtful answers to questions in the seminar. While the student may be supervised on the case presented, she or he must not be supervised on the particular interview presented for the CPE. The interview, case formulation, and analysis of the session should offer a view of the student’s independent clinical work. The interview should last no more than 60 minutes.

In the event that the student fails the CPE, feedback will be provided and the student will be given a second opportunity to demonstrate competence using a different case. Failure to demonstrate competency on the second case is grounds for dismissal from the program and the student will be referred to the SPDC.

Integrative Paper Requirements

As part of the requirements for the Master of Arts in Clinical Psychology program, each student is required to complete the Integrative Paper (IP). The IP is designed to evaluate the student’s ability to independently present and integrate psychological literature. The paper consists of an in-depth review, summary, and integration of the current literature on an approved topic. Each student must register for the 1-credit hour course Integrative Paper (PP6011). This course is graded on a “Credit” or “No Credit” basis, credit being granted upon approval of the paper.

Recommended Course Sequence for the Master of Arts in Clinical Psychology Program

Student progress through the Master of Arts in Clinical Psychology program at Argosy University, Washington DC 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 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. This catalog and registration materials contain the prerequisites for any given course.

Terminal Master's Degree

Year One

Fall Semester	Spring Semester	Summer Semester
PP7501 Adult Psychopathology (3)	PP7330 Child and Adolescent Psychopathology (3)	PP6450 Foundations of Clinical Interventions (3) [summer I]
PP7365 Clinical Interviewing (3)	PP8010 Cognitive-Behavioral Theory and Therapy (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)
PP7370 Cognitive Assessment (4)	PP7520 Personality Assessment (4)	
PP6400 MA Professionalization Group (1)	PP6400 MA Professionalization Group (1)	

Year Two

Fall Semester	Spring Semester	Summer Semester
PP7200 Statistics and Research Methods I (3)	Intervention Elective (3) —or— Bases Course (3)	Intervention Elective —or— Bases Course (3)
PP7010 Lifespan Development (3)	PP6202 Master's Practicum II (3)	
PP6201 Master's Practicum I (3)	PP6011 Integrative Paper (1)	

Master of Arts in Clinical Psychology Degree Embedded into the Doctor of Psychology in Clinical Psychology Program

Master of Arts in Clinical Psychology students interested in applying for the PsyD in Clinical Psychology program should follow the following course sequence:

Year One

Fall Semester	Spring Semester	Summer Semester
PP7501 Adult Psychopathology (1)	PP7330 Child and Adolescent Psychopathology (3)	PP6450 Foundations of Clinical Interventions (3) [summer I]
PP7365 Clinical Interviewing (3)	PP8010 Cognitive and Behavioral Theory and Therapy (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3) [summer I]
PP7370 Cognitive Assessment (4)	PP7520 Personality Assessment (4)	
PP6400 MA Professionalization Group (1)	PP6400 MA Professionalization Group (1)	

Year Two

Fall Semester	Spring Semester	Summer Semester
PP7200 Statistics and Research Methods I (3)	PP8050 Family and Couples Therapy (3)	PP8037 Principles and Practice of Psychotherapy (3)
PP7010 Lifespan Development (3)	PP7201 Statistics and Research Methods II (3)	PP7373 Integrative Assessment (3)
PP6201 Master's Practicum I (3)	PP6202 Master's Practicum II (3)	Base Course (3) [summer II]
	PP6011 Integrative Paper (1)	

Course/Credit Transfer

Course/Credit Transfer from Another Argosy University Campus

In addition to the institutional requirements, Argosy University, Washington DC requires that all graduate work submitted for transfer be completed within the last five years. If coursework was completed more than five years prior to admission, then the student must provide evidence that they have remained current with the course's subject area (e.g., attendance of continuing education workshops, supervision). Students may only transfer a total of 15 semester credit hours.

The following is a list of other courses that may not be transferred to Argosy University, Washington DC, unless the courses were taken within the Argosy University system and the course numbers are identical:

Non-Transferrable Courses

PP6201	Master's Practicum I (3)
PP6202	Master's Practicum II (3)
PP7330	Child and Adolescent Psychopathology (3)
PP6400	MA Professionalization Group (3)
PP6450	Foundations of Clinical Interventions (3)
PP7501	Adult Psychopathology (3)

Two or more courses may be combined to transfer to one Argosy University, Washington DC course, if all other conditions are met. The total number of credit hours of the courses submitted for transfer must meet or exceed the total number of hours for the courses being transferred.

Students requesting to transfer Cognitive Assessment (PP7370) or Personality Assessment (PP7520) must have both an approved course that meets the course transfer requirements and must pass a competency examination. Students wanting to transfer credit, should complete a Course Transfer Form for each course and submit to the Office of the Registrar. The Office of the Registrar will do an initial review and forward to appropriate faculty for decision. Students will be notified of faculty decision and approvals will be recorded on transcript. If the request is denied, all material will be returned to student. Students may resubmit with additional information.

MASTER OF ARTS IN CLINICAL PSYCHOLOGY/MARRIAGE & FAMILY THERAPY PROGRAM

Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; Argosy University, San Francisco Bay Area

Argosy University offers interested individuals a Master of Arts (MA) in Clinical Psychology/Marriage & Family Therapy program. It is designed for students who wish to pursue the Clinical Psychology track while receiving graduate-level training in the core curricular areas, including supervised clinical practice, required for licensure as a marriage and family therapist in California. Licensing requirements differ from state to state, so students should verify the current licensing requirements of the state in which they plan to become licensed.

The MA in Clinical Psychology/Marriage & Family Therapy program emphasizes a practitioner-oriented philosophy, and integrates applied theory and field experience. The MA in Clinical Psychology/Marriage & Family Therapy curriculum shares a common core with most of the first- and second-year course offerings of the doctorate in clinical psychology. Refer to the campus-specific program descriptions for details.

Admission Requirements

The application process for admission into the MA in Clinical Psychology/Marriage & Family Therapy program requires the submission of materials that will enable the Admissions Department to verify the applicant's academic qualifications to enroll in the MA in Clinical Psychology/Marriage & Family Therapy program. Because the Admissions Committee also takes into consideration the qualities essential to becoming an effective clinician, material is also required which will help to determine the individual's personal integrity, maturity, interpersonal skills, and ability to communicate effectively.

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Application Deadlines

All admission materials for the Master of Arts in Clinical Psychology/Marriage & Family Therapy program must be submitted by the following dates:

Fall Admission

January 15	Deadline for early notification of admission
May 15	Final deadline

Spring Admission

October 15 -	Final deadline
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Deadlines may be extended if there are continuing openings in the program.

Committee Decisions

The Admissions Department will notify all applicants of the program Admissions Committee's decision as soon as the decision has been made. Accepted applicants are required to remit a deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester as a matriculated student.

Master of Arts in Clinical Psychology/Marriage & Family Therapy Program—
Argosy University, Inland Empire; Argosy University, Los Angeles;
Argosy University, Orange County; Argosy University, San Diego

Foundation Courses

Applicants should have completed the following five undergraduate courses, or their equivalent:

Students Must Have Completed the Following Prior to Admission or by the End of the First Year

PC6003	Abnormal Psychology (3)
PSY101	General Psychology (3)
PSY210	Statistics (3)
—or—	
PSY302	Research Methods (3)
PSY361	Personality Theories (3)
—or—	
PSY400	Counseling Theories (3)
PSY415	Psychological Assessment (3)

Students who have not completed these courses prior to admission must complete them no later than by the end of the first academic year, and before registering for a practicum. These courses provide a foundation for the MA in Clinical Psychology/Marriage & Family Therapy curriculum, and offers perspectives and information that complement those of the clinical psychology program. The Bachelor of Arts (BA) in Psychology program offers courses in the above subject areas, which are available to first-year students periodically during the academic year. Argosy University also offers sections of some of these courses online throughout the year.

Additional Standards for Academic Progress

Students must make satisfactory progress towards a degree by maintaining a grade point average of 3.0 (on a scale of 4.0). All students must complete the program within five years after entry into the program. Students must take the required master's Therapy Practicum no later than the third year after entry into the program. Students who receive a grade below "B-" in a core course must retake the course during the next academic year or sooner.

Graduation Requirements

Students who are admitted into the MA in Clinical Psychology/Marriage & Family Therapy program will be responsible for completing the program requirements that are in effect at the time of their admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession of psychology. The courses will be completed in the recommended order. See the "Recommended Course Sequence" table which follows.

- 50 semester credit hours, which must be completed by the end of the fifth year of matriculation. The total hours must include:
 - 44 credit hours of required courses
 - 6 credit hours (one year) of practicum and seminar
- Pass Integrative Paper (PP6011) [graded "Credit/No Credit;" formerly the Clinical Scholarly Project]
- A grade point average of at least 3.0 (on a scale of 4.0)
- Completion of Clinical Competency Evaluation
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The MA in Clinical Psychology/Marriage & Family Therapy program requires the satisfactory completion of 50 credit hours as listed below. Students who receive a grade below “B-” in any course must retake the course during the next academic year or sooner.

Course Requirements — Students Are Required to Take the Following

PP6011	Integrative Paper (1)
PC6230	Theories in Counseling Families and Individuals (3)
PC6300	Professional and Ethical Issues (2)
PC6320	Domestic Violence/Spousal Abuse (1)
PC6430	Aging (1)
PC6900	Substance Abuse Counseling (1)
PP7020	Child and Adolescent Development (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7200	Statistics and Research Methods I (3)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7365	Clinical Interviewing (3)
PP7371	Objective Personality Assessment (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7360	Clinical Psychopharmacology (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8039	Interventions II (3)
PP8050	Family and Couples Therapy (3)
PP6201	Master's Practicum/Seminar I (3)
PP6202	Master's Practicum/Seminar II (3)

Course Requirements — 50 Credit Hours

Additional Program Requirements

Meet with your faculty advisor during the academic year.

Master's Therapy CCE Tape In conjunction with the master's Therapy Seminar, therapy students complete a Clinical Competency Conference Examination (CCE). The seminar leader will inform students of what is expected for this task and will hand out materials that explain the guidelines. The deadline for tape submission on the CCE will be announced by the Training Department during the spring semester.

Master's Ethics CCE This requirement is satisfied by the successful completion of the Professional and Ethical Issues (PC6300) class with a grade of “B” or better.

Professionalization Group Requirements

These discussion groups for first-year students are led by a full-time faculty member and meet once a week for one hour. Students discuss topics related to professional psychology, marriage and family therapy licensure and the development of a professional identity. The faculty member leading the group will help students with academic and field training planning, general consultation on the MA in Clinical Psychology/Marriage & Family Therapy program, and questions emerging during the student's first-year academic experience.

The course objectives are as follows:

- To assist and support students in developing identities as clinical psychology trainees and evolving clinical psychology professionals through readings, discussion, role play and classroom presentation.

- To introduce students to the ethical practice of psychology and contemporary issues in clinical psychology
- To orient students to the roles, norms, and expectations of graduate studies and professional practice
- To provide academic advisement and student advocacy

Practicum and Practicum Seminar Requirements

The goal of the practicum at the master's level is to train students in the application of the knowledge, skills, and attitudes developed by their academic experience. This experience includes the direct observation, interviewing, and treatment of clients. Certain sites also afford some students with the opportunity of limited exposure to psychological testing procedures.

When available, the master's Therapy Practicum stresses family and couples therapeutic intervention. Because there is such a wide range of therapy experiences available, and because the selection of students for a given practicum is done by the site, students should not expect to experience the total spectrum of therapies during the practicum. The practicum is the first opportunity provided to students for clinical field training. Practicum provide students with opportunities to work under supervision with a clinical population within a mental health delivery system. The practicum provides an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is included in the cost of the practicum.

The practicum is a required 600-hour training experience, which takes place during an academic year, normally beginning in the fall and concluding at the end of the summer I semester. 150 hours of client contact are required within the practicum. The practicum is treated as a course and carries 3 credit hours per semester or 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor is any student exempt from the practicum requirements. Students who come to Argosy University with extensive clinical backgrounds are placed in practicum sites in areas in which they have an interest and have not had previous experience.

The MA in Clinical Psychology/Marriage & Family Therapy program practicum are not intended to substitute for the PsyD in Clinical Psychology practicum. Students who intend to apply for admission into the doctoral program after completing the master's in clinical psychology program may not receive credit for doctorate in clinical psychology practicum on the basis of their master's-level practicum.

Eligibility for Practicum

All students who enter the master's practicum application process must be in good academic standing, have a minimum grade point average of 3.0 (on a scale of 4.0) and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at Argosy University for a minimum of two full semesters, including eight courses. The following courses are

practicum prerequisite courses and must be completed and/or transferred prior to beginning the practicum:

Practicum Prerequisites

PC6430	Aging (1)
PP7020	Child and Adolescent Development (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7365	Clinical Interviewing (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8039	Interventions II (3)
PP8050	Family and Couples Therapy (3)

The program chair and the Training Department have the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include the student activities of both seeking a practicum and attending a practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a satisfactory GPA (3.0 on a scale of 4.0) when the spring grades are available, the student, at the discretion of the program chair and the Training Department, may look for a practicum.

If a first-year student who has accepted a practicum is placed on probation after fall grades are received, the student may not attend the practicum if the GPA is below the minimum requirement after the spring grades are received. If the GPA is satisfactory after the spring grades are received, the student, at the discretion of the program chair and the Training Department, may begin the practicum.

Practicum Evaluation

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, 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.

Please refer to the *Argosy University, Orange County Training Manual* for a more detailed description of training requirements and guidelines. All students are responsible for being familiar with the information contained in the *Training Manual*.

Practicum Seminar

All students enrolled in a practicum must also be enrolled in a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on various attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty member.

Clinical Competency Examination Requirements

At the master's level, the Clinical Competency Examination consists of two competency-based examinations designed to evaluate the student's mastery of basic clinical assessment and therapeutic skills. Students should be capable of demonstrating

clinical competence via the master's Therapy CCE both conceptually and in application. Argosy University also expects that students who have learned theoretical and applied concepts in classroom courses will have made use of out-of-class clinical contacts (i.e., practicum, practicum seminar group, visiting lecturers) to refine and extend the skills to be evaluated by the CCE. Therefore, passing the seminar and site evaluation do not guarantee a passing grade on the CCE.

Descriptions and Procedures for Successful Completion of the Clinical Competency Examination

Master's Therapy Clinical Competency Examination requires the student to submit a client history, a tape, a complete transcript of a therapy hour to be reviewed, a client assessment and progress report, and a self-critique of a therapy session that the student is submitting. The student may have received general supervision on this therapy case or elsewhere prior to submission for satisfying requirement of CCE. The Therapy CCE is graded "Pass/Resubmit/Fail."

The Ethics CCE requires that the student pass Professional Issues with a grade of "B" or better. A grade of "B-" requires remediation to be decided upon by the course instructor; a grade of "C+" or lower requires retaking the course.

Integrative Paper Requirements

MA in Clinical Psychology/Marriage & Family Therapy program students are required to complete an Integrative Paper (PP6011) based upon a presentation of a clinical question or problem that has been defined either before or during their practicum experience, integration of the relevant literature on the topic, with inclusion of core course concepts relevant to the subject as well. The purpose of this review is to assess the student's achievement of a capacity to apply relevant concepts to a clinical topic, and to research relevant areas of the literature so as to demonstrate an independent capacity to approach clinical problems with a scholarly perspective and process. It is expected that the production of this paper will require several drafts and ongoing consultation with a faculty advisor for this project.

The criteria for evaluation of the project will include a clear definition of a clinical topic, appropriate application of relevant literature and major course concepts to that topic, the subsequent presentation of a set of observations based on the major findings of this review, a clear written presentation in APA style. This requirement assesses the student's capacity to independently complete a relevant literature review of the clinical questions raised in the case, with a fuller understanding how the literature and the core curriculum can extend and deepen the student's understanding of the topic. The review should include relevant topics from psychopathology, psychotherapy, human development, and diversity courses as well as those derived from the literature review.

Students must abide by the structured meeting schedule set by faculty to complete the Integrative Paper by the end of the fall semester. Failure to abide by this schedule and complete assignments in a timely way will result in a "No Credit" grade and require the course to be taken again in the following academic year.

Integrative Paper Prerequisites

In order to qualify for Integrative Paper (PP6011), students must be in good standing (GPA of 3.0 on a scale of 4.0) and not on probation; must petition the program chair of the MA in Clinical Psychology/Marriage & Family Therapy program at the beginning of the fall semester prior to the Integrative Paper; receive approval to work with a particular faculty member assigned to this course, and complete and/or transfer all courses listed at right:

Integrative Paper Prerequisites

PP7020	Child and Adolescent Development (3)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7365	Clinical Interviewing (3)
PP7371	Objective Personality Assessment (3)
PP8050	Family and Couples Therapy (3)
PP8039	Interventions II (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)*

* PP7340 must be completed in the Fall semester of the second year

Recommended Course Sequence for the Master of Arts in Clinical Psychology/Marriage & Family Therapy Program

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. Certain advanced courses also require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official.

Year One

Fall Semester	Spring Semester	Summer Semester
PP7365 Clinical Interviewing (3)	PP7301 Psychopathology II (3)	PP6230 Theories in Counseling Families and Individuals (3)
PP7300 Psychopathology I (3)	PP7111 Professionalization Group II (1)	PP6430 Aging (1)
PP7110 Professionalization Group I (1)	PP8010 Cognitive Behavioral Theory and Therapy (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)
PP7020 Child and Adolescent Development (3)	PP8039 Interventions II (3)	
PP7371 Objective Personality Assessment (3)	PP8050 Family and Couples Therapy (3)	

Year Two

Fall Semester	Spring Semester	Summer Semester
PP6201 Master's Practicum/Seminar I (3)	PP7360 Master's Practicum/Seminar II (3)	PP6320 Domestic Violence (1)
PP7200 Statistics and Research Methods I (3)	PP7360 Psychopharmacology (3)	PP6900 Substance Abuse (1)
PP6011 Integrative Paper (1)		
PP6300 Professional and Ethical Issues (3)		

Course/Credit Transfer

Transfer of Courses/Credit into the Master of Arts in Clinical Psychology/Marriage & Family Therapy Program From Other Institutions

Like other institutions which offer graduate degrees, Argosy University 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 a transfer of courses in the curriculum.

For a course to be considered eligible for a transfer, the following conditions must be met:

- The course must have been taken no more than seven years before the student's entry into the program.
- 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 towards a transfer of a 3-credit hour course must have itself carried 3 or more graduate credit hours.
- A student must have earned a grade of "B" or better on any course submitted for a transfer.

- A maximum of two courses (6 credit hours) may be transferred towards the master's program in clinical psychology.
- The school 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.

Any 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. Requests must be made in writing. Transfer requests may be submitted any time during the admission process until the end of the first year of matriculation. Transfers are not reviewed or officially granted until a student is officially accepted. Transfers are not recorded on the transcript until the student has paid a transfer fee for each approved transfer.

Students petitioning for transfer are requested to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfers are granted by the faculty if there is an 80 percent overlap in course content and objectives between the course submitted for transfer and the course as it is offered at Argosy University. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Non-Transferable Courses

The following is a list of courses that may not be transferred to Argosy University by students in the MA in Clinical Psychology/Marriage & Family Therapy program:

Non-Transferable Courses

PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP8150	Master's Therapy Practicum/Seminar I (3)
PP8151	Master's Therapy Practicum/Seminar II (3)

Master of Arts in Clinical Psychology/Marriage & Family Therapy Program— Argosy University, San Francisco Bay Area

The Master of Arts (MA) in Clinical Psychology/Marriage and Family Therapy program is designed to meet the needs of students seeking a terminal degree at the master's level, state licensure as a Marriage and Family Therapist (MFT), and/or students who eventually plan to pursue a doctorate degree. The master's degree provides students a strong clinical orientation.

The MA in Clinical Psychology program at the Argosy University, San Francisco Bay Area offers several unique advantages to those individuals who are planning to subsequently pursue a doctorate degree. If admitted to the doctoral program, most master's-level coursework taken at Argosy University, San Francisco Bay Area will apply toward the Argosy University, San Francisco Bay Area PsyD in Clinical Psychology program. Admission to the master's program or completion of the master's degree, however, does not guarantee admission to the PsyD in Clinical Psychology program at Argosy University, San Francisco Bay Area.

Foundation Courses

Argosy University, San Francisco Bay Area requires certain prerequisite undergraduate courses of all students enrolling in a graduate program in clinical psychology. These courses serve as a foundation for courses that will follow. Applicants should have completed the following five undergraduate courses, or their equivalent:

- Abnormal psychology
 - Introductory psychology
 - Personality theories
 - Statistics or research methods
 - Tests and measures or psychological assessment
- Argosy University, San Francisco Bay Area strongly recommends that these courses be completed prior to enrollment. Students

who have not completed these courses prior to admission must complete them prior to the end of the first year of enrollment and before beginning a practicum. No exceptions to this policy are allowed.

Enrollment Requirements

Students have the option to maintain a full-time or part-time course load. Students are encouraged to register for a minimum of 6 credit hours each semester. The most effective way of achieving the program's objectives is to take the theoretical and practical courses over a two- or three-year period in the order recommended by the faculty.

Additional Requirements for Academic Progress

To maintain academic progress toward a degree all students must retain the required cumulative grade point average and meet the cumulative maximum time frames for their program. Students who do not meet these requirements will be placed on academic probation.

The following are the cumulative GPA, cumulative maximum time frame, and incremental maximum time frame requirements:

- *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 five years after matriculation. Students who take an approved withdrawal from the University will have five years plus the length of time that they were temporarily withdrawn, not to exceed one year, to complete the program.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 51 semester credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 43 credit hours of required courses
 - 6 credit hours (one year) of practicum which includes a weekly one-hour seminar
 - 2 credit hours of Professionalization Group (PP7110, PP7111)
- A GPA of at least 3.0 on a scale of 4.0 with no more than two grades below "B-"
- Successful completion of the Clinical Evaluation Conference (CEC)
- A completed Petition to Graduate submitted to campus administration
- Completion of Child Abuse and Reporting (PP7332)

Program Requirements

The MA in Clinical Psychology/Marriage & Family Therapy program requires the satisfactory completion of 51 semester credit hours distributed as follows: required courses, 43 credit hours; professionalization group requirements, 2 credit hours; and practicum and practicum seminar requirements, 6 credit

hours. The curriculum should be completed in the order recommended by Argosy University, San Francisco Bay Area.

Required Courses—Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7010	Lifespan Development (3)
PP7050	Physiological Psychology (3)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7200	Statistics and Research Methods I (3)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7332	Child Abuse Assessment and Reporting* (0)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7360	Clinical Psychopharmacology (3)
PP7370	Cognitive Assessment (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8020	Person Centered and Experiential Theory and Therapy (3)
PP8050	Family and Couples Therapy (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP8670	Human Sexuality (1)

Required Courses—43 Credit Hours

* All MA in Clinical Psychology/Marriage & Family Therapy students must complete a seven-hour Child Abuse Assessment and Reporting (PP7332) course.

Professionalization Group Requirements

Students are required to register for two consecutive semesters of Professionalization Group in the first year of the program.

Professionalization Group Requirements — Students Are Required to Take the Following

PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)

Professionalization Group Requirements—2 Credit Hours

Practicum Requirements

The practicum is the first opportunity provided to Argosy University, San Francisco Bay Area students for clinical field training. Within the series of practicum courses, Argosy University, San Francisco Bay Area provides students with the opportunity of working, under supervision, with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are required to enroll in the practicum experience. Liability insurance will be purchased for each student by Argosy University, San Francisco Bay Area.

The practicum is required training experience of at least 500 hours, which takes place during the academic year, usually beginning in September and usually concluding in June. The practicum must include at least 150 of face-to-face client contact, with appropriate clinical supervision as set forth by the Board of Behavioral Sciences of the State of California. The practicum is treated as a course and with a practicum seminar carries 3 credit hours per semester and 6 credit hours for the academic year. A practicum may not be done in a student's place of employment, nor is any student transferred from the practicum requirements.

Students who come to Argosy University, San Francisco Bay Area with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

Practicum Seminar Requirements

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly throughout the academic year and allows students to reflect on various practicum experiences and acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting, focus of the enrolled students, and the professional expertise of the faculty member.

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following

PP8150	Practicum I (3)
PP8151	Practicum II (3)

Practicum and Practicum Seminar Requirements—6 Credit Hours

Practicum Application Requirements

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 on a scale of 4.0, and have completed the academic sequence that allows for the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at Argosy University, San Francisco Bay Area for a minimum of two semesters and a summer I semester.

To be eligible for the master's practicum, a student must have successfully completed, or transferred, 20 credit hours of coursework, which must include the following:

Practicum Prerequisites

PP7010	Lifespan Development (3)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7370	Cognitive Assessment (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)

Practicum and Academic Probation

Students who are placed under probation for any reason may not be allowed to begin a required practicum until they are removed from probation. Students who receive below a "B-" in any course required for practicum will not be allowed to enroll in practicum during the following academic year. If a first-year student is on probation based on progress in fall semester courses, the student may not apply for a practicum during the spring semester. If the student has achieved a GPA of at least 3.0, when the spring grades are available, and has not been placed on probation by the Student Professional Development Committee (SPDC) for any other reason, the student may, at the discretion of the director of Clinical Training, apply for a practicum. Requests for exceptions to this policy must be provided in writing to the director of Clinical Training.

If a first-year student who has accepted a practicum is placed on probation after the spring semester, the student may not participate in the practicum, if their GPA is below a 3.0 (after the summer I grades are received). If their GPA is at or above 3.0 after the summer I grades are received, the student may, at

the discretion of the director of Clinical Training, and the agency, begin the practicum. Students on probation for reasons other than a GPA below 3.0 will not be allowed to apply for practicum until they are removed from probation.

Permission to apply for practicum at times other than the normal times may be requested and approved by the director of Clinical Training. The SPDC decides whether any probationary student who is on practicum may continue to participate in training. In cases where the director of Clinical Training or program faculty has reservations about a student's readiness for practicum, the director of Clinical Training will discuss the situation with the student and the student's advisor. In those cases where there is a shared concern among the student's mentors, a plan of remediation, to be implemented prior to the clinical training in question, will be designed by the Clinical Training Committee and forwarded to the SPDC.

Procedures for Practicum Remediation

Requests for remediation within the ordinary time frame of the practicum can be handled informally under the coordination of the director of Clinical Training. Such a request might come from any relevant practicum personnel such as site supervisors, seminar leaders, or Argosy University, San Francisco Bay Area director of Clinical Training.

The Clinical Training Committee reviews practicum students who need remediation in clinical training. The director of Clinical Training institutes meetings to clarify whether the problem areas exist and to specify the nature of the problems. When the review is complete and specific problems have been identified, the director of Clinical Training formulates a written plan describing specific problem areas and the recommended remediation strategies. The plan is presented to the Clinical Training Committee for its approval and then forwarded to the SPDC for approval and implementation. At any point in this process, the student may request to meet with the Clinical Training Committee. The student may submit written materials and/or bring a support person. The Clinical Training Committee may also require that a student in need of remediation meet with the committee so that the committee has all pertinent information.

If the remediation includes additional training, a remedial practicum may be required. In such cases, the director of Clinical Training will amend the previously approved remediation plan with a learning contract. The contract will address how the training site will afford opportunities to deal with the identified problem areas. The contract will be developed when a site is determined and in consultation with the Clinical Training Committee, the student and relevant site personnel. Once approved by the Clinical Training Committee, the contract will be forwarded to the SPDC.

Based on a thorough assessment of problem areas and on the advisement of the director of Clinical Training, the Clinical Training Committee may recommend that a student be dismissed from the school. The Clinical Training Committee will formulate a written summary of problem areas and a

detailed rationale for the dismissal recommendation. The dismissal recommendation is forwarded to the SPDC for appropriate action.

Practicum Description

The goal of the practicum is to correlate students' field experience with attained levels of academic experience. The practicum is focused on assessment, diagnosis, and intervention, in keeping with the overall emphasis of the Argosy University, San Francisco Bay Area master's program.

Relationship of Master's and Doctoral-Level Practicum

The master's practicum is not equivalent to the practicum in the doctoral program. Students who enroll subsequently in the doctoral program will have to take both doctoral Practicum I and II if their primary supervisor was not a licensed mental health provider at the doctoral level.

Practicum Evaluation

Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, clinical skills, and professional attitudes. A thorough review of site evaluations is conducted by the director of Clinical Training and the practicum seminar professor, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

Clinical Evaluation Conference (CEC) Requirements

The Clinical Evaluation Conference (CEC) is a competency based examination, designed to evaluate the student's mastery of basic clinical skills.

To be eligible to take the CEC, the student must be in good academic standing, have a GPA of at least 3.0 on a scale of 4.0, not be on probation and must be enrolled in, or have completed the master's practicum. Refer to the *Argosy University, San Francisco Bay Area CEC Guidelines*. The CEC is conducted during the spring semester of the master's practicum seminar.

Recommended Course Sequence for the Master of Arts in Clinical Psychology/Marriage & Family Therapy Program

Student progress through the program is intended to be sequential. Certain courses are offered to first-year students that provide a theoretical and practical foundation for courses that will follow in subsequent years. Certain advanced courses also require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official.

Year One

Fall Semester	Spring Semester	Summer Semester
PP8020 Person Centered and Experiential Theory and Therapy (3)	PP7301 Psychopathology II (3)	PP7100 Professional Issues: Ethics, Conduct and Law (3)
PP7300 Psychopathology I (3)	PP7111 Professionalization Group II (1)	PP8010 Cognitive Behavioral Theory and Therapy (3)
PP7110 Professionalization Group I (1)	PP7010 Lifespan Development (3)	PP7332 Child Abuse Assessment and Reporting* (3)
PP7370 Cognitive Assessment (3)	PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)	

* All MA in Clinical Psychology/Marriage & Family Therapy students must complete a seven-hour Child Abuse Assessment and Reporting (PP7332) course.

Year Two

Fall Semester	Spring Semester	Summer Semester
PP8150 Practicum I (3)	PP7360 Clinical Psychopharmacology (3)	PP8650 Assessment and Treatment of Substance Use Disorders (3)
PP7200 Statistics and Research Methods I (3)	PP8151 Practicum II (3)	PP7000 History and Systems (3)
PP7050 Physiological Psychology (3)	PP8050 Family and Couples Therapy (3)	PP8670 Human Sexuality (1)

Course/Credit Transfer

The following is a list of courses that may not be transferred into the MA in Clinical Psychology/Marriage & Family Therapy program:

Non Transferable

PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7301	Psychopathology II (3)
PP8150	Practicum I (3)
PP8151	Practicum II (3)

Students requesting to transfer Psychopathology I (PP7300) must have both an approved course that meets the course transfer requirements and must pass a transfer examination.

Application Procedures

- Obtain a Course Transfer Form from the Student Services Department. Fill out one for each course transfer request, listing the Argosy University, San Francisco Bay Area course and number you wish to transfer, and the corresponding course taken elsewhere.
- Submit the form to the director of Student Services with the following items:
- A copy of the transcript referencing the course under review
- A course syllabus
- When available, other items such as assignments, projects, course notes or exams to support the transferability of the course. If the transfer meets the conditions listed above, it will be forwarded to the appropriate faculty member. The faculty person will review your materials and complete the Course Transfer Form.

It will then be submitted to the director of Student Services. There is a \$50 fee for each course granted for transfer. You will receive an invoice from Student Services indicating the total amount due, based on faculty approval of the transfer(s). Course(s) will not be entered onto the transcript until payment is received. No grade is entered for transferred courses.

A copy of the Course Transfer Form will be given back to you, along with the materials.

MASTER OF ARTS IN COUNSELING PSYCHOLOGY PROGRAM **Argosy University, Seattle**

Program Overview

The Master of Arts (MA) in Counseling Psychology program is designed to provide students with a sound foundation for the eventual practice of mental health counseling. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of professionals who are committed to the ethical provision of quality services.

The MA in Counseling Psychology program prepares students to enter a professional career as master's level counseling practitioners who can perform ethically and effectively as skilled professionals with demonstrated knowledge of social and cultural diversity. Curriculum is designed to integrate basic counseling skills, theoretical foundations of professional counseling, and practicum field experience into appropriate client interaction and intervention skills for application in a wide variety of settings with diverse client populations. Since licensing may change and often varies from state to state, students should verify the current requirements of the state in which they plan to become licensed.

Eligibility for Licensure

Graduates of the MA in Counseling Psychology program may wish to pursue licensure as a mental health counselor. The program curriculum includes courses in each area of study required by the state of Washington for master's-level licensure. Additional post-master's requirements must be met prior to licensure. For more information and application materials to apply for licensure in the state of Washington, see the Department of Professional Regulation Web site at https://fortress.wa.gov/doh/hpqa1/hps7/Mental_Health_Counselor/documents/MHappWeb.pdf

Master's-level certification or licensure varies from state to state. Students should determine the requirements for professional licensure in the state they wish to practice. The American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) frequently publish information on issues of importance to professional counselors, including licensure, online at: www.counseling.org and www.nbcc.org.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed application for Admission Form
- Application fee (non-refundable, except in California)
- Personal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Application Deadlines

Applications are accepted for the fall, spring and summer semesters. Early application is encouraged. Applications will be accepted and considered as they are received but no later than one week prior to the start of the semester. All applications received will be considered based on the applicant's qualifications, however admission of later applicants may be limited due to space availability.

Writing Program

Students are expected to demonstrate competence in professional writing using APA style. A writing assessment is given to all new students during orientation to evaluate clarity, organization and style. Some students may be required to complete a writing course or tutorial during the program.

Graduation Requirements

To be eligible for graduation students in the MA in Counseling Psychology program must meet the following requirements:

- Successful completion of 50 semester credit hours as follow:
 - 41 credit hours of required courses
 - 9 credit hours (600 hours on-site) of required practicum and practicum seminar groups
- Completion of a practicum and practicum seminar

- Successful completion of both the written and oral sections of the Psychotherapy Competency Examination (PCE)
- Minimum GPA of 3.0 on a scale of 4.0
- Satisfactory completion of all program requirements within four years after matriculation into the program
- Submission of a completed Petition to Graduate to campus administration

Enrollment Requirements

Students in the MA in Counseling Psychology program enroll in a minimum of two 3-credit hour classes per semester, which are offered in sequence. Students complete one course at a time. Students may take courses online (if available) preferably after completion of the first four courses on campus. Students wishing to take any of the first four courses online must have permission from the program chair.

While on practicum, students may enroll in two classes and the practicum and practicum seminar (9 credit hours) each semester, or they may enroll in the practicum and practicum seminar only (3 credit hours per semester) if they have already completed all other coursework. Each in-residence course meets one weekend per month for two months. However, the actual official starting date of each first session in-residence course corresponds to the date of the start of the semester. Pre-assignments will be made available prior to each course, and contacts by instructors will occur weekly throughout the semester.

In addition, continuous enrollment in a program is required. Students must register for at least part of each semester to remain in good academic standing. Requests for a temporary withdrawal from the University are not automatically granted. If personal circumstances prevent a student from registering, a temporary withdrawal from the University request must be submitted to the program chair for approval. Further information can be obtained from the Student Services Department. Students entering the MA in Counseling Psychology program are responsible for completing the program requirements in effect at the time of admission. The school retains the right to modify requirements in accordance with the demands of the psychology profession. Additional information can be found in the following sections.

Standards for Academic Progress

The first nine courses in the program must be satisfactorily completed before a student is permitted to take additional courses. Students who earn a GPA of 3.0 or above on a scale of 4.0 will be considered for continuation in the program. Students who achieve a GPA of 2.5 or below will no longer be permitted to continue in the program. Those with a GPA between 2.5 and 3.0 must send a request in writing to the program chair for permission to continue with the program. All requests are reviewed by the Student Professional Development Committee (SPDC) and a recommended course of action is sent back to the student. Any course in which a student earns less than a "B-" must be retaken. Any student who receives two grades of "F" in the first nine courses will be dismissed from the program.

In addition, students must demonstrate not only competence in critical thinking and mastery of course content, they must also develop interpersonal skills appropriate to the profession. These competencies include, but are not limited to, the ability to:

- Receive and integrate feedback
- Maintain appropriate personal and professional boundaries
- Remain open to different perspectives
- Work collaboratively with other students/faculty and learn from them
- Actively contribute meaningfully to the education of others
- Demonstrate collegial and respectful relationships with faculty and peers

Failure to demonstrate competencies in the above skills may be cause for referral to the Student Conduct Committee (SCC) and/or Academic Affairs Committee.

Additional Standards for Academic Progress

All students must complete the program within four years after matriculation. Students who have temporarily withdrawn from the University will have four years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

The suggested minimum accumulation of credit hours for satisfactory progress are as follows:

Suggested Incremental Time Frame Completion Rates

End of Year One	18 credit hours
End of Year Two	36 credit hours
End of Year Three	50 credit hours

Program Requirements

The MA in Counseling Psychology program requires the satisfactory completion of 50 semester credit hours, distributed as follows: required courses, 41 credit hours; practicum and practicum seminar requirements, 9 credit hours.

Required Courses—Students Are Required to Take the Following

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6010	Professionalization Group I (1)
PC6011	Professionalization Group II (1)
PC6021	Schools of Family Therapy (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6220	Personality Theories and Individual Counseling (3)
PC6300	Professional and Ethical Issues (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)

Required Courses—41 Credit Hours

Practicum and Practicum Seminar Requirements—Students Are Required to Take the Following

PC6400	Practicum I (3)
PC6401	Practicum II (3)
PC6402	Practicum III (3)

Practicum and Practicum Seminar Requirements—9 Credit Hours

The program curriculum is designed for delivery in a specific sequence. Courses offered to first year students provide a theoretical and practical foundation for courses that will follow. Students must satisfy all stated prerequisites for a course before registration can be considered official. Any student who wishes to take a course or courses out of sequence must petition the program chair in writing for special permission.

Practicum and Practicum Seminar Requirements

The practicum is an opportunity provided to students for field training in counseling. During the practicum, students work under supervision with a client population within a mental health delivery system. The practicum is an essential part of training in counseling and all students are required to participate in the practicum experience. Liability insurance is included in the cost of the practicum tuition.

Students may be 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 and 9 credit hours per academic year. A practicum must be a minimum of nine months and can typically last for 12 months. Throughout the year, the student will be required to spend a minimum of 600 hours in the practicum training experience. A practicum may not be done in a student's place of direct employment, nor may students waive the practicum requirements.

Practicum Eligibility

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 scale of 4.0, and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in the MA in Counseling Psychology program for a minimum of three semesters.

To be eligible for a practicum, a student must have successfully completed the following courses:

Practicum Prerequisites

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6010	Professionalization Group I (1)
PC6011	Professionalization Group II (1)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6220	Personality Theories and Individual Counseling (3)

Practicum Prerequisites—20 Credit Hours**Practicum Seminar**

All students enrolled in a practicum must also concurrently attend a practicum seminar. The seminar meets biweekly throughout the practicum 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 varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Practicum Evaluation

The goal of the practicum is to focus the training of competent counselors capable of providing basic and effective counseling and therapeutic intervention. Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge base, counseling 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.

Training Manual

Please see the *MA Counseling Psychology Program Training Manual* for your academic year for specific details of practicum requirements and the practicum application process.

Capstone Education Requirements**Psychotherapy Competency Examination (PCE)**

The Psychotherapy Competency Examination (PCE) normally takes place during the third or final practicum seminar. The PCE evaluates the growth and development of clinical competency, in accordance with the standards of Argosy University, Seattle, and ensures acquisition of the appropriate skill levels for subsequent supervised clinical practice.

The PCE assesses competency in assessment, case formulation, and treatment planning and implementation. This requirement is accomplished through a presentation of a treatment session and an accompanying presentation of the assessment, case formulation, course of treatment, and a critique of the treatment session chosen for the PCE. Students must choose a session that has not been supervised and not been previously presented in the practicum seminar.

Please see the *Psychotherapy Competency Examination Handbook* for additional information.

Recommended Course Sequence for the Master of Arts (MA) in Counseling Psychology Program

Year One courses should be taken prior to Year Two courses. Should the student choose a three- or four-year program of study, all academic courses must be taken prior to beginning the practicum sequence. In general, the courses are taken in the order as specified below:

Year One

PC6000	Counseling Theory (3)	PC6025	Human Growth and Development (3)	PC6104	Counseling Skills I (3)
PC6003	Abnormal Psychology (3)	PC6220	Personality Theories and Individual Counseling (3)	PC6105	Counseling Skills II (3)
PC6010	Professionalization Group I (1)	PC6011	Professionalization Group II (1)		

Year Two

PC6505	Group Counseling (3)	PC6521	Research and Program Evaluation (3)	PC6525	Appraisal and Assessment (3)
PC6300	Professional and Ethical Issues (3)	PC6511	Social and cultural Diversity (3)	PC6600	Career and Lifestyle Development (3)
PC6400	Practicum I (3)	PC6401	Practicum II (3)	PC6201	Schools of Family Therapy (3)
				PC6402	Practicum III (3)

Course/Credit Transfer

The maximum number of credit hours or courses eligible for transfer in the MA in Counseling Psychology program is 6 credit hours, i.e., two courses. The following is a list of courses that may not be transferred at Argosy University, Seattle:

Non-Transferable Courses

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6010	Professionalization Group I (1)
PC6011	Professionalization Group II (1)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6300	Professional and Ethical Issues (3)
PC6400	Practicum I and Practicum Seminar (3)
PC6401	Practicum II and Practicum Seminar (3)
PC6402	Practicum III and Practicum Seminar (3)

The MA in Counseling Psychology program does not accept any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or credit from non-accredited schools.

Transfer of Courses/Credit to the Doctor of Psychology (PsyD) in Clinical Psychology Program from the Master of Arts (MA) in Counseling Psychology Program

If accepted for admission to the PsyD in Clinical Psychology program, the successful completion of the following counseling psychology program courses may be considered on a case-by-case basis for credit in place of the listed course in the PsyD in Clinical Psychology program (maximum 24 credit hours).

MA Counseling Psychology Program	PsyD in Clinical Psychology Program
PC6021 Schools of Family Therapy (3)	PP8050 Couples and Family Therapy (3)
PC6105 Counseling Skills II (3)	PP8038 Interventions I (3)

MASTER OF ARTS IN COUNSELING PSYCHOLOGY/MARRIAGE & FAMILY THERAPY PROGRAM

Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; Argosy University, San Francisco Bay Area

Program Overview

The Master of Arts (MA) in Counseling Psychology/Marriage & Family Therapy program prepares students to practice and pursue licensure in California as Marriage and Family Therapists (MFT). Argosy University provides its students an educational program with all the necessary theoretical and practical elements that will allow them to be effective members of a mental health team. The program introduces students to skills that integrate individual and group theoretical foundations of counseling psychology into appropriate client interaction and intervention skills.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is

available to help interested applicants complete the following required documentation:

- Completed application for Admission Form.
- Application fee (non-refundable, except in California).
- Personal statement with a self-appraisal of qualifications for the profession.
- Current résumé (or career summary).
- Three completed Applicant Recommendation Forms.
- Official transcripts from all post-secondary schools attended.

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Eligibility for Licensure

Graduates of the MA in Counseling Psychology/Marriage & Family Therapy Program are eligible to pursue licensure in California as Licensed Marriage and Family Therapists (LMFTs). The degree program is designed to meet the requirement of Business and Professions Code Section 4980.37 and 4980.40. Upon completion of educational requirements, two years of post-master's supervised practice is required for licensure as an MFT. For more information and application materials related to MFT licensure, please contact the Board of Behavioral Sciences, 400 R Street, Suite 3150, Sacramento, CA 95814-6240, www.bbs.ca.gov.

Masters-level certification or licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in states other than California should contact that state's department of professional regulation for information.

Graduation Requirements

Students admitted into the MA in Counseling Psychology/Marriage & Family Therapy program are responsible for completing the program requirements that are in effect at the time of admission. However, the program 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 the program.

To be eligible for graduation, the following requirements must be met:

- Successful completion of 51 credit hours. The total credit hours must include:
 - 45 credit hours of required courses
 - 6 credit hours of practicum and seminar
- Successful completion of the comprehensive examination
- Earned grade point average of at least 3.0 (on a scale of 4.0)
- Completed Petition to Graduate form submitted to campus administration.

See campus-specific program descriptions for additional requirements

MA, Counseling Psychology/Marriage & Family Therapy Program—Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego **Mission Statement**

The MA in Counseling Psychology/Marriage & Family Therapy program is committed to preparing counselors and marriage and family therapists. The program embraces a range of relevant theory and techniques applicable in the three major areas of counseling psychology: a) the remedial (assisting in remedying problems in living), b) the preventive (anticipating, circumventing, and forestalling difficulties that may arise in the future), and c) the educative and developmental (discovering and developing potentialities). That is a) the focus is on normal individuals, and developmental life stages challenges, b) a focus on assets, strengths, and positive mental health, c) an emphasis on relatively brief interventions, and d) an emphasis on context, sociocultural/political influences, diversity, and person-environment interactions rather than exclusive emphasis on the individual.

Program Formats

Courses are offered on campus on Saturdays from 9 a.m.—4 p.m., one morning course from 9 a.m.—12 p.m., and one afternoon course from 1–4 p.m., weekday evenings from 6 p.m. to 9 p.m., and, and blended/online with mandatory on-campus meetings. Full-time students will take two on-campus courses and one online course each semester. During the fall and spring semesters, courses run for 15 weeks. During the summer semester, courses run for 7.5 weeks. It takes approximately two years for full-time students to complete the program (taking approximately three courses per semester, including summers). Course sequencing currently begins each fall and spring, and practicum also begins in the fall.

Those students, who begin during spring or summer semesters, and those who elect to attend part-time, will require additional time to complete the program. Full-time students should plan to spend approximately 20 hours doing homework each week, and should arrange their work and family lives accordingly. Students who cannot accommodate this workload or whose past academic records are less strong should plan to attend part-time.

Program of Study

During their first semester of the MA in Counseling Psychology/Marriage & Family Therapy program, students complete a Program of Study by indicating when they intend to take required courses. Students receive academic advisement throughout the program. Advisement is considered an essential part of student matriculation, helping students to plan a program that is sequential so that each course builds on the previous one.

Advisement is conducted in both a group format and through individual appointments prior to online enrollment in classes. Courses taken outside of the program of study will not count toward the courses required for the degree. Any student wishing to change a Program of Study must submit a written request to an advisor, indicating the change and the reasons for it. Students are required to retake any course for which they receive a grade below a "B-."

Privacy

Personal growth and development is considered necessary to becoming an effective counselor. As a result, courses incorporate strategies for promoting such growth. These experiences may include, among others, journaling, reflecting on one's difficulties with the counseling process, identifying and sharing personal issues and history that may hinder effective and culturally sensitive counseling, and sharing personal experiences with bias and discrimination. We recognize the sensitivity necessary to create an environment of safety for such sharing, and expect faculty and students to conduct themselves in a way that promotes such safety. One necessary component in creating safety is the faith that one's disclosures will be held in confidence. Therefore, we expect students to keep confidential any material shared in class and in course assignments.

Application Deadlines

Students may enter the program at various points throughout the year, although course sequencing begins in the fall semester. All admission materials for the MA in Counseling Psychology/Marriage & Family Therapy program must be submitted by the following dates.

Fall Admission

June 30 Final Deadline

Spring Admission

October 30 Final Deadline

Summer Admission

March 15 Final Deadline

The applicant is expected to provide all required materials to the Admissions Department by the application deadline. Incomplete applications will not be considered. Prior to the deadline, applicants should check with the Admissions Department concerning the status of their files. After all materials are complete, they will be reviewed by the Admissions Committee, and an interview with program faculty will be set up with those applicants who meet the requirements below to determine the level of fit between the applicant and the program. After the interview, the Admissions Committee will make a determination regarding admission to the program. The director of Admissions will notify all applicants of the Admissions Committee's decisions.

Enrollment Requirements

Students in the program enroll in two to three classes per semester. During the second year practicum which includes an on-campus seminar, students generally enroll in one additional course each semester, or they may enroll in the practicum alone. Students are offered approximately one course per semester online. The remainder must be taken on-campus. Continuous enrollment is required until students satisfy graduation requirements. If a required course is not available, or if a student fails the Comprehensive or Clinical Competency Examinations, they must register for Directed Study (PC 6801)

Additional Graduation Requirements

In addition to the stated requirements, students must successfully complete

- All program requirements within four years of matriculation into the program
- The Clinical Competency Examination (CCE)

Practicum and Practicum Seminar Requirements

The practicum is the first opportunity provided to students for field training in counseling psychology. The practicum provides students with the opportunity for working under supervision with a clinical population in a mental health delivery system. The practicum is an essential part of training in counseling, and all students are required to participate in the practicum experience. Liability insurance is included in the cost of the practicum.

Students may be placed in a practicum and practicum seminar during the second year of study. A student may also have the option of waiting until all coursework is completed before beginning the practicum experience. Students who work full-time during the day cannot be guaranteed evening and weekend practicum. It is recommended that students begin early to plan for work flexibility as some practicum hours will take place during weekdays. For registration purposes, the practicum and seminar are treated as a single course. The practicum is a 10-month experience, running from fall through summer I. Practicum usually begins in September and concludes in June. During this time, the students will be required to spend a minimum of 700 hours, or 16–20 hours per week, in the practicum training experience.

Practicum students are expected to spend a minimum of 240 hours in direct, face-to-face client service. Students will receive at least two hours of on-site, face-to-face supervision per week with a licensed mental health professional, one hour of which is individual supervision. Supervision should occur at a regularly scheduled time each week.

A practicum may not be done in a student's place of employment, nor may students transfer the practicum requirements from another educational institution. Students with extensive clinical backgrounds will be placed in practicum sites that allow them to practice in areas of interest with which they do not have previous experience.

Eligibility for Practicum

Students must be in good academic standing to begin the practicum application process. They must have a minimum grade point average of 3.0 on a scale of 4.0 and have completed the academic planning that will allow for all the practicum pre-requisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being enrolled in the program for a minimum of two semesters.

Practicum Evaluation

The goal of the practicum is to train competent counselors who are capable of providing counseling and effective therapeutic interventions. Evaluation of student progress in clinical field training focuses on three areas: theoretical knowledge, counseling 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.

Practicum Seminar Requirements

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly during the fall semester and bi-weekly during the spring semester, and allows students 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 varies according to the practicum setting, the focus of the enrolled students and the professional expertise of the faculty member.

Comprehensive Education Requirements

All students in the program are required to successfully complete a Comprehensive Examination no later than the end of the fourth year after matriculation. The examination provides an opportunity for students to demonstrate competence in the end-of-program outcomes in advanced professional practice (including assessment, theory application, skills application), social and cultural issues, multicultural competence, research, ethics, and personal and professional development (including self-reflection/awareness, written communication).

Comprehensive Examination Prerequisites

To sit for the Comprehensive Examination, students must have successfully completed all required coursework, and be in good standing with a GPA of at least 3.0 (on a scale of 4.0).

Comprehensive Examination Procedures

The Comprehensive Examination is offered at least once each year, typically in the summer and fall semester. Students must complete a petition to take the Comprehensive Exam (available through Student Services) one month in advance of the test date. Students should also register for ADJCOMP Comprehensive Examination Workshop during the specified semester of the year. Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the program chair during the workshop.

The comprehensive exam is on-campus examination that consists of printed, APA-formatted, original responses to questions submitted by faculty. For more detailed information, please refer to the Comprehensive Exam Handbook distributed during the Comprehensive Exam Workshop.

Students who fail the exam after the first attempt will meet with the faculty evaluation committee to discuss plans for remediation. Any student who fails the Comprehensive Exam a second time is automatically dismissed from the program.

Clinical Competency Exam Requirements

The Clinical Competency Exam (CCE) requires students to present a taped session, a transcript, a clinical case report, and a self-evaluation related to a client that they have been working with during the Practicum. In the CCE students demonstrate conceptual and theoretical abilities and their counseling skills in real world counseling situations. Students who have learned theoretical and applied concepts in classroom courses should make use of out-of-class clinical contacts (i.e., practicum, practicum seminar group, visiting lecturers) to refine and extend the skills that will be evaluated by the CCE. Therefore, receiving passing grades in the practicum seminar and on the practicum supervisor's evaluation does not guarantee a passing grade on the CCE.

Description and Procedures for Successful Completion of the Clinical Competency Exam

As the Capstone Project for the practicum experience, students submit a tape of a counseling session with a client from the practicum site, a transcript of 30 minutes of the counseling session (including a verbatim, a description of counseling skills used and the reason for their use, an evaluation of each intervention including a better option if needed, and an evaluation of the impact of the intervention on the client), a clinical case report, a theory paper, and a self-evaluation paper.

Students receive clear instructions on how to complete each of these assignments, along with multiple opportunities to practice these assignments, during the practicum experience. The CCE tape cannot have been previously submitted earlier, either for the site or for the program, for review, supervision, or critique. The CCE is graded as "Pass," "Remediate," or "Fail." Students are

evaluated on their fund of knowledge regarding the foundations of professional counseling, the ability to manage an interview, the ability to arrive at an accurate diagnosis and dynamic formulation, the ability to develop a theoretically supported treatment plan, the ability to carry out theoretically grounded intervention strategies which promote positive movement in the client, and the ability to evaluate their own work and abilities. Feedback from the Practicum Site supervisors regarding the above will also be included in the CCE.

In the event that remediation is necessary, students will be given the opportunity to respond to specific faculty feedback. In the event that a student fails the examination, he/she will be guided on how to remediate the exam. The Clinical Training Committee, in consultation with the initial examining faculty member, will recommend a program of remediation to address concerns noted in the CCE. Should the student be unable to complete the remediation for any reason, he/she will be referred to the Clinical Training Committee and then the Student Professional Development Committee for disposition, with one option being dismissal from the program.

Course/Credit Transfer

For information about course/credit transfers, please refer to section seven, "Academic Policies and Procedures."

Program Requirements

Course Requirements

The MA in Counseling Psychology/Marriage & Family Therapy program requires the satisfactory completion of 51 semester credit hours. Following is a list of required courses:

Year One Course Requirements—Students Are Required to Take the Following

PC6005	Maladaptive Behavior and Psychopathology (3)
PC6010	Professionalization Group I (1)
PC6011	Professionalization Group II (1)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6230	Theories in Counseling Families and Individuals (3)
PC6300	Professional and Ethical Issues (3)
PP6320	Domestic Violence and Spousal Abuse (1)
PC6240	Introduction to Psychological Testing (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6700	Couples and Family Counseling (3)

Year One Course Requirements—30 Credit Hours

Year Two Course Requirements—Students Are Required to Take the Following

PC6105	Counseling Skills II (3)
PC6250	Clinical Psychopharmacology (3)
PC6400	Practicum I (3)
PC6401	Practicum II (3)
PC6402	Practicum III (0)
PC6440	Child and Adolescent Counseling (3)
PC6521	Research and Program Evaluation (3)
PC6900	Substance Abuse Counseling (3)

Year Two Course Requirements—21 Credit Hours

Additional Practicum Requirements

To be eligible for a practicum, a student must have successfully completed or transferred the following courses:

Practicum Prerequisites

PC6005	Maladaptive Behavior and Psychopathology (3)
PC6104	Counseling Skills I (3)
PC6230	Theories in Counseling Families and Individuals (3)
PC6300	Professional and Ethical Issues (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6700	Couples and Family Counseling (3)

The program has the discretion to make recommendations to the director of Clinical Training and/or the program chair on any fully admitted probationary student who is beyond the first year of attendance. This recommendation would include the student activities of both application for practicum and participating in practicum. If a first-year student is placed on probation based on fall semester grades, the student may not apply for a practicum during the spring semester. If spring grades then indicate that the student has raised his or her GPA to 3.0 on a scale of 4.0, the student, at the discretion of the director of Clinical Training may look for a practicum.

A first-year student who has been accepted at a practicum site may participate in practicum only if he or she raises the GPA to 3.0 before practicum begins.

Recommended Course Sequence for the Master of Arts (MA) in Counseling 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. Students must satisfy all stated prerequisites for a course before registration for that course can be considered official (see below). The MA in Counseling Psychology/Marriage & Family Therapy program recommended course sequence is noted below:

Year One

PC6104	Counseling Skills I* (3)	PC6511	Social and Cultural Diversity (3)	PC6005	Maladaptive Behavior and Psychopathology (3)
PC6010	Professionalization Group I (1)	PC6011	Professionalization Group II (1)	PC6320	Domestic Violence and Spousal Abuse (1)
PC6230	Theories in Counseling Families and Individuals*† (3)	PC6505	Group Counseling*† (3)	PC6700	Couples and Family Counseling*†‡
PC6300	Professional and Ethical Issues (3)	PC6025	Human Growth and Development (3)	PC6900	Substance Abuse Counseling† (3)

Year Two

PC6440	Child and Adolescent Counseling† (3)	PC6105	Counseling Skills II (3)†**	PC6240	Introduction to Psychological Testing (3)
PC6400	Practicum I (3)	PC6401	Practicum II (3)	PC6521	Research and Program Evaluation (3)
				PC6250	Clinical Psychopharmacology‡ (3)
				PC6402	Practicum III (0)

* Prerequisites for practicum.

† Counseling Skills I (PC6104) is required as a prerequisite for this course.

‡ Maladaptive Behavior and Psychopathology (PC6005) is required as a prerequisite for this course.

§ Theories in Counseling Families and Individuals (PC6230) is a prerequisite for this course.

** Introduction to Psychological Testing (PC6240) is a prerequisite for this course.

MA in Counseling Psychology/Marriage & Family Therapy Program Course Prerequisites

Course Number and Title	Prerequisite
PC6400 Practicum prerequisites	PC6511 Social and Cultural Diversity
	PC6300 Professional and Ethical Issues
	PC6230 Theories in Counseling Families and Individuals
	PC6505 Group Counseling
	PC6005 Maladaptive Behavior and Psychopathology
	PC6104 Counseling Skills I
	C6700 Couples and Family Counseling
PC6230 Theories in Counseling Families and Individuals	PC6104 Counseling Skills I
PC6505 Group Counseling	PC6104 Counseling Skills I
PC6240 Introduction to Psychological Testing	PC6104 Counseling Skills I
	PC6005 Maladaptive Behavior and Psychopathology
PC6250 Clinical Psychopharmacology	PC6005 Maladaptive Behavior and Psychopathology
PC6005 Maladaptive Behavior and Psychopathology	PC6230 Theories in Counseling Families and Individuals
PC6600 Career and Lifestyle Development	PC6104 Counseling Skills I
	PC6240 Introduction to Psychological Testing
PC6700 Couples and Family Counseling	PC6104 Counseling Skills I
	PC6230 Theories in Counseling Families and Individuals

**Master of Arts in Counseling Psychology/Marriage & Family Therapy Program—
Argosy University, San Francisco Bay Area**

Program Overview

The Master of Arts (MA) in Counseling Psychology/Marriage & Family Therapy program has been designed to educate and train students to function effectively as a licensed Marriage Family Therapist (MFT). The MA in Counseling Psychology/Marriage & Family Therapy faculty provides students an educational program with all the necessary theoretical and practical elements that will allow them to be effective members of a mental health team. Curriculum and practicum field experiences introduce students to basic counseling skills that integrate individual and group theoretical foundations of counseling psychology into appropriate client interaction and intervention skills and contributes to the development of competent and ethical master's level practitioners.

Students who are admitted into the MA in Counseling Psychology/Marriage & Family Therapy program will be responsible for completing the program requirements that are in effect at the time of their admission. Argosy University, San Francisco Bay Area retains the right to modify these requirements in accordance with the demands of the profession. Coursework and degree requirements must be completed in the order specified.

Enrollment Requirements

Students in the MA in Counseling Psychology/Marriage & Family Therapy program enroll for 9 credit hours for the first five of six semesters. This policy does not apply to students who elect to do the practicum after completing the coursework. 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 permission from the program chair.

Additional Requirements for Academic Progress

The first nine courses in the program must be satisfactorily completed before a student is permitted to take additional courses. Students who earn a GPA of 3.0 or above on a scale of 4.0 will be considered for continuation in the program. Students who achieve a GPA of 2.5 or below will no longer be permitted to continue in the program. Those with a GPA between 2.5 and 3.0 must send a request in writing to the program chair for permission to continue with the program. All requests are reviewed by the Student Professional Development Committee (SPDC) and a recommended course of action is sent back to the student.

Any course in which a student earns less than a "B-" must be retaken. Any student who receives two grades of "F" in the first nine courses will be dismissed from the program. In addition, students must demonstrate not only competence in critical thinking and mastery of course content, they must also develop interpersonal skills appropriate to the profession. These competencies include, but are not limited to, the ability to:

- Receive and integrate feedback
- Maintain appropriate personal and professional boundaries
- Remain open to different perspectives
- Work collaboratively with others, and learn from them
- Actively contribute to the education of others

Suggested Incremental Time Frame Completion Rates

Students must complete the program within five years after matriculation. Those who take an approved temporary withdrawal from Argosy University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

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. Curriculum changes may result in a change in the completion schedule. Students are required to complete 51 credit hours within five years after matriculation. The suggested incremental maximum time frame requirements are listed below:

Suggested Incremental Time Frame Completion Rates

End of Year One	12 credit hours
End of Year Two	24 credit hours
End of Year Three	36 credit hours
End of Year Four	46 credit hours
End of Year Five	51 credit hours

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.

Student Evaluation and Grade Sheets

Faculty members are required to submit a Grade Sheet for each student enrolled in a course no later than eight days from the last day of the course. Each student will receive an individual copy of his/her Grade Sheet. Student Grade Sheets are placed in the student's academic file and retained there. They are also distributed to the Student Services Department.

Additional Graduation Requirements

In addition to the stated requirements, students must successfully complete

- All program requirements within five years of matriculation into the program
- The Comprehensive Examination no later than the end of the fourth year
- The Clinical Evaluation Conference (CEC)

Program Requirements

The MA in the Counseling Psychology/Marriage & Family Therapy program requires the satisfactory completion of 51 semester credit hours distributed as follows: required courses, 45 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Required Courses—Students are Required to Take the Following

PC6005	Maladaptive Behavior and Psychopathology (3)
PC6010	Professionalization Group I (1)
PC6011	Professionalization Group II (1)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6200	Human Sexuality (1)
PC6230	Theories in Counseling Families and Individuals (3)
PC6240	Introduction to Psychological Testing (3)
PC6250	Clinical Psychopharmacology (3)
PC6320	Domestic Violence and Spousal Abuse (2)
PC6330	Child Abuse Assessment and Reporting (1)
PC6505	Group Counseling (3)
PC6510	Social and Cultural Foundations of Therapy (3)
PC6521	Research and Program Evaluation (3)
PC6700	Couples and Family Counseling (3)
PC6900	Substance Abuse Counseling (3)
PC7100	Professional Issues: Ethics, Conduct, Law (3)

Required Courses—45 Credit Hours

Practicum and Practicum Seminar Requirements—Students are Required to Take the Following

PC6400	Practicum I (3)
PC6401	Practicum II (3)

Practicum and Practicum Seminar Requirements Credit Hours

Practicum Experience

The practicum is the primary mechanism of applied training and evaluation of students. Practicum training is the supervised out-of-class contact of students with a clinical population that takes place within a mental health delivery system. The purpose of the 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.

The foundation of Argosy University, San Francisco Bay Area student practicum training in counseling psychology is the accurate assessment and understanding of human clinical problems; this assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client. Ethical standards of the American Psychological Association and/or the American Counseling Association are incorporated into student training.

Clinical orientations, specific treatment options and opportunities, and client populations will vary across training sites. In addition, the faculty and curriculum represent major clinical orientations. Students are encouraged to explore and experiment with a variety of treatment approaches. It is hoped that with time and experience, students will recognize strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their personal style.

The Argosy University, San Francisco Bay Area 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 at Argosy University, San Francisco Bay Area. The University's aim is to assure that students are well qualified and have potential to become competent and ethical professionals.

A primary goal of Argosy University, San Francisco Bay Area practicum training is the development, by means of supervised direct client contact, of competent clinicians that are able to deliver basic and effective assessment and therapeutic intervention skills. The refinement of criteria for clinical competency and assessment of competency are ongoing institutional concerns.

The practicum is a required training experience of at least 600 hours, which takes place during the academic year, usually beginning in September and usually concluding in June. Students spend 12–20 hours per week in an agency/program that is formally affiliated with the school. All students enrolled in practicum are concurrently enrolled in a practicum seminar, led by a faculty member that meets throughout the academic year. The practicum must include at least 150 hours of face-to-face client contact, with appropriate clinical supervision as set forth by the Board of Behavioral Sciences of the State of California. The practicum is treated as a course which carries 3 credit hours per semester and 6 credit hours for the academic year. No student may be waived from the practicum requirements. Students who come to Argosy University, San Francisco Bay Area with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

The entire practicum takes place at a single agency. Of the students overall practicum hours per week, an average of 3–7 hours are spent in "direct service" and the remaining hours are spent in "indirect service" and "training activities."

Definitions

Practicum hours are divided between three types of work:

- **Direct Service**—Providing face-to-face psychological services to individuals designated as clients by the agency/program, and co-therapy with senior mental health staff.
- **Indirect Service**—Community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance)
- **Training Activities**—Formal individual or group supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars

Restrictions

Students may not train in settings in which they are employed. Argosy University, San Francisco Bay Area cannot provide compensation to the agency for the supervision and/or training of students. The entire practicum takes place at a single agency.

Practicum Prerequisites

In order for students to apply for practicum they must be in good academic standing (GPA=3.0 on a scale of 4.0) and have completed the academic planning which will allow for all practicum prerequisite courses to be completed prior to the beginning of the practicum. Students must also have been in attendance at Argosy University, San Francisco Bay Area for a minimum of three semesters before beginning practicum.

The following courses must be completed prior to beginning practicum training.

Practicum Prerequisites

PC6005	Maladaptive Behavior and Psychopathology (3)
PC6010	Professionalization Group I (1)
PC6011	Professionalization Group II (1)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6230	Theories in Counseling Families and Individuals (3)
PC6320	Domestic Violence and Spousal Abuse (2)
PC6330	Child Abuse Assessment and Reporting (1)
PC6521	Research and Program Evaluation (3)
PC6700	Couples and Family Counseling (3)
PC6900	Substance Abuse Counseling (3)
PC7100	Professional Issues: Ethics, Conduct and Law (3)

Practicum Prerequisites—29 Credit Hours

Professional Liability Insurance

All students enrolled in practicum must be covered by professional liability insurance. Students purchase this insurance through Argosy University, San Francisco Bay Area. This is mandatory even if the student is otherwise insured. Payment for insurance is made through the Student Services Department at the time of practicum registration.

Student Responsibilities

Students are expected to:

- Act in reliable, ethical, and appropriately professional ways in all practicum activities including timeliness, notification of absences, permission for vacation, and other professional responsibilities
- Develop and maintain good working relationships with staff and clients
- Maintain an attitude of openness to self-examination and new learning
- Advise training director of any difficulties encountered at the practicum; to seek advisement and consultation in a timely manner with seminar leaders or with the training director when any concern exists
- Review evaluations with site supervisor and submit the evaluations to the training director prior to the end of each semester

Practicum Seminar

All students enrolled in a practicum must also concurrently attend a practicum seminar. The seminar meets bi-weekly throughout the practicum year and is headed by a faculty member. Students are required to submit case presentations (including audio or video recordings of clinical work and self-evaluation) for group analysis and critique. This allows students 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 varies according to the practicum setting, the focus of the enrolled student group, and the professional expertise of the faculty member.

Practicum Evaluation

The goal of the practicum is to focus the training of competent counselors capable of providing basic and effective counseling and therapeutic supervision. Evaluation of student progress in practicum training focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes. Refinement of criteria for clinical competency and assessment of competency are ongoing institutional concerns. Students are evaluated in writing by the training site supervisor once each semester. The Training Department conducts a thorough review of site and seminar evaluations, and an overall grade of “Credit” or “No Credit” is assigned by the director of Training. Upon successful completion of the master’s-level practicum experience, students should be able to assume clinical responsibilities at an entry level under the supervision of a licensed professional counselor or a licensed psychologist.

Practicum Application Procedure

Students who are eligible to apply for a practicum will be notified in writing and invited to attend a series of meetings designed to provide site information and guide them through the application process. During the fall semester, each student will meet with the training director for assistance in selecting an appropriate site and preparing a curriculum vita. Students are expected to call selected sites and schedule interviews with the utmost professionalism and ethical conduct. Verbal acceptance of an offer is viewed as a contractual agreement. After accepting an offer, students should notify other sites of their withdrawal from candidacy, and inform the training director of the acceptance, and any rejections of placement offers or withdrawals from candidacy.

Practicum Contracts

The student, Argosy University, and the training site enter into a contractual relationship in which the student’s delivery of service and other relevant activities within the training arrangement are exchanged for clinical supervision, exposure to clinical populations and professional role models, case management supervision, and participation in other professional activities such as rounds, staffing and seminars. Once acceptance of a student training has been agreed upon, a contract is completed and signed by the student, site supervisor and the training director. The signed form must be delivered to the program chair’s office by the end of the first week of the practicum experience in order to receive evaluation and credit.

Practicum Training Sites

Argosy University, San Francisco Bay Area provides assistance in locating a wide variety of approved clinical field sites for practicum experience. Primary treatment experiences offered in current sites affiliated with the school include individual adult therapy, individual adolescent or child therapy, couples therapy, family therapy and group therapy.

Argosy University, San Francisco Bay Area places high priority on fulfilling the training needs of students with particular interests in a clinical area or setting. The current list of approved practicum sites includes mental health facilities, outpatient clinics, private psychiatric hospitals, hospital psychiatric units, schools, treatment centers for the developmentally disabled, behavior disordered and/or emotionally disturbed, and chemical dependence treatment programs. Students who wish to participate in a practicum setting not currently offered should contact the training director who will make an effort to establish formal relationships with sites that can provide the training and supervision required.

Any faculty member or student can suggest a potential practicum site to the training director. Selection criteria includes the facility's use of the practitioner model of training graduate level counseling psychology students, i.e., emphasis on the acquisition of clinical skills, relevant treatment population, credentials of staff and size (registration, licensure, accreditation, etc.), and availability of adequate supervision by experienced clinicians. If a suggested site can provide the type of practitioner training and supervision required by the program, it is granted provisional approval by the program chair. Full approval is granted after a student has successfully completed a practicum and both the agency and the program chair determine that it has been a positive experience for the student and the facility.

Policy on Practicum Training Sites with Creedal Statements

Argosy University, San Francisco Bay Area has a policy of nondiscrimination against students with regard to race, age, ethnic background, and sexual orientation. In addition, we are committed to fostering the training of individuals who are members groups, which are currently under-represented in the profession. Practicum sites approved by Argosy University, San Francisco Bay Area are expected to conduct selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, sex, age, ethnic background, or sexual orientation unless they have compelling legal or therapeutic reasons for limiting the applicant pool. Sites which have a selection policy that disallows students, based on any of the above criteria, must notify the school and clarify the legal and/or therapeutic rationale for such policies. Such sites will be approved by Argosy University, San Francisco Bay Area only if the director of training in consultation with the department head determines that an adequate legal and/or therapeutic rationale exists for the selection policies.

Comprehensive Examination Requirements

Students in the MA in Counseling Psychology/Marriage & Family Therapy program are required to successfully complete

a Comprehensive Examination. Students must pass the Comprehensive Examination no later than the end of the fourth year after entering the program. The material covered by the Comprehensive Examination reflects all coursework and material required for students in the program. The examination requires students to be able to integrate the material into a form that demonstrates both mastery of the materials and ability to organize information in a coherent and logical manner.

Comprehensive Examination Prerequisites

To be able to sit for the Comprehensive Examination, students must be in the last semester of coursework. Courses that are waived are considered successfully completed. Students taking the Comprehensive Examination must be in good standing and have a GPA of at least 3.0 on a scale of 4.0. An application to take the exam must be submitted to the program chair at least one month prior to the date of the examination.

Comprehensive Examination Procedures

The Comprehensive Examination is offered during the last semester of practicum seminar. Students who register to sit for the Comprehensive Examination are reviewed for eligibility by the program chair. Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures. The format of the examination may change from year to year. The format will be discussed at the meetings prior to each exam.

Students are required to:

- Consult the program chair for specific dates of the examination.
- Submit an application for the Comprehensive Examination.
It is the individual student's responsibility to know when he or she is eligible to take the exam and submit an application.

Students who need special accommodations during the examination are required to submit a request in writing at the time of application and provide any necessary documentation with the request.

Grading of the Comprehensive Examination

Examinations are evaluated by a faculty member. Comprehensive Examination essays are graded following written guidelines. Each essay must receive a grade of "B" or better to receive a grade of "Pass." If an essay receives lower than a "B," a grade of "Fail" will be assigned for the examination. Decision by the graders is final.

Should a failing grade be assigned to an examination, a second faculty reader will be asked to evaluate the examination. If both readers agree, the student will fail the examination. If the second reader assigns a passing grade, the two readers will meet in order to discuss and reconcile any discrepancy in the grades. If necessary, a third reader will be asked to evaluate the examination.

Students who fail the Comprehensive Examination are expected to meet with the program chair or appointed faculty to review

the problems evident in the essay. The program chair, in consultation with the faculty readers, will advise the student of specific areas of weakness and possible strategies for remediation. The student will then be allowed to retake the examination one time within the time frame of program completion.

A student who fails the Comprehensive Examination a second time will be reviewed by the Student Professional Development Committee (SPDC).

After completion of required remediation, student may be eligible to retake the examination a third time will be automatically dismissed from the program.

Clinical Evaluation Conference Requirements

The Clinical Evaluation Conference (CEC) normally takes place during the third practicum seminar. The CEC evaluates the growth and development of clinical competency, in accordance with the standards of Argosy University, San Francisco Bay Area, and ensures acquisition of the appropriate skill levels for subsequent supervised clinical practice. The CEC assesses competency in assessment, case formulation, and treatment planning and implementation. This requirement is accomplished through an in-class (practicum seminar) presentation of a treatment session and an accompanying presentation of the assessment, case formulation, course of treatment, and a critique of the treatment session chosen for the CEC. Students must choose a session not previously presented in seminar.

During the CEC the student's competency and development of clinical skills are evaluated in accordance with Argosy University, San Francisco Bay Area standards. Successful completion of the CEC assures that the student has attained the appropriate skill level to begin subsequent supervised clinical practice.

Recommended Course Sequence for the Master of Arts (MA) in Counseling Psychology/Marriage & Family Therapy Program

The program allows students to enter in any semester. While most students enter in the fall semester and will follow the sequence outlined below, students who enter in the spring semester will complete the first-year spring and summer semester courses and then complete the first-year fall semester courses before beginning the second year with the second-year spring semester courses. Students entering in the summer semester will follow a similar pattern of completing all first-year courses before beginning the second year. Following is the program sequence for the MA in Counseling Psychology/Marriage & Family Therapy program for students entering in the fall semester.

Year One

PC6230	Theories in Counseling Families and Individuals (3)	PC6104	Counseling Skills I (3)	PC6900	Substance Abuse Counseling (3)
PC6005	Maladaptive Behavior and Psychopathology (3)	PC6700	Couples and Family Counseling (3)	PC6320	Domestic Violence and Spousal Abuse (2)
PC6010	Professionalization Group I (1)	PC6011	Professionalization Group II (1)	PC6330	Child Abuse Assessment and Reporting (1)
PC7100	Professional Issues: Ethics, Conduct, and Law (3)	PC6025	Human Growth and Development (3)	PC6521	Research and Program Evaluation (3)

Year Two

PC6400	Practicum I (3)	PC6401	Practicum II (3)	PC6250	Clinical Psychopharmacology (3)
PC6510	Social and Cultural Foundations of Therapy (3)	PC6505	Group Counseling (3)	PC6200	Human Sexuality (1)
PC6105	Counseling Skills II (3)	PC6240	Introduction to Psychological Testing		

Course/Credit Transfer

The maximum number of credit hours or courses eligible for transfer in the Master of Arts in Counseling Psychology program is 9 credit hours, three courses. The following courses may not be waived at Argosy University, San Francisco Bay Area:

Non-Transferable Courses

PC6400	Practicum I (3)
PC6401	Practicum II (3)

Students who wish to petition for a course transfer should refer to “Course/Credit Transfer” in section 7 of this catalog for more information.

MASTER OF ARTS IN FORENSIC PSYCHOLOGY PROGRAM
Argosy University, Atlanta; Argosy University, Dallas; Argosy University, Denver; Argosy University, Inland Empire; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Francisco Bay Area; Argosy University, Sarasota; Argosy University, Twin Cities; Argosy University, Washington DC

The Master of Arts (MA) in Forensic Psychology program is designed to educate and train individuals who are currently working, or wish to work, in fields that utilize the study and practice of forensic psychology. Curriculum provides for an understanding of theory, training, and practice of forensic psychology. It emphasizes the development of students who are committed to the ethical provision of quality services to diverse clients and organizations. The program maintains policies and delivery formats suitable for working adults.

The MA in Forensic Psychology program provides coursework in forensic psychology for application to law enforcement, legal and organizational consultation, and program analysis.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

The application process for admission into the MA in Forensic Psychology program requires the submission of material that will enable the Admissions Department to verify the applicant's academic qualifications for enrollment in the program.

Applicants to the program must submit the following materials by the application deadline:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the

Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of full choice.

Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

To be eligible for graduation in the MA in Forensic Psychology program, students must meet the following requirements:

- Satisfactory completion of 36 credit hours by the end of the fourth year of matriculation. The total credit hours must include:
 - 30 credit hours of required core courses
 - 6 credit hours of elective courses
- Successful completion of the field placement or Special Topics Paper
- Successful completion of the Comprehensive Examination
- Grade point average (GPA) of at least 3.0 (on a scale of 4.0)
- Completion of all requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The MA in Forensic Psychology program requires the satisfactory completion of 36 semester credit hours distributed as follows: core course requirements, 30 credit hours; and elective requirements, 6 credit hours.

Core Course Requirements — Students Are Required to Take the Following

FP6005	Maladaptive Behavior and Psychopathology (3)
FP6010	Psychology and the Legal System (3)
FP6015	Psychology of Criminal Behavior (3)
FP6020	Individual Assessment (3)
FP6030	Research and Evaluation (3)
FP6035	Evaluation and Treatment of Offenders (3)
FP6500	Professional and Ethical Issues in Forensic Psychology (3)
FP6525	Psychology of the Victim (3)
FP6535	Consultation, Triage and Testimony in Forensic Psychology (3)
FP6540	Forensic Psychology Seminar [to include choice of Field Placement or Special Topics Paper] (3)

Core Course Requirements — 30 Credit Hours

Elective Requirements—Students Choose Two of the Following*

FP6520	Forensic Psychological Assessment (3)
FP6530	Forensic Program Development and Evaluation (3)
FP6800	Police Psychology (3)
FP6900	Substance Abuse Interventions (3)
FP6901	Sex Offender Evaluation and Treatment (3)
FP6902	Issues in Psychological Profiling (3)
FP6905	Correctional Psychology (3)
FP6906	Interrogation and Interviewing (3)
PC6000	Counseling Theory (3)
PC6104	Counseling Skills I (3)
PC6505	Group Counseling (3)

Elective Requirements —6 Credit Hours

* Additional electives might be added. Not all electives are available at all campuses.

Forensic Psychology Seminar Requirements

This seminar (not for students in the Forensic Psychophysiology Track) will include students that are either completing field experience or who wish to conduct a review of a special topic in the field of forensic psychology. During the end of the first year of study, the student will determine with their advisor if they will select a Forensic Field Experience or a Special Topics Paper. Students completing the Special Topics Paper review an issue related to forensic psychology that becomes the focus of their contribution to the seminar. Field Experience students gain training in a forensic setting which becomes the focus of their contribution to the seminar.

Forensic Psychophysiology Track Requirements (Argosy University, Washington DC Only)

The Forensic Psychophysiology track of the program is offered at Argosy University, Washington DC. This track has been designed for the continued professional development of Department of Defense (DoD) personnel, non-DoD federal personnel, and state and local criminal justice and intelligence agency employees. This track provides the opportunity for students to receive the theoretical and empirical foundation to apply techniques of forensic psychophysiology and to understand the role of these methods in the broader forensic psychology systems.

The MA in Forensic Psychology program with the Forensic Psychophysiology track requires the satisfactory completion of 39 semester credit hours by the end of the fourth year of matriculation, distributed as follows: core course requirements, 21 credit hours; Defense Academy for Credibility Assessment (DACA) course requirements, 15 credit hours; and elective requirements, 3 credit hours.

Core Course Requirements—Students Are Required to Take the Following

FP6005	Maladaptive Behavior and Psychopathology (3)
FP6010	Psychology and the Legal System (3)
FP6015	Psychology of Criminal Behavior (3)
FP6020	Individual Assessment (3)
FP6030	Research and Evaluation (3)
FP6035	Evaluation and Treatment of Offenders (3)
—or—	
FP6525	Psychology of the Victim (3)
FP6500	Professional and Ethical Issues in Forensic Psychology (3)

Core Course Requirements —21 Credit Hours

Defense Academy for Credibility Assessment (DACA) Course Requirements—Students Are Required to Take the Following

PDD501	Interview Techniques (4)
PDD503	PDD Analysis II (2)
PDD505	PDD Methods II (2)
PHY501	Physiology of PDD (4)
PSY501	Psychology of PDD (3)

Defense Academy for Credibility Assessment (DACA)
Course Requirements—15 Credit Hours

Elective Requirements—Students Choose One of the Following Options

- Option 1 PDD600 PDD Internship (offered through DACA)
Option 2 One additional course from the Argosy University, Washington DC Forensic Psychology Program
[must be completed in an on-campus or blended format]

Elective Requirements —3 Credit Hours

Comprehensive Examination Requirements

All students must successfully complete a Comprehensive Examination. The examination requires students to integrate 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 gaining additional experience to facilitate successful completion of this program requirement. A student who does not pass all parts of the comprehensive exam within three attempts will be automatically dismissed from the program.

Prior to taking the Comprehensive Examination, students must successfully complete all required first- and second-year courses, excluding the Forensic Seminar, as demonstrated by earning a grade of “B-” or better in all coursework. They must also submit an application to take the exam to the campus dean or program chair. Transferred courses are considered successfully completed. Students taking the Comprehensive Examination must be in good academic standing, with a GPA of 3.0 (on a scale of 4.0).

Comprehensive Examination Procedures

The Comprehensive Examination is offered during class a minimum of two times a year. The schedule of the exams will be distributed by the department. Students interested in taking the Comprehensive Examination should complete a request form at least two months before they intend to take the exam and return it to the department.

More information concerning preparation for the Comprehensive Examination will be provided as students become eligible to take the exam.

Course/Credit Transfer

Students may transfer a maximum of three courses toward the master’s degree in forensic psychology. (For students in the Forensic Psychophysiology track, up to 3 credit hours may be transferred.) For further information on course/credit transfer criteria, please refer to section 7, “Academic Policies and Procedures.”

MASTER OF ARTS IN INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY PROGRAM

Argosy University, Denver; Argosy University, Phoenix
Program Overview

The Master of Arts (MA) in Industrial Organizational Psychology is designed to apply the knowledge of industrial organizational psychology to issues involving individuals and groups in organizational and work settings. This program prepares students for careers in areas such as compensation, training, data analysis, consultation, statistical decision making, organizational development, leadership, and human resource management positions. The curriculum is competency-based, focusing on the outcomes of training and on the knowledge, skills, and behavior necessary to function as a master's level professional in Industrial Organizational Psychology. This is an interdisciplinary program that combines the expertise of the faculty in the Colleges of Psychology and Behavioral Sciences and Business.

Program Learning Outcomes

1. Knowledge and Understanding of the Field of Industrial Organizational Psychology.

Demonstrate an understanding of industrial organizational psychology that integrates the major concepts, theoretical perspectives, empirical findings, applications, historical trends, and key figures in the field.

2. Critical Thinking and Problem Solving in the Field of Industrial Organizational Psychology.

Given an organizational issue, integrate and use techniques from business and the behavioral sciences to evaluate potential problems, diagnose possible causes, and develop and defend appropriate courses of action using the theoretical foundations and current research in the industrial/organizational field.

3. Apply Industrial Organizational Research and Assessment Practices.

Given an industrial organizational objective, select, integrate and apply appropriate research methods, assessment instruments, statistical analyses, needs assessment techniques, program evaluation methods, job evaluation methods, and personnel evaluation methods to strategies designed to obtain the objective.

4. Knowledge of Industrial Organizational Behavior, Development, and Change Strategies.

Given an organization's target for development or change, analyze organizational and work behavior in relation to the target, evaluate the need for and influences of change on the organization and organizational members, and apply appropriate models, theories, and principles to facilitate healthy change and development.

5. Competency in Ethics as They Apply to Industrial Organizational Practices.

When establishing strategies to address organizational objectives, identify relevant ethical standards from the fields of business and the behavioral sciences, evaluate the potential for ethical dilemmas or violations, and make evidence-based decisions that integrate and incorporate personal, social, and corporate responsibility.

6. Competency in Diversity as it Applies to Industrial Organizational Practices.

Analyze and evaluate how diversity influences industrial organizational issues, and develop change strategies that demonstrate an appreciation of how diversity influences individuals and groups within the organization

7. Competency in Oral and Written Communication.

Communicate orally and in writing to individuals and groups using appropriate formats and technology in a manner that is professional, concise, clear, organized, well supported, and relevant to the context.

8. Demonstrate Competency in Assessing and Modifying Motivation and Performance Issues.

When planning and implementing strategies that pertain to industrial organizational performance, identify relevant motivational and performance issues, and apply appropriate motivational, training, and coaching models and principles to the strategies.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of 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 for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL* score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Admissions Notification

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are required to contact the Admissions Department prior to reapplying.

Graduation Requirements

To be eligible for graduation, students will be responsible for completing the program requirements that are in effect at the time of admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession. To be eligible for graduation, students must meet the following requirements:

- Successful completion of all program requirements, including a total of 42 semester credit hours, which must be completed by the end of the fifth year of matriculation.
- Successful completion of the Comprehensive Examination
- GPA of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all courses
- Completion of all degree requirements within a maximum time frame of five years
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The MA in Industrial Organizational Psychology program requires the satisfactory completion of 42 credit hours.

Core Course Requirements—Students Are Required to Take the Following

IO6300	Professional Ethics and Legal Issues (3)
IO6301	Research Methods in Industrial Organizational Psychology (3)
IO6302	Organizational Theory and Design (3)
IO6303	Organizational Behavior and Culture (3)
IO6304	Organizational Development (3)
IO6400	Applied Industrial Psychology (3)
IO6401	Performance Appraisal and Feedback (3)
IO6402	Psychological Statistics (3)
IO6440	Organizational Consulting (3)
IO6500	Employee Selection, Placement, and Classification (3)
IO6501	Industrial Organizational Assessment (3)
IO6502	Organizational Leadership and Change (3)
IO6503	Job/Task Analysis (3)

Students Choose One of the Following

IO6600	Capstone Experience (3)
IO6601	Internship (3)

Core Course Requirements—42 Credit Hours

MASTER OF ARTS IN SCHOOL PSYCHOLOGY PROGRAM

**Argosy University, Dallas; Argosy University, Hawai'i;
Argosy University, Phoenix; Argosy University, Sarasota**

The Master of Arts (MA) in School Psychology program is dedicated to producing ethical, responsible, and competent school psychologists who are able to serve effectively in a number of professional roles. During graduate training, students develop core competencies in psychological assessment, intervention, and consultation/education, as well as cultural and individual diversity. Graduates of the program may be eligible for Department of Education certification and will be prepared for employment as school psychologists. The program is designed to prepare students to become Nationally Certified School Psychologists in accordance with criteria developed by the National Association of School Psychologists.

Curriculum provides for the meaningful integration of theory, training, and practice. The MA in School Psychology program at Argosy University emphasizes the development of attitudes, knowledge, and skills essential to the training of school psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include providing students with:

- Knowledge of varied models and methods of assessment and the ability to use appropriate data-gathering procedures to diagnose and determine appropriate intervention techniques.
- Knowledge of behavioral, mental health, collaborative and/or other consultation models and of their application to particular solutions.
- The ability to identify human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills.
- Knowledge of human developmental processes, techniques to assess these processes, and the ability to implement appropriate and effective therapeutic interventions (both direct and indirect) to facilitate the development of behavioral, affective, adaptive, and social skills.
- An appreciation of basic diversity and multicultural issues and of the potential influence of biological, social, cultural, ethnic, experiential socioeconomic, gender-related, and linguistic factors in development and learning.
- An understanding of educational and other systems and the ability to successfully perform in the school environment.
- The ability to select and implement appropriate and effective therapeutic interventions as they relate to prevention, wellness promotion, and crisis needs.
- An understanding of family influences on development, learning, and behavior, and the ability to utilize techniques to involve the family in the educational partnership.
- The ability to perform in accordance with recognized practices in school psychology, and knowledge of relevant ethical and legal issues in school psychology.

- The ability to utilize information sources and technology to gain new knowledge relevant to the study of school psychology.
- Knowledge of research, statistics, and evaluation methods.

The MA in School Psychology program faculty ensure, through direct instruction, assessment, and supervision, that students acquire competencies in each of the following areas:

- Interpersonal communication, collaboration, and consultation
- Diversity in development and learning
- Legal, ethical practice and professional development
- Data-based decision making, interventions, and accountability

School Psychology Clinical Training Overview

School psychology clinical training involves both in-class and out-of-class contact with a school and/or clinical population. Through this contact, students apply theoretical knowledge, implement psychological techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a school psychologist. By the end of the clinical training in school psychology, Argosy University students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During training, students advance through progressively challenging levels of work. At each level, student progress is assessed in multiple ways by multiple faculty members and field supervisors. Students in the MA in School Psychology program must complete one 500-hour practicum and a 1,200-hour internship, of which 600 hours must be in a school setting.

Admission Requirements

The application process for admission into the MA in School Psychology program requires the submission of all materials that will enable the School Psychology Admissions Committee to verify the applicant's academic qualifications to enroll at a graduate professional school. Because the admission procedure also takes into consideration the qualities essential to becoming an effective mental health professional, material is also required which will help to determine the individual's personal integrity, maturity, interpersonal skills, and ability to communicate. To be considered for application to the MA in School Psychology program, applicants must possess the following:

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal statement with a self-appraisal of qualifications for the profession
- Current résumé (or current summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Application Deadlines

All admission materials for the MA in School Psychology program should be submitted by the following dates. However, exceptions for special circumstances may be made.

Fall Admission

January 15	Priority deadline (final notification before April 1)
May 15	Final deadline (applications may be accepted after this date dependent on space availability)

Spring Admission

November 15	Final deadline
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Summer I Admission

April 15	Final deadline (applications may be accepted after this date dependent on space availability)
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Summer II Admission

June 15	Final deadline (applications may be accepted after this date dependent on space availability)
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After reviewing each applicant's qualifications, the school will notify applicants if they have been invited for a personal interview with faculty members and admissions staff. Subsequent to the interview, the chair of the MA in School Psychology program will make a determination regarding admission to the program. The director of Admissions will notify all applicants of the admission decision. Accepted applicants are required to remit a non-refundable \$500 deposit by the date stipulated on the written notification to reserve a place in the entering class. The deposit will be applied toward the tuition of the student's first semester as a matriculated student.

Applicants should have completed the following five undergraduate foundation courses or their equivalent with a grade of "C" or better prior to the anticipated date of enrollment in the MA in School Psychology program:

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

These courses provide a basis for the required curriculum and offer perspectives and information that complement those of the MA in School Psychology program. Students who have not completed these courses prior to admission must do so no later than the end of the first year of enrollment, and receive a grade of "C" or better. Students may not be eligible to register for certain courses in the program for which one or more of these courses serve as prerequisites.

Argosy University offers courses in the above subject areas through the in-residence Bachelor of Arts in Psychology program and online. Students may also take these courses at another accredited institution of higher education.

Students who have completed one or more prerequisite courses after being admitted to the program must submit an official transcript documenting their completion to the Student Services Department. In addition, students may fulfill the requirements for these courses [except the Statistics (PSY210)] by independent reading and passing an equivalency exam. The exams are offered at the beginning of each semester and consist of 200 multiple-choice questions. A passing score is 140. Students will be allowed to take an exam twice. If they have not successfully passed the exam on the second attempt, they will be required to take a course to fulfill the prerequisite course requirement. Students who have not completed the prerequisite course requirements by the end of their first year after matriculation in the program may not be permitted to register for program courses until the requirement is completed.

Graduation Requirements

Students admitted into the MA in School Psychology program are responsible for completing the requirements that are in effect at the time of admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession.

To be eligible for awarding of the master's degree, students must meet the following requirements:

- Satisfactory completion of 62 semester credit hours which include:
 - 56 credit hours of required coursework
- Successful completion of the required practicum
- Successful completion of the School Psychology Evaluation Competency (SPEC)
- A minimum grade point average of 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Successful completion of a full-year 1200-hour internship
- A completed Petition to Graduate submitted to campus administration

Non-Academic Competence Policy

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers
- Ensure—insofar as possible—that the trainees who complete the programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning.

- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at http://www.appic.org/downloads/CCTC_Comprehensive_Ev82AA3.pdf

Writing program

The Writing program helps students master the skills of writing psychological and research reports in an accurate, informative, and professional manner. All new students are required to complete a writing assessment at the time of orientation to evaluate their writing skills and needs in the areas of organization, clarity, and professional writing style. Based on the results, students may be required to enroll in a tutorial in the Writing program, where they work one-on-one with an advanced student in developing their skills.

In addition, a student will be required to take the writing tutorial if any instructor indicates that it is required, if two instructors recommend it during the same semester, or upon three recommendations for it by instructors accumulating over more than one semester. The writing tutorial may be required more than once. The student instructors work closely with the faculty in order to link the writing program to the actual work requirements of the classes in which the student is enrolled. All students have the option of voluntarily enrolling in the Professional Writing Tutorial at any time. The tutorial does not count toward credit hours required for graduation, though students are encouraged to take it.

Program Requirements

The MA in School Psychology program requires the satisfactory completion of 62 semester credit hours distributed as follows: consultation and collaboration requirement, 3 credit hours; data-based decision-making and accountability (assessment) requirements, 12 credit hours; diversity in development and learning requirement, 3 credit hours; effective instruction and development of cognitive and academic skills requirement, 3 credit hours; home/school/community collaboration requirement, 3 credit hours; research and program evaluation requirement, 3 credit hours; school psychology practice and development/professional issues, ethics and professional conduct requirements, 11 credit hours; school systems organization, policy, development and climate requirement, 3 credit hours; socialization and development of life skills/treatment modalities requirements, 6 credit hours; and psychological foundations requirements, 15 credit hours.

Consultation and Collaboration Requirement— Students Are Required to Take the Following

PS8100 School Consultation and Supervision: Theory and Procedure (3)
Consultation and Collaboration Requirement—3 Credit Hours

Data-Based Decision-Making and Accountability (Assessment) Requirements—Students Are Required to Take the Following

PS7331 Psychological Assessment Children and Adolescents (3)
PS7370 Cognitive Assessment (3)
PS7373 Integrative Assessment (3)
PS7385 Personality Assessment (3)

Data-Based Decision-Making and Accountability (Assessment) Requirements—12 Credit Hours

Diversity in Development and Learning Requirement—Students Are Required to Take the Following

PS7340 Issues in the Assessment and Treatment of Diverse Populations (3)

Diversity in Development and Learning Requirement—3 Credit Hours

Effective Instruction and Development of Cognitive and Academic Skills Requirement—Students Are Required to Take the Following

PS8000 Learning and Advanced Interventions (3)

Effective Instruction and Development of Cognitive and Academic Skills Requirement—3 Credit Hours

Home/School/Community Collaboration Requirement—Students Are Required to Take the Following

PS8050 Family and Couples Therapy (3)

Home/School/Community Collaboration Requirement—3 Credit Hours

Research and Program Evaluation Requirement—Students Are Required to Take the Following

PS7200 Statistics and Research Methods I (3)

Research and Program Evaluation Requirement—3 Credit Hours

School Psychology Practice and Development/Professional Issues, Ethics and Professional Conduct Requirements—Students Are Required to Take the Following

PS7009 Introduction to School Psychology: Ethics, History and Practice (3)

PS7110 Professionalization Group I (1)

PS7111 Professionalization Group II (1)

PS8201 Practicum and Seminar I (3)

PS8202 Practicum and Seminar II (3)

School Psychology Practice and Development/Professional Issues, Ethics and Professional Conduct Requirements—11 Credit Hours

School Systems Organization, Policy, Development and Climate Requirement—Students Are Required to Take the Following

PS7080 School Organization and Curriculum (3)

School Systems Organization, Policy, Development and Climate Requirement—3 Credit Hours

Socialization and Development of Life Skills/Treatment Modalities Requirements—Students Are Required to Take the Following

PS8010 Cognitive Behavioral Therapy (3)

PS8710 Child Psychotherapy (3)

Socialization and Development of Life Skills/Treatment Modalities Requirements—6 Credit Hours

Psychological Foundations Requirements

Biological Basis Requirement—Students Are Required to Take the Following

PS7050 Physiological Psychology (3)

Biological Basis Requirement—3 Credit Hours

Human Development Requirement—Students Are Required to Take the Following

PS7010 Lifespan Development (3)

Human Development Requirement—3 Credit Hours

Individual Differences Requirement—Students Are Required to Take the Following

PS7070 Foundations of Exceptional Student Education (3)

PS7330 Child and Adolescent Psychopathology (3)

Individual Differences Requirement—6 Credit Hours

Social Basis Requirement—Students Are Required to Take the Following

PS7100 Professional Issues: Ethics, Conduct and Law (3)

Social Basis Requirement—3 Credit Hours

Internship Requirement—Students Are Required to Take the Following

PS8800 Internship—Master's (0)

Internship Requirement—0 Credit Hours

Note: No electives are required in the MA in School Psychology program.

Professionalization Group Requirements

During the first year, students participate in weekly Professionalization Groups that focus on topics related to professional psychology. Through readings and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in school psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and future careers. The faculty member who leads the student's Professionalization Groups also serves as his/her academic advisor.

Practicum and Practicum Seminar Requirements

The practicum provides opportunities for students to gain field training by working under supervision in a school or other related mental health delivery system. The practicum is an essential part of training in school psychology, and all students are required to participate in the practicum experience.

Students in the MA in School Psychology program are placed in a practicum and seminar for 6 credit hours. A minimum of 83.33 practicum hours equals 1 credit hour. One-half of the required practicum hours should be in direct client contact. The practicum/seminar carries 3 credit hours per semester, or 6 credit hours per academic year. Some practicum sites require placement for 12 months. Argosy University students enrolled in practicum meet in a weekly, one-hour, year-long practicum seminar led by a faculty member. A practicum may not be done in a student's place of employment. All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration.

Students are expected to demonstrate mastery of the necessary psychological knowledge base, learn basic assessment and intervention skills, and demonstrate appropriate professional attitudes throughout practicum. Evaluation of student progress will be based on these criteria. The learning objectives used are the same as the requirements for the National School Psychology Certification System of the National Association of School Psychologists.

Eligibility Requirements for Practicum

Students must be in good academic standing to begin the practicum application process. They must have a minimum GPA of 3.0 (on a scale of 4.0), and have completed the academic planning which will allow for all of the practicum prerequisite courses to be completed prior to the beginning of the practicum. Students cannot be placed in an educational site until they have successfully completed a criminal background check. Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the individual in charge of field experience, and the campus dean or program chair of the MA in School Psychology program regarding eligibility to continue practicum.

Practicum Prerequisites

To be eligible for Practicum and Seminar I (PS8201), students must have successfully completed (or transferred, if applicable) the following courses or equivalent (unless special arrangements have been made with the campus dean or program chair of the School Psychology program):

Practicum Prerequisites

PS7009	Introduction to School Psychology: Ethics, History and Practice (3)
PS7010	Lifespan Development (3)
PS7110	Professionalization Group (1)
PS7111	Professionalization Group (1)
PS7331	Psychological Assessment of Children and Adolescents (3)
PS7370	Cognitive Assessment (3)
PS7385	Personality Assessment (3)

Practicum Seminar

All students enrolled in a practicum must also attend a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the practicum seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Practicum Experience

Students are required to complete 6 credit hours of practicum, with a minimum of 500 hours in which they focus on the acquisition of diagnostic/assessment and intervention skills. Accurate diagnostic assessment procedures are fundamental to the practice of professional psychology. Psychological assessment will include diagnostic interviewing of the identified client, diagnostic interviewing of collateral informants, psychological testing, scoring, and interpretation of test data, integration of test data, and recommendations for treatment and case management.

At the completion of practicum, the student should be able to use information from a variety of sources to:

- Provide diagnosis and recommendations supported by specific and relevant data
- Formulate a case summary that is theoretically consistent and well-organized
- Write a psychological report in a style that can be understood by non-psychologists

It is expected that students will complete a minimum of four psychological evaluations during the practicum. An evaluation is a culturally sensitive, clinically relevant assessment utilizing individualized, standardized, psychological tests appropriate to the circumstances of the client. It may include the traditional test such as intellectual, cognitive, and personality measures. Comprehensive batteries, such as psychoeducational or neuropsychological assessments, are strongly encouraged.

Practicum also emphasize therapy and therapeutic intervention skills. Theoretical orientations, specific treatment options and opportunities, and client populations vary across training settings. Argosy University does not favor a specific treatment orientation but encourages students to explore a variety of treatment perspectives with individuals, couples, families and groups, children, adolescents and adults, and the larger school community.

Students are expected to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. Students are to conduct no less than 250 hours of direct face-to-face client contact during the practicum.

Practicum Evaluation

Student progress in practicum training is evaluated through the use of Site Supervisor Evaluation Forms that assess student progress in basic areas of psychological functioning. Supervisors will review this assessment with the students and provide direct feedback regarding strengths and weaknesses. Seminar leaders will discuss each student's progress in visits with the site supervisor.

Students having difficulty of any kind during practicum are encouraged and expected to consult with the seminar leader, the individual in charge of field experience, and the program chair of the MA in School Psychology program. Supervisors are advised to contact the individual in charge of field experience and the program chair with concerns as they arise. Based upon the site and faculty evaluations, the individual in charge of field experience assigns a grade of "Credit/No Credit" for the practicum and practicum seminar.

School Psychology Evaluation Competency Examination (SPCE) Requirements

The School Psychology Competency Examination (SPEC) requires each student to present a diagnostic interview and conceptual analysis in writing. The purpose of the SPEC is to monitor the growth and development of the student's competency in school psychology problem-solving in diagnosis and proposed delivery of services, direct and indirect.

The SPEC ensures that students are prepared to demonstrate conceptual abilities, theoretical knowledge, and applied skills in class and in supervised clinical field training. Faculty evaluators assess students' fund of knowledge regarding the foundation of school psychology, ability to manage a clinical interview, and ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on the ability to make appropriate and individualized treatment recommendations based on their case formulation. Students must pass the SPEC prior to beginning the second year of practicum. The SPEC is taken during the third semester of the student's first practicum year.

The SPEC requirement is met by submitting a tape and transcript or other approved sample of a psychodiagnostic interview that the student has conducted with a client, and a diagnostic case formulation report, including a self-critique. This tape cannot have been previously submitted either in the school or outside of it for review, supervision, or critique.

Students should refer to the School Psychology Evaluation Competency Examination document for complete information concerning the requirements and process for completing the SPEC.

Internship Requirements

This requirement for the MA in School Psychology program must be obtained in no more than two placements. All students in the MA in School Psychology program are required to complete a 1,200-hour internship as a condition for graduation. Students should determine the requirements for the state in which they plan to obtain certification and make certain that they meet the specific requirements of that state. The internship must be completed within 10–24 months. A minimum of 600 hours must be in direct service in a school setting. At least one-half of the hours in the schools are to be spent assisting regular education students. The other half are to be spent with students with academic and behavioral/mental health needs. The other hours may be spent in clinical settings that work with children, youth and their families. Internships are an invaluable culminating experience for school psychology students, providing the opportunity to work with a variety of handicapping conditions in both regular and special education. The internship experience allows students to integrate all previously learned skills and knowledge in a comprehensive service delivery system. The MA in School Psychology program is very concerned with locating and maintaining internship sites that meet national and state professional and ethical guidelines. Sites that do not meet these guidelines will not be considered appropriate.

Typically, full-time students begin the internship during the third year of enrollment. Meetings held each spring provide a comprehensive overview of the policies, procedures, and requirements of the internship.

To be eligible for internship, students must be in good academic standing, and must have completed all program requirements, including the following:

- Successful completion of the School Psychology Evaluation Competency Examination
- Successful completion of all coursework, with no grades of "Incomplete"

Internship Application Procedures

The MA in School Psychology program actively provides guidance and support for students throughout each step of the internship search process—in both group and individual formats.

1. The student requests Argosy University faculty members and practicum supervisors to write letters of recommendation on his/her behalf.
2. The student meets with the individual in charge of field experience, their assistant, and/or the program chair to review the student's eligibility and to discuss procedures related to the internship application process.
3. The student researches a range of internship sites both in the local area and nationally.
4. The student submits a list of internship sites that he or she is requesting approval for application. The individual in charge of field experience and program chair of the MA in School Psychology program carefully review all applicants' requests and decide which sites to approve based on compatibility and site application limits.
5. The student sends application materials directly to the approved sites. The individual in charge of field experience and/or program chair will coordinate the processing and sending of letters of recommendation as well as all other necessary documents.
6. The student arranges to meet with internship personnel at sites where they are offered interviews.
7. In the event a student does not receive an internship, the individual in charge of field experience and program chair of the MA in School Psychology program provide guidance and assistance to the student in continuing the search process.

Students will be permitted to begin an internship if they are in good academic standing, have completed all master's academic requirements (including any course incompletes), and have successfully completed the SPEC.

Evaluation and Remediation of the Internship

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the individual in charge of field experience and/or program chair to make certain that the student is meeting the minimum standards for academic progress.

The individual in charge of field experience and program chair of the MA in School Psychology program actively work to address areas of significant difficulty, and, as necessary, coordinate a remediation plan with the internship site supervisor. If the student is in need of remediation at any point in the internship, the Argosy University individual in charge of field experience and/or program chair will work with the internship site to develop and/or implement a remediation plan. At the completion of the internship year, the individual in charge of field experience and/or program chair make the final determination as to whether or not the internship requirements have been met. If post-internship remedial work is required, the student, the individual in charge of field experience, the program chair, and the internship site director will develop a written contract specifying the areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. The process of consultation and approval by the individual in charge of field experience and the program chair and/or the hearing of student appeals by the Appeals Board apply to internship remediation.

National School Psychology Certification System Requirements

All students must take the National School Psychology Certification test if they wish to become nationally certified.

Course/Credit Transfer

Transfer of Courses/Credit to the Master of Arts in School Psychology Program from the Master of Arts in Clinical Psychology Program

All courses successfully completed in the MA in Clinical Psychology program that are also required in the MA in School Psychology curriculum may be applied toward MA in School Psychology program if completed within the last five years. Other coursework completed in the MA in Clinical Psychology program will be considered for transfer to the MA in School Psychology program on a case-by-case basis.

For information about course/credit transfers, please refer to section seven, "Academic Policies and Procedures."

Transfer of Credit Earned in the Master of Arts in Clinical Psychology Program Practicum into the Master of Arts in School Psychology Program

In some cases, practicum site hours and the practicum seminar taken while the student was in residence at an Argosy University Clinical Psychology program (including Sport Psychology) may be transferred into the MA School Psychology program if the functions performed at the site were primarily those of a school psychologist, and/or the populations served were primarily children and/or adolescents and their families. The student must have been supervised by a certified school psychologist or licensed psychologist and must have completed 500 hours of service at each practicum. Half of the practicum hours must have been in direct service.

The accompanying competency examination(s) completed in the master's or PsyD in Clinical Psychology programs (if passed), may be substituted for the School Psychology competency examination(s), if the program chair of the School Psychology program ascertains that the examination is acceptable and that the student has attained the required competencies for school psychology.

Transfer of Courses/Credit to the Master of Arts in School Psychology Program from the Master's Level Counselor Education Courses

If accepted for admission to the master's in School Psychology program, successful completion of the following master's level counselor education courses may be considered on a case-by-case basis for credit in place of the listed courses in the MA in School Psychology program (maximum 15 credit hours).

Counselor Education Programs		Master of Arts in School Psychology Program	
PC6022	Family Therapy Counseling Skills (3)	PS8050	Family and Couples Therapy (3)
PC6025	Human Growth and Development (3)	PS7010	Lifespan Development (3)
—or—			
PC6501	Human Development: Lifespan (3)		
PC6300	Professional and Ethical Issues (3)	PS7100	Professional Issues: Ethics, Conduct and Law (3)
PC6440	Child and Adolescent Counseling (3)	PS8710	Child Psychotherapy (3)
PC6505	Group Counseling (3)	PS8060	Group Psychotherapy (3)
PC6521	Research and Program Evaluation (3)	PS7200	Statistics and Research Methods I (3)

**MASTER OF ARTS IN SPORT-EXERCISE
PSYCHOLOGY PROGRAM**

**Argosy University, Orange County; Argosy University, Phoenix;
Argosy University, San Francisco Bay Area**

The Master of Arts (MA) in Sport-Exercise Psychology program is designed to educate and train students to function as capable and ethical performance enhancement specialists. This two-year degree is intended to meet the needs of students seeking employment in a variety of settings, including private practice, athletic departments, coaching, exercise/health, and education, as well as those who will ultimately pursue a doctorate degree. The goals of the program include developing student competencies in the following areas: theoretical foundations, helping relationships, individual and group skills, normal and abnormal behavior, sport sciences, research and evaluation, diversity, and professional identity.

Based on the educational requirements outlined by the Association for Applied Sport Psychology (AASP), the curriculum provides students with a foundation in applied sport psychology, an understanding of normal and abnormal psychological functioning, and a knowledge base in the physiological, motor, and psychosocial aspects of sport behavior. Graduates of the MA in Sport-Exercise Psychology program are eligible to apply for “provisional status” as a Certified Consultant, AASP.

Students who also wish to pursue a master’s degree in mental health counseling or counseling psychology may follow a curriculum plan that allows them to fulfill the requirements for the MA in Sport-Exercise Psychology program in two years and the MA in Mental Health Counseling or MA in Counseling Psychology/MFT with one additional year of study. Application to the MA in Mental Health Counseling program or MA in Counseling Psychology/MFT programs are made in the second year of enrollment in the MA in Sport-Exercise Psychology program. Graduates of the MA in Mental Health Counseling program or MA in Counseling Psychology/MFT are eligible to apply for status as a Licensed Professional Counselor (LPC) or Marriage and Family Therapist (MFT) in the states of Arizona and California, respectively.

Admission Requirements

In addition to the requirements listed below, the Admissions Committee also takes into consideration the qualities essential to becoming an effective applied sport psychology professional. Material is also required which will help to determine the individual’s personal integrity, maturity, interpersonal skills, and ability to communicate. Required materials include:

- A bachelor’s degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of 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 for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student’s academic file. Students admitted on an exception basis will be assigned provisional status. See “Exceptions to Admission Requirements” in section 5 of this catalog under “Admission Policies.”

Admissions Notification

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

To be eligible for graduation, students will be responsible for completing the program requirements that are in effect at the time of admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession. To be eligible for graduation, students must meet the following requirements:

- Successful completion of all program requirements, including a total of 48 semester credit hours, which must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 39 credit hours of required coursework
 - 3 credit hours of elective coursework
 - 6 credit hours of practicum and practicum seminar
- Successful completion of the Sport Psychology Competency Evaluation
- GPA of at least 3.0 (on a scale of 4.0), and a grade of “B-” or better in all required courses
- Completion of all degree requirements within a maximum time frame of five years
- A completed Petition to Graduate submitted to campus administration

Writing Program

Students are expected to demonstrate competence in professional writing using APA style. Student writing is assessed to evaluate clarity, organization and style. Some students may be required to complete a writing course or tutorial during the program.

Program Requirements

Students admitted into the MA in Sport-Exercise Psychology program are responsible for completing the program requirements that are in effect at the time of their admission. In addition to the credit hour requirements outlined below, students must also complete two semesters of Professionalization Group and the Sport Psychology Competency Evaluation.

The MA in Sport-Exercise program requires the satisfactory completion of 48 semester credit hours, distributed as follows: basic interventions in counseling requirements, 6 credit hours; cognitive bases of behavior requirement, 3 credit hours; elective requirement, 3 credit hours; individual behavior requirement, 3 credit hours; motor bases of sport requirement, 3 credit hours; physiological bases of sport requirement, 3 credit hours; professional ethics and standards requirement, 3 credit hours; psychopathology requirement, 3 credit hours; research design and statistics requirement, 3 credit hours; social bases of behavior requirement, 3 credit hours; sport psychology course requirements, 9 credit hours; and supervised applied sport psychology practicum requirements, 6 credit hours.

Basic Interventions in Counseling Requirements— Students Are Required to Take the Following

SP6104 Counseling Skills I (3)

SP6510 Athletic Counseling (3)

Basic Interventions in Counseling Requirements—6 Credit Hours

Cognitive Bases of Behavior Requirement— Students Are Required to Take the Following

SP8010 Cognitive Behavioral Theory and Therapy (3)

Cognitive Bases of Behavior Requirement—3 Credit Hours

Elective Requirement—Students Choose One of the Following

SP6494 Exercise and Health Psychology (3)

[or other course approved by campus dean or program chair]

SP7561 Seminar in Sport Psychology I* (1)

SP7562 Seminar in Sport Psychology II* (1)

SP7563 Seminar in Sport Psychology III* (1)

Elective Requirement—3 Credit Hours

** Students may elect to complete three 1-credit hour seminars in Sport Psychology Consulting (SP7561, SP7562, and SP7563) over the course of the degree program to fulfill this requirement.*

Individual Behavior Requirement—Students Are Required to Take the Following

SP6505 Lifespan Development (3)

Individual Behavior Requirement—3 Credit Hours

Motor Bases of Sport Requirement—Students Are Required to Take the Following

SP6497 Motor Learning and Development (3)

Motor Bases of Sport Requirement—3 Credit Hours

Physiological Bases of Sport Requirement— Students Are Required to Take the Following

SP6501 Exercise Physiology (3)

Physiological Bases of Sport Requirement—3 Credit Hours

Professional Ethics and Standards Requirement— Students Are Required to Take the Following

SP6300 Professional and Ethical Issues (3)

Professional Ethics and Standards Requirement—3 Credit Hours

Psychopathology Requirement—Students Are Required to Take the Following

SP6005 Psychopathology (3)

Psychopathology Requirement—3 Credit Hours

Research Design and Statistics Requirement—Students Are Required to Take the Following

SP7200 Statistics and Research Methods I (3)

Research Design and Statistics Requirement—3 Credit Hours

Social Bases of Behavior Requirement—Students Are Required to Take the Following

SP6020 Team Dynamics and Group Behavior (3)

Social Bases of Behavior Requirement—3 Credit Hours

Sport Psychology Course Requirements—Students Are Required to Take the Following

SP6493 Psychological Aspects of Athletic Injury (3)

SP6499 Applied Sport Psychology I: Theory and Research (3)

SP6500 Applied Sport Psychology II: Professional Practice (3)

Sport Psychology Course Requirements—9 Credit Hours

Supervised Applied Sport Psychology Practicum Requirements—Students Are Required to Take the Following

SP6535 Sport Psychology Master's Practicum and Seminar I (3)

SP6536 Sport Psychology Master's Practicum and Seminar II (3)

Supervised Applied Sport Psychology Practicum Requirements—6 Credit Hours

Professionalization Group Requirements

During their first year, students participate in weekly Professionalization Groups that focus on topics related to the profession of sport-exercise psychology. Through readings and discussions led by faculty members, students begin to develop a professional identity and become familiar with current issues in sport-exercise psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and their future careers. The faculty member who leads the student's Professionalization Group also serves as his/her academic advisor.

Practicum and Practicum Seminar Requirements

The practicum provides opportunities for students to gain applied sport-exercise psychology training and experience. The practicum allows students to work under supervision with an athletic and/or performance population. The goal of the practicum is to correlate the student's field experience with attained levels of academic experience. This training includes direct observation of athletes/performers, assessments of mental skills, and intervention planning and implementation with individuals and/or groups.

Students are placed in a practicum and practicum seminar during their second year of study. Each practicum requires a minimum of 400 hours of applied sport-exercise psychology training over two semesters. The practicum carries 3 credit hours per semester, or 6 credit hours per academic year. At times, a practicum may require a student to provide services outside of the regular year (e.g., during the summer just prior to the start of the fall semester). In addition to being enrolled in practicum, students attend a practicum seminar led by a faculty member. A practicum may not be done in a student's place of employment, nor are practicum requirements waived.

All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration.

Practicum Prerequisites

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0), and have completed the academic planning which will allow for the following practicum prerequisite courses to be successfully completed prior to the beginning of the practicum:

Practicum Prerequisites

SP6000 Professionalization Group I (0)

SP6001 Professionalization Group II (0)

SP6005 Psychopathology (3)

SP6104 Counseling Skills I (3)

SP6499 Applied Sport Psychology I: Theory and Research (3)

SP6500 Applied Sport Psychology II: Professional Practice (3)

SP8010 Cognitive Behavioral Theory and Therapy (3)

Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communications skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or begin practicum. Students placed on probation during practicum must petition the program chair of the Sport-Exercise Psychology program regarding their eligibility to continue practicum.

Practicum Seminar

All students enrolled in the practicum must also attend the practicum seminar. The practicum seminar allows the student to reflect on various practicum experiences and to acquire additional skills and attitudes in useful field training. The content reflects coursework and addresses issues that a student may encounter during the practicum experience.

Practicum Experiences

The list of current and past practicum sites at Argosy University includes local area high school athletic departments, college athletic teams, sports medicine facilities, professional sports organizations, youth sport organizations, and private sport psychology consulting practices. Every attempt will be made to match students with practicum settings that are consistent with their professional goals. Practicum sites are subject to the approval of the program chair.

Practicum Evaluation

Evaluation of student progress in field training focuses on three areas: theoretical knowledge base, applied sport-exercise psychology skills, and professional attitudes. Student progress in practicum training is evaluated through the use of Site Supervisor Evaluation Forms which are completed by the primary supervisor and appropriate practicum site personnel (e.g., head coach) each semester. It is expected that the primary supervisors review these written Site Supervisor Evaluation Forms with the student and provide direct feedback regarding the student's strengths and weaknesses. Based upon the supervisor and site evaluations, a grade of "Credit" or "No Credit" for the practicum and the practicum seminar is assigned.

Sport-Exercise Psychology Competency Evaluation (SPCE) Requirements

The Sport-Exercise Psychology Competency Evaluation (SPCE) is an assessment of a student's proficiency in applied sport-exercise psychology. This evaluation takes place at or near the completion of their practicum experience. The purpose of the SPCE is to assess students' growth and development of consulting competency in applied sport-exercise psychology in accordance with the standards of Argosy University and to ensure student acquisition of appropriate skills for applied sport-exercise psychology practice. The SPCE assesses competencies in assessment, case formulation, and intervention planning and implementation. As a prerequisite for submitting the written report, the student must be in good academic standing and enrolled in or have completed the practicum seminars.

Students are expected to demonstrate their conceptual abilities, theoretical knowledge, and applied sport-exercise psychology skills obtained through coursework and practicum experience. For further information regarding the requirements of the SPCE, students should refer to the *SPCE Manual*.

Recommended Course Sequence for the Master of Arts in Sport-Exercise Psychology Program

Year One

SP6499	Applied Sport Psychology I: Theory and Research (3)	SP6500	Applied Sport Psychology II: Professional Practice (3)	PP8010	Cognitive Behavioral Theory and Therapy (3)
SP6505	Lifespan Development (3)	SP6104	Counseling Skills I (3)		
SP7200	Statistics and Research Methods I (3)	SP6005	Psychopathology (3)		
SP6000	Professionalization Group I (0)	SP6001	Professionalization Group II (0)		

Year Two

SP6493	Psychological Aspects of Athletic Injury (3)	SP6510	Athletic Counseling (3)	SP6501	Exercise Physiology (3)
SP6020	Team Dynamics and Group Behavior (3)	SP6497	Motor Learning and Development (3)		
PC6300	Professional and Ethical Issues (3)	SP6536	Sport Psychology Master's Practicum and Seminar II (3)		
SP6535	Sport Psychology Master's Practicum and Seminar I (3)		Elective (3)*		

* Students may elect to complete three 1-credit hour seminars in Sport Psychology Consulting (SP7561, SP7562, and SP7563) over the course of the degree program to fulfill this requirement.

Recommended Course Sequence for the Master of Arts in Sport-Exercise Psychology and Master of Arts in Mental Health Counseling Degrees

Year One

SP6499	Applied Sport Psychology I: Theory and Research (3)	SP6500	Applied Sport Psychology II: Professional Practice (3)	PP8010	Cognitive Behavioral (3) Theory and Therapy
SP6505	Lifespan Development (3)	SP6104	Counseling Skills I (3)	PC6105	Counseling Skills II (3)
SP7200	Statistics and Research Methods I (3)	SP6005	Psychopathology (3)		
SP6000	Professionalization Group I (0)	SP6001	Professionalization Group II (0)		

Year Two

SP6493	Psychological Aspects of Athletic Injury (3)	SP6510	Athletic Counseling (3)	SP6501	Exercise Physiology (3)
SP6020	Team Dynamics and Group Behavior (3)	SP6497	Motor Learning and Development (3)	PC6511	Social and Cultural Foundations of Counseling (3)
SP6300	Professional and Ethical Issues (3)	SP6536	Sport Psychology Master's Practicum and Seminar II (3)		
SP6535	Sport Psychology Master's Practicum and Seminar I (3)	PC6000	Counseling Theory (3)		

Year Three

PC6030	Psychopathology and Assessment (3)	PC6600	Career and Lifestyle Development (3)	PC6700	Couples and Family Counseling (3)
PC6505	Group Counseling (3)	PC6525	Appraisal and Assessment (3)	PP6900	Substance Abuse Counseling (3)
PC6400	Practicum I (3)	PC6401	Practicum II (3)	PC6402	Practicum III (3)

Course/Credit Transfer

Courses Taken at Other Institutions

Students who have completed graduate coursework at another institution may petition for a transfer of credit to the MA in Sport-Exercise Psychology program for a maximum of three courses (9 credit hours). Complete information on course/credit transfer criteria can be found in section 7, “Academic Policies and Procedures.”

Practicum, practicum seminars, and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request. If approved, the transferred course and credit will appear on the student’s transcript as a “transfer course” under the corresponding course number and title.

Courses Taken at Other Argosy University Campuses

Students who transfer from one Argosy University campus to another may receive credit for a course taken at the original campus, if the course is identical to the one offered at the transfer campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial. Students at Argosy University, Phoenix who wish to submit course transfer requests for courses taken at another Argosy University campus must do so before or during the first year of enrollment at Argosy University, Phoenix.

Transfer of Courses/Credit to the Master of Arts in School Psychology Program from the Master of Arts in Sport-Exercise Psychology Program

If accepted for admission to the MA in School Psychology program, successful completion of the following MA in Sport-Exercise Psychology program courses may be considered on a case-by-case basis for credit in place of the listed courses in the MA in School Psychology program.

Master of Arts in Sport-Exercise Psychology Program		Master of Arts in School Psychology Program	
SP6300	Professional and Ethical Issues (3)	PS7100	Professional Issues: Ethics, Conduct, and Law (3)
SP6505	Lifespan Development (3)	PS7010	Lifespan Development (3)
SP7200	Statistics and Research Methods (3)	PS7200	Statistics and Research Methods I (3)
SP8010	Cognitive-Behavioral Theory and Therapy (3)	PS8010	Cognitive Behavioral Therapy (3)

Transfer of Courses/Credit to the Doctor of Psychology in School Psychology Program from the Master of Arts in Sport-Exercise Psychology Program

If a student is accepted for admission to the Doctor of Psychology (PsyD) in School Psychology program, the successful completion of the following courses in the MA in Sport-Exercise Psychology program may be considered on a case-by-case basis for transfer credit in place of the listed courses in the PsyD in School Psychology program, as shown in the following table.

Master of Arts in Sport-Exercise Psychology Program Courses		Doctor of Psychology in School Psychology Program Courses	
SP6300	Professional and Ethical Issues (3)	PS7100	Professional Issues: Ethics, Conduct and Law (3)
SP6505	Lifespan Development (3)	PS7010	Lifespan Development (3)
SP7200	Statistics and Research I (3)	PS7200	Statistics and Research Methods (3)
SP8010	Cognitive-Behavioral Theory and Therapy (3)	PS8010	Cognitive Behavioral Therapy (3)
SP8011	Advanced Cognitive Behavioral Psychotherapy (3)	PS8011	Advanced Cognitive Behavioral Psychotherapy (3)

**MASTER OF SCIENCE IN
PSYCHOPHARMACOLOGY PROGRAM**
Argosy University, Hawai'i
Program Overview

The Master of Science (MS) in Psychopharmacology incorporates coursework and clinical practice to comprehensively train post-doctoral psychologists to prescribe medications independently, appropriately, effectively, and safely. It is a 32 credit hour program with a practicum component requiring treatment of 100 patients. Upon successful completion of the program, students will have the education and experience to prescribe psychopharmacological medications consistent with state and federal laws, and work collaboratively with physicians, nurses, and other health care providers in order to coordinate care. This program is intended to prepare students for the psychopharmacology Exam for Psychologists (PEP).

Admission Requirements

Students must be currently licensed/certified/registered psychologists at the independent level based upon a doctoral degree (PhD, PsyD, or EdD) in psychology from a regionally accredited program in psychology and licensed in the state/province/territory where services are provided. Additionally, students must be currently qualified as health service providers in psychology, or be credentialed by the National Register of Health Service Providers in Psychology or the Canadian Register of Health Service Providers in Psychology, or designated as Health Service Providers in the applicable states, or possess credentials satisfying either of the following conditions: Doctoral degree in psychology meeting ASPPB/National Register Designation Criteria; one year of internship meeting APA, CPA, APPIC, or National Register criteria; and one year of postdoctoral supervised experience in health service meeting APA, APPIC, ASPPB, or National Register criteria.

An exception to the above admission criteria will be made for Tripler Army Medical Center (TAMC) and other post-doctoral fellows, who are in a post-doctoral programs sponsored by the U.S. military.

Before beginning the program, students must also possess sufficient knowledge of human biology, anatomy, physiology, biochemistry, neuroanatomy and psychopharmacology to ensure an adequate foundation for successful completion of the postdoctoral program. This will be determined by a review of the applicant's transcripts and by possible use of competency examinations.

A "Health Service Provider in Psychology" is a psychologist currently and actively licensed/certified/registered at the independent practice level, who is trained and experienced in the delivery of direct, preventive, assessment and therapeutic intervention services to individuals whose growth, adjustment or functioning is impaired or who otherwise seek services.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to assist interested applicants in completing the following required documentation:

- Application fee (nonrefundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current resume
- Official transcripts from all post-secondary institutions attended

Graduation Requirements

Students must complete a curriculum involving 32-credit hours for the MS in Psychopharmacology. This includes:

- Satisfactory completion of 32 semester credit hours beyond the doctoral degree, including 30 credit hours of coursework and 2 credit hours of practicum
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Satisfactory completion of two semesters of practicum and practicum seminar requirements which include:
 - Supervised treatment of 100 patients over 250 hours
 - Weekly participation in weekly campus-based seminar while enrolled in practicum
- Completion of these requirements within 5 years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The MS in Psychopharmacology Program requires the satisfactory completion of 32 semester credit hours distributed as follows: core requirements, 30 credit hours; practicum requirements, 2 credit hours

Core Requirements—Students Are Required to Take the Following

DP5000	Psychopharmacology Foundations (3)
DP6000	Neuroanatomy (2)
DP6200	Pathophysiology (4)
DP6300	Introduction to Physical Assessment and Laboratory Exams (3)
DP6350	Pharmacology (2)
DP6400	Neurophysiology (2)
DP6450	Pharmacotherapeutics (2)
DP6500	Clinical Pharmacology (4)
DP6650	Psychopharmacology (3)
DP6700	Special Issues in Pharmacology (2)
DP6750	Neurochemistry (2)
DP6900	Legal, Ethical, and Professional Issues (1)

Core Requirements—30 Credit Hours

Practicum Requirements

DP6950	Psychopharmacology Practicum (2)*
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Practicum Requirements—2 credit hours

* Students enroll in one credit hour of practicum for two semesters

Practicum (Supervised Clinical Experience)

Students secure practicum sites where they receive supervised clinical experience, being actively involved in consultation with physicians and appropriately credentialed psychologists regarding the prescribing of psychoactive medications. Students will treat a minimum of 100 patients and have two hours of weekly on-site supervision by a qualified practitioner "...with demonstrated skills and experience in clinical psychopharmacology in accordance with the prevailing jurisdictional law." *Recommended Education and Training Program in Psychopharmacology for Prescriptive Authority* (American Psychological Association, 2006). A skills-based competency model is used, with written documentation of supervision and acquired skills. This documentation will be provided by the student to the program at the end of each semester.

For two semesters, students will also attend a one-hour weekly campus-based Practicum Seminar to present and discuss cases. At the end of the training program, a capstone competency evaluation will be completed in Practicum Seminar. This final evaluation will summarize mastery of multiple competencies and demonstrate integration of didactic and clinical experiences.

DOCTOR OF EDUCATION IN COUNSELING PSYCHOLOGY PROGRAM

**Argosy University, Chicago; Argosy University, Denver;
Argosy University, Hawai'i; Argosy University, Inland Empire;
Argosy University, Los Angeles; Argosy University, Orange County;
Argosy University, Salt Lake City; Argosy University, San Diego;
Argosy University, San Francisco Bay Area; Argosy University,
Sarasota; Argosy University, Schaumburg; Argosy University, Seattle;
Argosy University, Washington DC**

The Doctor of Education (EdD) in Counseling Psychology presents a structured opportunity to prepare counselors and master's level clinicians from a variety of settings with the skills and credentials necessary to pursue leadership, supervision, training, and teaching positions in the profession.

The program emphasizes the development of attitudes, knowledge and skills essential in the formation of professionals who are committed to the ethical provision of quality services. Curriculum provides for the meaningful integration of theory, training, and practice. Specific objectives of the program include training practitioners who can:

- Deliver effective treatment to diverse populations of clients
- Understand the biological, psychological, and sociological bases of human functioning
- Exercise leadership both in the health care delivery system and in the training of mental health professionals
- Expand the role within society
- Work with other disciplines as part of a professional team

Students with a background in mental health, social work, school counseling, pastoral counseling, and psychiatric nursing join together to earn the terminal degree in their field. They develop new interests and levels of competency and direction for practice through an applied, research-practitioner approach to the role of professional counselor and doctoral level practitioners.

Faculty members are committed teaching professionals dedicated to the development of individual student interest areas through course selection and dissertation topics. The eclectic mix of faculty backgrounds, theoretical orientations, and interests exposes students to new ideas while extending established interests. For more detailed information on the EdD in Counseling Psychology program, please refer to the campus-specific sections that follow.

Optional Concentrations

Students may choose an optional concentration in Counselor Education & Supervision at the following Argosy University campus locations: Chicago, Hawai'i, Schaumburg, and Washington DC. An optional concentration in Forensic Counseling is available to students at Argosy University, San Francisco Bay Area.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.

Admissions Notification

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Application Requirements

Applicants are expected to provide all required materials to the Admissions Department by the application deadline. The Admissions Committee will review all applications and set up an interview with applicants who meet the requirements to determine the level of fit between the prospective student and the university. The director of admissions will notify all applicants of the Admissions Committee's decisions.

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Application Deadlines

Students may enter the program at various points throughout the year. All admission materials must be submitted by the following dates:

Fall Admission

June 30	Final deadline
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Spring Admission

October 30	Final deadline
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Summer Admission

March 15	Final deadline
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Note: Please refer to the campus-specific section that follows for application deadlines at Argosy University, Washington DC.

Graduation Requirements

Students in the program will be responsible for completing the program requirements in effect at the time of admission. However, the program retains the right to modify these requirements in accordance with the demands of the counseling profession. Courses will be completed in the order recommended by the program.

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 credit hours beyond the master's degree, including 48 credit hours of coursework and 12 credit hours of dissertation.
- Successful completion and defense of the dissertation
- Completion of these requirements within time frame stipulated by program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The program curriculum is designed for delivery in a specific sequence. Courses offered to first year students provide a theoretical and practical foundation for courses that will follow. Students must satisfy all stated prerequisites for a course before registration can be considered official.

Students in the EdD in Counseling Psychology program are required to successfully complete a minimum of 60 semester credit hours. See campus-specific sections that follow for detailed information on credit distribution. Students can begin the dissertation at the completion of the required courses.

Residency Requirements

Residency requirements vary by campus. Refer to the campus-specific program descriptions for more detail.

Enrollment Requirements

Students in the program are required to take two three-credit courses per semester unless otherwise noted in the campus-specific sections that follow. Any student wishing to decrease the overall time of the program may need to schedule additional credit courses. Doctoral students wishing to enroll in fewer credit hours must petition the department chair for part-time status.

Academic Progress Requirements

Students should plan to spend approximately 20 hours reading and completing homework each week. Those who cannot accommodate this workload should plan to attend part-time. To make satisfactory progress toward a degree, students must:

- Maintain a grade point average (GPA) of 3.0 on a scale of 4.0
- Complete the program within a specified length of time

Academic Advisement

Academic advisement is a prerequisite to enrollment. In addition, students are required to complete a Program of Study indicating when they intend to take the required courses. Both one-on-one and group advisement sessions are required. Academic advisement takes place during "Brown Bag Lunch" meetings. Led by the program advisor, the group discusses upcoming registration needs, advisement issues, shares announcements and answers questions. To ensure enrollment in the correct courses, students must obtain the program advisor's signature on enrollment forms before registration.

Eligibility for Licensure

Licensure requirements vary from state to state; students should determine the requirements for the state in which they plan to practice.

California

Graduates of the EdD in Counseling Psychology program are eligible to pursue licensure in California as psychologists. In addition to the educational requirements provided at Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego; and Argosy University, San Francisco Bay Area, 3000 hours of supervised training is required for licensure as a psychologist. Some hours may be acquired during the doctoral program. Also, prospective psychologists must pass the Examination for Professional Practice in Psychology (EPPP), and the California Jurisprudence and Professional Ethics Examination (CJPEE). For more information and application materials, please contact the Board of Psychology, 1422 Howe Avenue, Suite 22, Sacramento, CA 95825-3200, 916.263.2699, bopmail@dca.ca.gov, www.psychboard.ca.gov.

Colorado

Graduates of the EdD in Counseling Psychology program are eligible to become licensed psychologists in Colorado. Students should determine the requirements for professional licensure in the state they wish to practice. More information is available from the Colorado Department of Regulatory Agencies at <http://www.dora.state.co.us>

Florida

The EdD in Counseling Psychology program is not designed to produce licensed psychologists, but rather to help in the development of the highest level of professional counselor and leaders in the fields of human services, consultation, and education. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice.

Hawai'i

The EdD in Counseling Psychology with an optional concentration in Counselor Education & Supervision does not prepare graduates for licensure in the State of Hawai'i. In the counseling field, licensure is generally earned at the master's level. In Hawai'i, practitioners in the fields of marriage and family therapy, social work, and mental health counseling qualify for independent licensure as practitioners at the master's level. The doctoral curriculum expands upon the general preparation of master's level practitioners.

Illinois

The EdD in Counseling Psychology with an Optional Concentration in Counselor Education and Supervision does not prepare graduates for licensure. In the counseling field, licensure is generally earned at the masters level. The licensure laws vary from state to state. In Illinois, the license to practice independently is the Licensed Clinical Professional Counselor (LCPC). Practitioners in closely related fields (social work, clinical psychology, marriage and family therapy) also qualify for independent licensure as practitioners. The doctoral curriculum expands upon the general preparation of masters-level practitioners.

Argosy University, Chicago and Argosy University, Schaumburg emphasize the importance of an applicant having met local licensure/certification requirements as a counselor/mental health care provider. Because the EdD in Counseling Psychology with an optional Concentration in Counselor Education and Supervision program does not lead to any credential as a provider of counseling services, the degree is of limited value without having first achieved those credentials at the master's level. In no way should the doctoral degree be seen as preparation for entry-level practice.

Utah

The EdD in Counseling Psychology program curriculum is designed to align with the Utah state licensure requirements. It is the responsibility of the student to seek licensure through the Utah Division of Occupational and Professional Licensing, 160 East 300 South, Salt Lake City, Utah 84111, Phone 801.530.6628, Toll-Free in Utah 866.275.3675, Fax 801.530.6511, <http://www.dopl.utah.gov/licensing/psychology.html>. Argosy University does not guarantee that the EdD in Counseling Psychology program will meet the requirements to obtain licensure.

Virginia

In Virginia, the license to practice independently is the Licensed Professional Counselor. Practitioners in closely related fields (social work, clinical psychology, marriage and family therapy) also qualify for independent licensure as practitioners. The doctoral curriculum expands upon the general preparation of master's-level practitioners. The EdD in Counseling Psychology with an Optional Concentration in Counselor Education and Supervision does not lead to any credential as a provider of counseling services, the degree is of limited value without having first achieved those credentials at the master's level. In no way should the doctoral degree be seen as preparation for entry-level practice.

Washington

Graduates of the EdD in Counseling Psychology program are eligible to become licensed psychologists in Washington. Students should determine the requirements for professional licensure in the state they wish to practice. More information is available from the Washington State Department of Health at: <https://www2.wa.gov/doh/hpqa-licensing/hps7/psychology/default.htm>

Writing Program

Students are expected to be proficient in written and oral communication and to produce written work consistent with accepted standards in the field. Those who are identified by faculty as needing further development of writing skills will be referred to their academic advisors for a developmental writing plan.

Course/Credit Transfer

For information about course/credit transfers, please refer to section seven, "Academic Policies and Procedures."

Dissertation Requirements

Following successful completion of all required courses, and receiving a passing grade on the Comprehensive Examination, students are required to take 12 credit hours (four semesters) of dissertation. The dissertation process is comprised of five major components:

Pre-Dissertator Stage Formation of the Prospectus, completion of Comprehensive Examinations, and preliminary Formation of the Dissertation Committee.

Block I Development of formal proposal (including preparation and approval of introductory chapter; review of literature, and (if applicable) historical chapter).

Block II Finish developmental of formal proposal (including preparation and approval of introductory, review of literature, methodology chapters), orally defend the proposal, and submitting the successfully defended proposal to the IRB.

Block III Conducting the study, gathering data, analysis of data.

Block IV Preparation of the results chapter. The defense of the dissertation and the submission of the dissertation for binding.

Each of these components is described in the Guide to the Dissertation Process. The student is also asked to refer to the APA Publication Manual and books mentioned in the guide for further descriptions and guidance of the content expectations for the chapters in the dissertation. Students are required to meet with their chair at least once a month.

Doctor of Education in Counseling Psychology Program — Argosy University, Chicago Program Overview

The Doctor of Education (EdD) in Counseling Psychology program with an optional concentration in Counselor Education & Supervision is designed to meet the special requirements of working mental health professionals motivated to develop their knowledge and skills to handle the changing needs of modern organizations. The program is designed to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of a graduate program.

Enrollment Requirements

Students in the EdD in Counseling Psychology program with an optional concentration in Counselor Education and Supervision enroll in two 3-credit-hour classes per semester, but may need to take additional coursework in order to decrease the overall time to complete the required classes. Doctoral students wishing to enroll in fewer credit hours must petition the department chair for part-time status.

Additional Requirements for Academic Progress

Students must complete this program within seven years after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students in the program are required to complete 60 credit hours. The suggested minimum amount of work that a student should complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours
End of Year Six	54 credit hours
End of Year Seven	60 credit hours

Additional Graduation Requirements

In addition to the stated graduation requirements, students must meet the following requirements to be eligible for graduation:

- Maintain a GPA of 3.0 on a scale of 4.0
- Successfully complete the Comprehensive Examination.
- Complete all program requirements within seven years of matriculation

Comprehensive Examination

The comprehensive examination at Argosy University, Chicago is a take-home examination that consists of printed, APA-formatted, original responses to questions submitted by the faculty. The comprehensive examination is designed to allow the student to demonstrate competence in the end-of-program outcomes in advanced practice, counselor supervision, counselor education, social and cultural issues, qualitative and quantitative research, assessment, ethics, and multicultural competence. Any student who fails the Comprehensive Exam a second time (one opportunity for revision is permitted) is automatically dismissed from the program

Program Requirements

Students in the EdD in Counseling Psychology program with an optional concentration in Counselor Education and Supervision program are required to successfully complete a minimum of 60 semester credit hours distributed as follows: core requirements, 18 credit hours; theory requirements, 3 credit hours; research requirements, 15 credit hours; elective or concentration requirements, 12 credit hours; dissertation requirements, 12 credit hours. Students can begin the dissertation at the completion of the required courses.

Core Requirements— Students Are Required to Take the Following

C7454	Models of Clinical Supervision (3)
C7462	Ethics in Practice (3)
Students Choose Four of the Following	
C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
C7443	Multicultural Issues in Counseling (3)
C7445	Brief Psychotherapies (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7537	Special Topics in Counseling (3)

Core Requirements—18 Credit Hours

Theory Requirements— Students Choose One of the Following

C7434	Cognitive-Behavioral Theories of Counseling (3)
C7435	Existential-Humanistic Theories of Counseling (3)
C7436	Psychodynamic Theories of Counseling (3)

Theory Requirements—3 Credit Hours

Research Requirements— Students Are Required to Take the Following

R7000	Introduction to Academic Research and Writing (3)
R7031	Descriptive Research Methods (3)
R7035	Qualitative Research Methods (3)
R7036	Program Evaluation Methods (3)
Students Choose One of the Following	
R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7037	Survey Techniques (3)

Research Requirements—15 Credit Hours

Elective Requirements— Students Choose Four of the Following

C7421	Etiology of Mental Illness (3)
C7439	Dynamics of Marriage and Family Systems (3)
C7451	Theories of Child and Adolescent Counseling (3)
C7455	Addictions Counseling (3)
C7459	Psychopharmacology for Counselors (3)

Elective Requirements—12 Credit Hours

**Optional Concentration in Counselor Education & Supervision—
Students Are Required to Take the Following**

C7452	Professional Development in Counseling (3)
C7453	Clinical Consultation (3)
E7033	Managing Change (3)
C7465	Teaching in Higher Education (3)

Concentration Requirements—12 Credit Hours

**Dissertation Requirements—
Students Are Required to Take the Following**

C7935	Dissertation (3)
C7935	Dissertation (3)
C7935	Dissertation (3)
C7935	Dissertation (3)

Dissertation Requirements—12 Credit Hours

**Doctor of Education in Counseling Psychology Program—
Argosy University, Denver; Argosy University, Salt Lake City;
Argosy University, Seattle**

Program Overview

The Doctor of Education (EdD) in Counseling Psychology program emphasizes the development of attitudes, knowledge and skills essential in the formation of professionals who are committed to the ethical provision of quality services. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training and practice. Specific objectives of the program include the following:

- The training of practitioners capable of delivering effective treatment to diverse populations of clients in need of such treatment.
- The development of counseling psychologists who understand the biological, psychological and sociological bases of human functioning.
- 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 counseling psychologists capable of expanding their role within society.
- The education of practitioners capable of working with other disciplines as part of a professional team.

Additional Standards for Academic Success

Students must make satisfactory progress towards a degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0. Students must complete this program within seven years after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students are required to complete 60 semester credit hours. The minimum amount of work that a student must complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Timeframe Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	45 credit hours
End of Year Five	60 credit hours

Note: *The Suggested Incremental Timeframe Completion Rates are not a replacement for the specific program sequencing and enrollment requirements, which may be stricter than the Suggested Incremental Timeframe Completion Rates.*

Additional Graduation Requirements

In addition to the stated graduation requirements, students must meet the following requirements to be eligible for graduation:

- Successful completion of the Counseling Competency Examination (CCE)
- Completion of these requirements within five years of matriculation into the program

Counseling Competency Examination

The Counseling Competency Examination (CCE) includes a treatment summary, case presentation, written case analysis, oral presentation, and oral examination based on the written and case presentations. This format is designed to provide an assessment of students' knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral form. Students are expected to take the examination in the last semester of their second year of coursework. Students must submit a CCE Request form to the Student Services Coordinator. In the event of failure, the examination may be retaken once. If, during the second attempt, the examination is not successfully passed, the results of the examination will be presented to the Student Professional Development Committee to determine further action.

Eligibility

The CCE evaluation criteria are designed to assess clinical competency at a level appropriate to students who have completed required course work. Students are eligible to take the exam if they are in good academic standing in the doctoral program (a GPA of at least 3.0 on a 4.0 scale).

Composition of Committee

Once a student has submitted the CCE Request form, the chair of the CCE Committee will assign a Review Committee to evaluate the student's written and oral presentations and conduct the oral examination. Review committees will consist of two core faculty members. The Review Committee members serve ONLY as examiners, NOT as advisors in preparation of the materials. The student should not consult with committee members about the content or structure of the examination, other than in regard to the format and timing of the oral examination. In the event that a student who previously failed the CCE is retaking the exam, no member of a previous committee may serve on the new committee. Committee assignments will be made with consideration to workload and expertise with the type of clinical case.

Dissertation

The Dissertation is an essential part of the scholar/practitioner education at Argosy University. Designed as a capstone experience, the dissertation provides an opportunity for the student to apply theory and research to a particular topic and to think critically and creatively about counseling psychology. The dissertation must demonstrate clearly and concisely the student's ability to: a) articulate a counseling psychology question or set of questions; b) critically evaluate and synthesize the relevant theoretical, clinical and research literature; and c) analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study. Students select the topic of their dissertation, with the approval of their selected Chairperson and the Dissertation Committee. It should be noted that students may need to seek additional training (e.g., advanced statistics courses or computer applications) or resources external to the school (e.g., statistical consultation, research subjects) to complete some dissertation options. Students are required to develop a plan identifying training and resource needs as part of their dissertation proposal.

Scope

Students are expected to address a psychological issue that is grounded in theory and is addressed by current research. The appropriateness of the project is determined by the Dissertation Chair and Committee members. The dissertation must be a potentially publishable review or a synthesis of findings that could be presented to professional counseling psychologists in a conference or a workshop setting.

Types of Inquiry

A broad range of inquiry is permitted in the dissertation. The only restrictions are: (a) the topic must have a clinical application; and (b) there must be a published empirical literature of sufficient size to warrant critical review. The focus of the review is determined by the student in collaboration with the dissertation chair and committee.

Prerequisites

To be eligible to register for dissertation, students must have successfully completed all nine (9) of the first year courses and obtain approval from their academic advisor.

Registration for Dissertation

All students must register for dissertation and remain registered until they complete the project. Students must have their dissertation proposal approved by their chair and committee members.

Program Requirements

Student in the EdD in Counseling Psychology program are required to successfully complete a minimum of 60 semester credit hours distributed as follows: professional development courses, 9 credit hours; research requirements, 12 credit hours; professional practice requirements, 15 credit hours; counseling psychology skills requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

Professional Development Requirements—Students Are Required to Take the Following

C7421	Etiology of Mental Illness (3)
C7452	Professional Development in Counseling (0)
C7462	Ethics in Practice and Supervision (3)
C7660	Foundations of Counseling Psychology (3)

Professional Development Requirements—9 Credit Hours

Research Requirements—Students Are Required to Take the Following

E7834	Writing for Research (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)

Optional Research Course

R7034	Advanced Statistical Methods (3)
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Research Requirements—12 Credit Hours

Professional Practice Requirements—Students Are Required to Take the Following

C7410	Assessment in Counseling (3)
C7434	Cognitive Behavioral Theories of Counseling (3)
C7443	Multicultural Issues in Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
C7463	Theory and Practice of Motivation (3)

Professional Practice Requirements—15 Credit Hours

Counseling Psychology Skills Requirements—Students Are Required to Take the Following

C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7451	Theories of Child and Adolescent Counseling (3)
C7459	Psychopharmacology for Counselors (3)

Counseling Psychology Skills Requirements—12 Credit Hours

Practicum Field Experience Requirements—Students Are Required to Take the Following

C7699	Doctoral Counseling Practicum I and Seminar (0)
C7700	Doctoral Counseling Practicum II and Seminar (0)

Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation—Counseling (3)
C7935	Dissertation—Counseling (3)
C7935	Dissertation—Counseling (3)
C7935	Dissertation—Counseling (3)

Dissertation Requirements—12 Credit Hours

Internship Requirements—Students Are Required to Take the Following

C7901	Internship (0)
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Additional Counseling Doctoral Skills Courses (Optional)

C7431	Counseling in Community Settings (3)
C7435	Existential-Humanistic Theories of Counseling (3)
C7436	Psychodynamic Theories of Counseling (3)
C7439	Dynamics of Marriage and Family Systems (3)
C7445	Brief Psychotherapies (3)
C7454	Models of Clinical Supervision (3)
C7455	Addictions Counseling (3)
C7471	Treatment of Sexual Dysfunctions (3)

Recommended Course Sequence for the Doctor of Education in Counseling 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

C7452	Professional Development in Counseling (0)	C7421	Etiology of Mental Illness (3)	C7458	Diagnosis and Treatment Planning (3)
C7660	Foundations of Counseling Psychology (3)	C7434	Cognitive-Behavioral Theories of Counseling (3)	C7443	Multicultural issues in Counseling (3)
E7834	Writing for Research (3)	R7036	Program Evaluation Methods (3)	R7037	Survey Techniques (3)
R7031	Methods and Analysis of Quantitative Research (3)	PC6025	Human Growth and Development (3)		

Year Two

C7699	Doctoral Counseling Practicum I (0)	C7700	Doctoral Counseling Practicum II (0)	C7459	Psychopharmacology for Counselors (3)
C7451	Theories of Child and Adolescent Counseling (3)	C7432	Advanced Individual Counseling (3)	C7433	Advanced Group Counseling (3)
C7462	Ethics in Practice & Supervision (3)	C7463	Theory and Practice of Motivation (3)	C7935	Dissertation - Counseling (3)
C7935	Dissertation - Counseling (3)	C7935	Dissertation - Counseling (3)		

Year Three

C7901	Internship I (0)	C7901	Internship II (0)	C7901	Internship III (0)
C7935	Dissertation - Counseling (3)				

**Doctor of Education in Counseling Psychology Program —
Argosy University, Hawai'i**

Program Overview

The Doctor of Education (EdD) in Counseling Psychology with an optional concentration in Counselor Education & Supervision is designed to meet the special requirements of working mental health professionals motivated to develop their knowledge and skills to handle the changing needs of modern organizations. The program is designed to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of a graduate program.

Enrollment Requirements

Students in the EdD in Counseling Psychology program enroll in two 3-credit-hour classes per semester, but may need to take additional coursework in order to decrease the overall time to complete the required classes. Doctoral students wishing to enroll in fewer credit hours must petition the program chair for part-time status.

Additional Requirements for Academic Progress

Students must complete this program within seven years after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students in the program are required to complete 60 credit hours. The suggested minimum amount of work that a student should complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours
End of Year Six	54 credit hours
End of Year Seven	60 credit hours

Additional Graduation Requirements

In addition to the stated graduation requirements, students must meet the following requirements to be eligible for graduation:

- Maintain a GPA of 3.0 on a scale of 4.0
- Successfully complete the Comprehensive Examination.
- Complete all program requirements within seven years of matriculation

Comprehensive Examination

The comprehensive examination at Argosy University, Hawai'i is a take-home examination that consists of printed, APA-formatted, original responses to questions submitted by the faculty. The comprehensive examination is designed to allow the student to demonstrate competence in the end-of-program outcomes in advanced professional practice, counselor supervision, counselor education, social and cultural issues, research, assessment, ethics, and multicultural competence. Any student who fails the comprehensive examination a second time is automatically dismissed from the program.

To be eligible to take the comprehensive examination, the student must have successfully completed all required coursework or be completing their last course requirement. For more detailed information please refer to the *Comprehensive Exam Handbook*.

Program Requirements

Students in the EdD in Counseling Psychology program with an optional concentration in Counselor Education and Supervision are required to successfully complete a minimum of 60 semester credit hours distributed as follows: core counseling requirements, 18 credit hours; theory requirements, 3 credit hours; research requirements, 15 credit hours; elective or concentration requirements, 12 credit hours, and dissertation requirements, 12 credit hours. Students can begin the dissertation at the completion of the required courses.

Core Requirements—Students Are Required to Take the Following

C7454	Models of Clinical Supervision (3)
Students Choose Five of the Following	
C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7439	Dynamics of Marriage and Family Systems (3)
C7445	Brief Psychotherapies (3)
C7451	Theories of Child and Adolescent Counseling (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
C7459	Psychopharmacology for Counselors (3)

Core Requirements—18 Credit Hours

Theory Requirements—Students Choose One of the Following

C7434	Cognitive-Behavioral Theories of Counseling (3)
C7435	Existential-Humanistic Theories of Counseling (3)
C7436	Psychodynamic Theories of Counseling (3)

Theory Requirements—3 Credit Hours

Research Requirements—Students Are Required to Take the Following

R7000	Introduction to Academic Research and Writing (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)

Research Requirements—15 Credit Hours

Elective Requirements—Students Choose Four of the Following

C7431	Counseling in Community Settings (3)
C7443	Multicultural Issues in Counseling (3)
C7453	Clinical Consultation (3)
C7462	Ethics in Practice (3)
Elective Selected with Program Chair Approval (3)	

Elective Requirements—12 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation (3)
C7935	Dissertation (3)
C7935	Dissertation (3)
C7935	Dissertation (3)

Dissertation Requirements—12 Credit Hours

Optional Concentration in Counselor Education & Supervision

Students may choose to complete an optional concentration in Counselor Education and Supervision to satisfy the elective requirements of the program.

Optional Concentration in Counselor Education & Supervision— Students Are Required to Take the Following

C7444	Multicultural Issues in Counselor Education and Supervision (3)
C7453	Clinical Consultation (3)
E7461	Ethics in Counselor Education and Supervision (3)
C7465	Teaching in Higher Education (3)

Concentration Requirements—12 Credit Hours

Doctor of Education in Counseling Psychology Program — Argosy University, Inland Empire; Argosy University, Los Angeles; Argosy University, Orange County; Argosy University, San Diego

Additional Graduation Requirements

In addition to the stated graduation requirements, students must successfully complete the Comprehensive Examination.

Mission Statement

The Counseling Psychology program embraces a range of relevant theory and techniques applicable in the three major areas of counseling psychology: a) the remedial (assisting in remedying problems in living), b) the preventive (anticipating, circumventing, and forestalling difficulties that may arise in the future), and c) the educative and developmental (discovering and developing potentialities). That is a) the focus is on normal individuals, and developmental life stages challenges, b) a focus on assets, strengths, and positive mental health, c) an emphasis on relatively brief interventions, and d) an emphasis on context, sociocultural/political influences, diversity, and person-environment interactions rather than exclusive emphasis on the individual.

Program Formats

Courses are offered on campus on Saturdays from 9 a.m.–4 p.m., one morning course from 9 a.m.–12 p.m., one afternoon course from 1–4 p.m., weeknights, from 6 p.m. to 9 p.m. and online with on-campus meetings. Full-time students will take two on-campus and one blended/online course each semester. During the fall and spring semesters, courses are 15 weeks long. During the summer semester, courses are 7.5 weeks long. The program is approximately three (3) years in length for students who attend full time (approximately 3 courses per semester, including summers). Full-time students should plan to spend approximately 20 hours reading and doing homework each week, and should thus arrange their work and family lives accordingly. Students whose lives will not accommodate this workload or whose past academic records are less strong should probably plan to attend part-time. National online courses are not part of the EdD in Counseling Psychology curriculum.

Privacy

Personal growth and development is considered necessary to becoming an effective counselor. As a result, courses incorporate strategies for promoting such growth. These experiences may include, among others, journaling, reflecting on one's difficulties with the counseling process, identifying and sharing personal issues and history that may hinder effective and culturally sensitive counseling, and sharing personal experiences with bias and discrimination. We recognize the sensitivity necessary to create an environment of safety for such sharing, and expect faculty and students to conduct themselves in a way that promotes such safety. One necessary component in creating safety is the faith that one's disclosures will be held in confidence. Therefore, we expect students to keep confidential any material shared in class and in course assignments.

Program Foundation Requirements

In addition to the 60 units Program Requirement, there are eight (8) foundation courses and a year-long practicum seminar requirement in the program. Students with equivalent master level course work and clinical practicum experiences may waive the foundation courses requirement. Only those students who are licensed in California or other states as MFT, LCSW, Mental Health Counselors, or registered as an MFT Intern can waive the program foundation Practicum Seminar series. In addition, only those students who are licensed in California as MFT or registered as an MFT Intern can waive the Professional and Ethical Issues (PC6300) class. Students must complete the foundation courses within the first year (except Practicum) and the Practicum series within the second year.

Program Foundation Requirements

PC6105	Counseling Skills I (3)
PC6510	Social & Cultural Foundation of Counseling (3)
PC6300	Professional and Ethical Issues
PC6230	Theories in Counseling Theories and Procedures
PC6005	Maladaptive Behaviors/Psychopathology
PC6700	Couples and Family Counseling
PC6505	Group Counseling
PC6521	Research and Evaluation
PC6400	Practicum Seminar I
PC6401	Practicum Seminar II
PC6402	Practicum Seminar III

Program Requirements

The EdD in Counseling Psychology Program requires the satisfactory completion of 60 semester credit hours distributed as follows: counseling theory and skills requirements, 18 credit hours; professional development and practice requirements, 18 credit hours; research requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

Counseling Theory and Skills Requirements— Students Choose Six of the Following

C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7434	Cognitive-Behavioral Theories of Counseling (3)
C7435	Existential-Humanistic Theories of Counseling (3)
C7436	Psychodynamic Theories of Counseling (3)
C7453	Clinical Consultation (3)
C7455	Addictions Counseling (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7542	Advanced Career and Lifespan Assessment (3)

Counseling Theory and Skills Requirements—18 Credit Hours

Professional Development and Practice Requirements— Students Are Required to Take the Following

C7410	Assessment in Counseling (3)
C7443	Multicultural Issues in Counseling (3)
C7454	Models of Clinical Supervision (3)
C7458	Diagnosis and Treatment Planning (3)
C7462	Ethics in Practice (3)
	Elective from another doctoral program* (3)

Professional Development and Practice Requirements—18 Credit Hours

* Program Chair approval is required.

Research Requirements—Students Are Required to Take the Following

R7000	Introduction to Advanced Academic Study and Writing (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7036	Program Evaluation Methods (3)

Research Requirements—12 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation—Counseling Block I (3)
C7935	Dissertation—Counseling Block II (3)
C7935	Dissertation—Counseling Block III (3)
C7935	Dissertation—Counseling Block IV (3)

Dissertation Requirements—12 Credit Hours

Optional Requirements

ADJCOMP	Comprehensive Exam (0) (Students must enroll in this course to maintain continuous enrollment if not matriculated in other courses while taking comprehensive exams.)
C7930	Advanced Seminar in Research Methods (3)*

* Required for students who have not completed their pre-dissertation tasks, including preparing/re-taking comprehensive exams, and completing a dissertation prospectus.

Students are required to retake any course for which they receive a grade below a “B-.”

Comprehensive Examination

EdD in Counseling Psychology program students take a Comprehensive Examination during their final semester of Coursework. The examination provides an opportunity for students to demonstrate knowledge of key concepts, significant empirical findings, counseling applications, and critical and integrative thinking. The criteria for evaluation of the examination include breadth and depth of knowledge and theory; integration and application of concepts; organization and clarity; and understanding of issues related to diversity and ethics. Students will be expected to provide complete and focused answers to the comprehensive questions.

Students are required to successfully complete a Comprehensive Examination after they have completed all coursework or during the semester they are completing their last course requirement. The examination provides an opportunity for students to demonstrate competence in the end-of-program outcomes in advanced professional practice (including assessment, theory application, skills application), social and cultural issues, multicultural competence, research, ethics, and personal and professional development (including self-reflection/awareness, writing communication).

Comprehensive Examination Prerequisites

To be able to sit for the Comprehensive Examination, the student must have successfully completed all required coursework. Students taking the Comprehensive Examination must be in good standing and have a GPA of at least 3.0 (on a scale of 4.0).

Comprehensive Examination Procedures

Comprehensive Examination is offered at least once each year. Students interested in taking the Comprehensive Examination should fill out a petition to take the Comprehensive Exam (available through Student Services) during the specified semester of the year that they intend to take the test one month in advance of the exam. Students should also register for ADJCOMP Comprehensive Examination Workshop during the specified semester of the year. Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the Program Chair and during the Workshop.

The comprehensive examination is an on-campus examination that consists of printed, APA-formatted, original responses to questions submitted by the faculty. For more detail information please refer to the Comprehensive Exam Handbook distributed during the Comprehensive Exam Workshop.

Student who fails the exam after the first time will meet with the faculty evaluation committee to discuss plans for remediation. Student has a year to complete the remediation and retake the exam. Any student who fails the Comprehensive Exam a second time is automatically dismissed from the program.

Additional Graduation Requirements

In addition to the stated graduation requirements, students must meet the following requirements to be eligible for graduation:

- Maintain a GPA of 3.2 (on a scale of 4.0)
- Successfully complete the Comprehensive Examination

Dismissal

Students may be removed from the program or practicum for difficulties in academic performance, or for failures in technical and interpersonal skill, attitudes, and professional character. Students may be also removed from the program or practicum on evidence of incapacity, incompetency, or unethical behavior.

Doctor of Education in Counseling Psychology Program — Argosy University, San Francisco Bay Area Program Overview

The Doctor of Education (EdD) in Counseling Psychology program at Argosy University, San Francisco Bay Area emphasizes the development of attitudes, knowledge and skills essential in the formation of professionals who are committed to the ethical provision of quality services. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. Specific objectives of the program include the following:

- The training of practitioners capable of delivering effective treatment to diverse populations of clients in need of such treatment.
- The development of mental health practitioners who understand the biological, psychological, and sociological bases of human functioning.
- 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 their role within society.
- The education of practitioners capable of working with other disciplines as part of a professional team.

Students in the EdD in Counseling Psychology program may also choose to pursue an optional concentration in Forensic Counseling.

Enrollment Requirements

Students must enroll for the equivalent of 9 credit hours per semester the first year and 6 credit hours per semester the second year. Doctoral students wishing to be enrolled in fewer credit hours must petition the program chair for part-time status.

Additional Requirements for Academic Progress

To maintain academic progress toward a degree all students must maintain the required cumulative grade point average and meet the cumulative maximum time frames for their program. Students who do not meet these and the following requirements will be placed on academic probation.

- Students must maintain a cumulative grade point average (GPA) of at least 3.0 on a scale of 4.0.
- Students must complete the program within five years of matriculation, with all coursework and practicum completed by the end of the fifth year.
- The Counseling Competence Examination (CCE) must be completed successfully no later than the end of the fifth year after matriculation. Students who take an approved leave of absence will have five years plus the length of time that they were on approved leave of absence, not to exceed one year, to complete the program.

The minimum amount of academic work that a full-time student must complete by the end of each year in the program appears below. Students who have temporarily withdrawn from the University will not have the length of time that they were withdrawn 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. The following is the minimum amount of academic work that a full-time student must complete by the end of each year in the program following matriculation.

Students are required to complete 60 credit hours within five years of matriculation. The suggested incremental time frame completion rates are listed below:

Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	45 credit hours
End of Year Five	60 credit hours

Note: *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.*

Additional Graduation Requirements

In addition to the stated graduation requirements, students must meet the following requirements to be eligible for graduation:

- Successful completion of the Counseling Competency Examination (CCE)
- Grade Point Average (GPA) of at least "B" (3.0 on a scale of 4.0), with no more than two grades lower than "B-"; and a grade of "B-" or better in all core (first two years) courses
- Completion of these requirements within five years of matriculation into the program

Program Requirements

The EdD in Counseling Psychology program requires the satisfactory completion of 60 semester credit hours distributed as follows: required courses, 39 credit hours, elective requirements, 9 credit hours; and dissertation requirements, 12 credit hours.

Required Courses—Students Are Required to Take the Following

C6470	Psychology and the Law (3)
C7410	Assessment in Counseling (3)
C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7434	Cognitive-Behavioral Theories of Counseling (3)
C7445	Brief Psychotherapies (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7462	Ethics in Practice (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Qualitative Research and Evaluation (3)
R7037	Survey Techniques (3)

Course Requirements—39 Credit Hours

Elective Requirements—Students Choose Three of the Following:

C7436	Psychodynamic Theories of Counseling (3)
C7454	Models of Clinical Supervision (3)
C7471	Treatments of Sexual Dysfunction (3)
R7000	Introduction to Academic Research and Writing (3)

Elective Requirements—9 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation I (3)
C7935	Dissertation II (3)
C7935	Dissertation III (3)
C7935	Dissertation IV (3)

Dissertation Requirements—12 Semester Credit Hours

Counseling Competency Examination Requirements

The Counseling Competency Examination (CCE) includes a treatment summary, case presentation, written case analysis, oral presentation, and oral examination based on the written and case presentations. This format is designed to provide an assessment of the student's knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral form. Students are expected to take the examination in the last semester of their second year of coursework. Students must submit a CCE Request Form to the Student Services coordinator. In the event of failure, the examination may be retaken once. If, during the second attempt, the examination is not successfully passed, the results of the examination will be presented to the SPDC to determine further action.

Counseling Competency Examination Eligibility

The CCE evaluation criteria are designed to assess clinical competency at a level appropriate to students who have completed required coursework. Students are eligible to take the exam if they are in good academic standing in the doctoral program (a GPA of at least 3.0 on a scale of 4.0).

Composition of Committee

Once a student has submitted a CCE Request Form, the chair of the CCE Committee will assign a Review Committee to evaluate the student's written and oral presentations and conduct the oral examination. Review committees will consist of two core faculty members. The Review Committee members serve only as examiners, not advisors in preparation of the materials. The student should not consult the committee members about the content or structure of the examination, other than in regard to the format and timing of the oral examination. In the event that a student who previously failed the CCE is retaking the exam, no member of the previous committee may serve on the new committee. Committee assignments will be made with consideration to workload and expertise with the type of clinical case.

Committee Selection and Exam Scheduling

By the end of the first semester of the student's second year of courses, each student planning to take the CCE during the third semester of the student's second year of courses must submit a CCE Request Form that indicates the treatment setting, treatment modality of the case intended for presentation, and the type of client (e.g., age, sex, presenting problem, diagnosis). The chair of the CCE Committee will assign a Review Committee and the Review Committee chair will schedule an oral examination meeting. The student will be informed of the assignment and meeting time.

A copy of an audiotaped session and written materials (see case presentation) must be submitted to each member of the Review Committee chair and committee member). In addition, a copy of the written materials must be submitted to the coordinator of Student Services to be kept in the student's academic file. Students are responsible for submitting their CCE materials no later than two weeks prior to the examination date. It is the responsibility of the student to ensure that the appropriate client consent forms, which permit the audiotaping of client sessions, are maintained in the client's record at the practicum agency. The student makes arrangements to audiotape the entire oral examination and is responsible for ensuring adequate listening quality of the tapes. Students should use full size, new, high quality audiotapes and a recorder with an external microphone. Deliberation by the committee following the oral examination, and subsequent feedback to the student shall not be included on the tape. Examination tapes become the property of Argosy University, San Francisco Bay Area and will be collected by the CCE Review Committee chair following the exam. The student presents his or her case material orally during the examination. Under the chair's direction, the committee conducts an examination regarding the case and relevant issues. At the close of the examination, the candidate is excused while the committee deliberates and evaluates the written and oral case materials.

Counseling Competency Procedures

A checklist of procedures for the student is presented below. Accompanying this checklist is a detailed explanation of these procedures.

1. Review CCE Guidelines
2. Obtain, complete, and submit the CCE Request Form to the coordinator of Student Services.
3. Select audiotaped or videotaped session to accompany written materials. Transcribe tape. Prepare written case material. Make sure to have three copies of all written materials and two copies of the tape.
4. Schedule the oral examination. Turn in the Clinical Competence Exam Orals Scheduling Form to the Student Services Department at least two weeks before the oral examination.
5. Two weeks in advance of the oral exam, provide the examination committee members with copies of the written and taped materials. Provide the coordinator of Student Services a copy of the written materials.
6. Bring an Oral Examination Form to the Review Committee at the time of the oral examination.
7. Arrange for audiotaping of oral exam. Allow for two hours of tape space. Use a tape recorder with an external microphone.

Duties of Review Committee Members

It is the responsibility of the Review Committee members to review the student's written and taped materials prior to the examination date. The committee will:

- Query the student in a manner relevant to the case, including questions regarding alternative theoretical approaches, re-formulations of case material and other psychological issues
- Evaluate and discuss the student's written and oral presentation
- Render an independent pass or fail judgment
- Provide recommendations for further study, where warranted

Immediately after the examination, the chair of the Review Committee completes the Oral Examination Form and informs the student and the CCE Committee chair of the student's pass, fail, or split decision status. In the case of a split decision, the committee chair keeps the examination tape for submission to a third, independent evaluator.

Within 10 working days of the examination date, the CCE Review Committee chair is responsible for submitting, in writing to the chair of the CCE Committee, a copy of the CCE Evaluation Form, indicating the outcome of the student's written and oral performance. In addition, each member should return all clinical taped and written case materials to the student, unless other arrangements have been made with the student. The exam tape will be collected by the Review Committee chair at the end of the meeting. In the case of a split decision, the chair of the CCE Committee will submit a copy of all materials, and the exam tape, to a third reader.

Case Presentation

The site supervisor, seminar leader, or any other appropriate person, may provide consultation and supervision to the student with regard to any aspect of the case selection and management. However, the student holds the sole responsibility for organizing, conceptualizing, and communicating the case materials. There must be no input from supervisors or other faculty in the preparation of the written examination documents. The transcribed session may not have been presented previously in written form.

Case Presentation Content Guidelines

The student should select a case for presentation that permits an adequate sampling of his or her knowledge and skill in the treatment modality used. The student must have served as the primary service provider.

The case should demonstrate adequate pre-treatment evaluation, assessment, and conceptualization, treatment planning, intervention, and termination management. Students are not limited in their choice of client characteristics or problems, type of treatment modality, or treatment setting. The client should have been seen for a minimum of three sessions in order to ensure adequate opportunity to demonstrate the skills listed above. A student must gain approval from his/her review committee chairperson to use a tape of a session earlier in the treatment process (e.g., in an EAP setting).

The principle guideline for choosing a case should be that it fits within the framework of applied counseling psychology. For example, the student may choose a case which involves, but is not limited to: drug/alcohol group treatment, family therapy, rehabilitative psychology, forensic psychology, play therapy, long-term or short-term individual psychotherapy, or behavioral medicine.

Specific Content of Presentation

The following categories should be addressed in structuring the written and oral portions of the case presentation. The Review Committee will use them in evaluating the student's performance. Adaptations of the content within the categories may be made depending on the particulars of the case. The student will submit a written case presentation of 10–15 pages, double-spaced, not including the transcript, which describes an entire course of therapy, either in-progress or completed, along with a transcript of a specific session. The written presentation will include the following:

Pre-Treatment Evaluation

The case should demonstrate the student's competence in pre-intervention assessment, whether the assessment involved an intake interview, formal testing, collateral interviews, behavioral assessment, or analysis of previous assessments, or other material gathered by previous practitioners. Appropriate documentation of the evaluation must be presented. In addition, the student should be prepared to support and critically discuss decisions made regarding the assessment procedure(s) used. The written report must include the following section:

Presenting Problem Relevant history, including the following, as appropriate:

- Prior treatment history
- Assessment findings
- History of family interaction
- Developmental history
- Medical history
- Substance use or abuse
- DSM-IV diagnosis

Conceptualization and Treatment Formulation

The student must describe the conceptual formulation that guided him or her in the treatment of the case. The treatment plan, including goals and appropriate intervention strategies, must be described fully. The student must be able to justify the treatment plan based on the conceptualization of the case, the theoretical model selected, and any pertinent empirical data regarding treatment efficacy.

The written report must include the following sections:

- Description of theoretical model
- Narrative applying the case material to the model
- Treatment plan derived from the model, including termination

Course of Therapy and Session Analysis

This section outlines the student's thinking in his or her handling of the case from the initial intervention(s) to termination. Interventions during each phase of therapy must be described. The student must describe the intervention(s) in the specific session selected for presentation, and how these intervention(s) relate to the stated treatment goals.

The student must analyze his or her behavior in the session with respect to the process and content of therapy. Examples of areas for critique include, but are not limited to: listening skills, empathy, structure, and confrontation. The critique should refer to specific interchanges between therapist and client(s) in the transcript/ tape. The written report must include the following:

- Course of therapy
- A transcript of a session from the tape submitted
- Self-critique

Ethical and Legal Considerations

The student must review ethical and/or legal issues he or she deems to be relevant to the case.

Diversity Issues

The student must review any diversity issues relevant to the assessment and treatment of his or her case. Examples of individual differences and diversity issues include race, ethnicity, culture, sexual preference, age, gender, and religious preference. The student must discuss the impact of diversity issues on assessment and treatment of the case.

Audiotaped or Videotaped Session

An audiotaped or videotaped therapy session must be presented to the Preview Committee at the same time as the written material (at least two weeks prior to the oral examination). Both members of the Review Committee must receive a copy of the session. A written consent for taping must be present in the patient's clinical chart at the site.

The student is responsible for submitting the tape, of adequate quality, to enable the examiners to hear the audiotaped therapy session. A written transcript will not suffice as a substitute for a therapy tape of inadequate quality. The student's interpersonal skills as a therapist must be demonstrated on the tape. Otherwise, the tape will not be acceptable (e.g., tape of relaxation or hypnosis exclusively would not be acceptable). Presentation of inaudible tapes may result in postponement of the CCE until such time as an adequate tape can be provided.

Specific Content of Oral Examination

Oral Presentation

Faculty will have reviewed the written materials prior to the meeting. The student will present the case at the beginning of the meeting. The oral presentation should build upon, but not repeat, the basic information conveyed in writing. The presentation should not exceed ten minutes in length and should emphasize the following aspects:

- Basic statement of client demographics and reason for referral
- Conceptual formulation
- The student should briefly describe the theoretical model chosen and how it applies to the case
- Therapeutic interventions

A discussion of therapeutic interventions is central to the presentation. Specifically, the student must discuss treatment goals, and specific intervention strategies employed, as well as published empirical support for treatment decision.

Oral Examination

The majority of the time is allotted to the critical evaluation of the student's ability to handle the Committee's indepth exploration of his or her knowledge, clinical reasoning, and clinical skills. The student is required to think on his or her feet, to consider and evaluate other possible interventions, to contrast modalities, to support or re-formulate the approach taken, and to demonstrate knowledge of related psychological issues. A key component of the examination will be an assessment of

the student's ability to apply their clinical knowledge to meet the needs of the case at hand. Any questions remaining after the review of the written materials will also be addressed. Questions may focus on the following:

- Assessment and differential diagnosis
- Rationale for therapy
- Knowledge of relevant literature
- Application of theory (from written formulation and one theory selected by committee)
- Critique of specific behaviors from transcript (listening skills, empathy, structure, and confrontation)
- Termination rationalization/plan
- Possible ethical implications or dilemmas
- Issues of diversity

In all cases, the committee is free to explore and test the student until the committee is satisfied it can render an accurate decision. Students may bring prepared materials for the oral presentation as well as reference materials. However, it is at the discretion of the committee to determine how the oral examination is structured.

Grading the Counseling Competency Examination

The committee members will review the written materials and the tape prior to the meeting. Prior to the oral exam, the review committee members discuss their initial evaluation of the criteria relating to the written materials and tape and decide on specific areas to be explored during the oral exam. The student's performance on the oral exam may compensate for some difficulties in the written and/or taped portions of the exam. During the oral exam, the committee will ask questions in order to arrive at independent ratings of "Pass" or "Fail" for each of the criteria outlined in the CCE Evaluation Form. Once each member is satisfied that he or she is able to rate the student in each of the areas, the student is excused and the committee meets to arrive at a consensual rating. The committee is encouraged to call the student back if more information is needed to reconcile a discrepancy in ratings. If no agreement can be reached, a tape of the review and all the written materials will be submitted to a third judge to resolve the discrepancy.

Pass

Indicates that the student's overall performance on both written and oral presentations demonstrate basic competence in each of the following areas: knowledge, clinical reasoning, technical skills, relationship skills, and written/oral expression skills. The student must demonstrate proficiency in each area outlined in the scoring guidelines, by the end of the oral exam, to pass the CCE.

Fail

Indicates that there are significant deficiencies in the written, taped, and/or oral portion of the examination. In the event that the student fails the examination, the committee members will discuss, with the student, the strength and weaknesses of the student's overall performance.

Evaluation of the CCE

Each of the following criteria is designed to evaluate the student's written and oral performance in one or more of the following areas: knowledge-based clinical reasoning, technical skills, relationship skills, and formal communication skills. These criteria are intended to represent minimal proficiency in each area outlined. The student must pass each of the following by the end of the oral presentation to pass the CCE.

Written Case Presentation

All of the following must be passed by the end of the oral presentation. The written presentation must not exceed 15 pages.

Pretreatment Evaluation

- Student demonstrates knowledge of relevant diagnostic criteria and the ability to integrate information from a variety of sources to support the diagnosis.
- Student demonstrates adequate knowledge and clinical reasoning in the selection of assessment methods. Student provides an adequate qualitative description of the client (issues, dynamics, personality style(s), motivation for treatment, communication style).

Conceptualization and Treatment Formulation

- Student demonstrates knowledge of the theoretical model selected.
- Student applies major components of the theory to case material.
- Student demonstrates adequate clinical reasoning in developing the treatment plan, guided by assessment information and the theory selected.

Course of Therapy and Session Analysis

- Student describes relevant themes and important interventions over the course of the treatment.
- Student shows ability to critique his or her own work, including strengths and weaknesses, referring to specific interchanges on the transcript.

Ethical and Legal Considerations

- Student demonstrates knowledge of ethical guideline relevant to the case.
- Student analyzes implications of possible ethical dilemma.

Diversity Issues:

- Student demonstrates knowledge of possible cultural factors relevant to assessment and treatment of the case.
- Student discusses implications of these factors "to assessment and treatment."

Written Communication Skills

- Student demonstrates ability to communicate clearly in writing.
- Transcript and tape

A student must pass both of the following to pass the CCE:

- Student demonstrates adequate skill in implementing one or more interventions consistent with the treatment plan.
- Student demonstrates adequate relationship skills in the session.

Listening skills

- Accurately reflecting client's concerns
- Using language consistent with client's frame of reference
- Conveying warmth, respect, and concern for client
- Encouraging client to discuss difficulties
- Appropriately reinforcing, tolerating client's affect

Oral Examination

The student must pass each of these criteria by the end of the oral exam:

Oral presentation (not to exceed 10 minutes)

- The student demonstrates knowledge and clinical reasoning discussing the case.
- The client demonstrates an adequate ability to communicate clinical material orally.

Exam

- Student demonstrates knowledge of major content areas within psychology:
 - Biological
 - Social
 - Cognitive
 - Developmental
 - Research relevant to efficacy of treatment model with type of client presented
- Student shows ability to apply more than one theoretical model to the case.

In addition to the orientation presented in the written materials, one of the following orientations, to be chosen by the committee, must also be discussed by the student. The student may select the specific theoretical model, within the orientation chosen by the committee (e.g., structural family therapy vs. Bowenian family therapy):

- Systems theory
- Behavioral or cognitive theory
- Psychodynamic theory

Within the model selected by the committee, students will be examined on the following aspects of clinical reasoning:

- Theory of personality and psychopathology associated with the model.
- Tactics and strategies derived from the model
- Concept of therapeutic change
- Relative strengths and weaknesses

Students show adequate problem solving ability when presented with hypothetical questions about the case:

- Ethical dilemmas
- Diversity issues
- Alternative interventions
- Psychotherapy process and relationship issues
- Consultation with professionals from other disciplines

Student shows ability to critique his or her own work:

- Assessing effectiveness in directing interventions (at least one strength and one weakness)

- Generating alternative strategies in working with the client
- Discussing therapist variables and/or countertransference
- Assessing quality of the therapeutic relationship
- Describing obstacles to treatment/therapeutic impasses
- Critiquing specific interchanges on the tape/transcript

Failure and Remediation Policy

If a student fails the exam, he or she must begin a remediation process, to be determined by the review committee. The review committee will determine when the retake examination will be scheduled, and notify the student in writing. Once the remediation process is complete, the student may apply to retake the examination. The student must present a different clinical case during the retake examination.

Dissertation Requirements

The dissertation is an essential part of the scholar/practitioner education at Argosy University, San Francisco Bay Area. Designed as a capstone experience, the dissertation provides an opportunity for the student to apply theory and research to a particular topic and to think critically and creatively about counseling psychology. The dissertation must demonstrate clearly and concisely the student's ability to:

- Articulate a counseling psychology question or set of questions
- Critically evaluate and synthesize the relevant theoretical, clinical, and research literature
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study.

Students select the topic of their dissertation, with the approval of their selected chairperson and the Dissertation Committee. It should be noted that students may need to seek additional training (e.g., advanced statistics courses or computer applications) or resources external to the school (e.g., statistical consultation, research subjects) to complete some dissertation options. Students are required to develop a plan identifying training and resource needs as part of their dissertation proposal.

Scope

Students are expected to address a psychological issue that is grounded in theory and is addressed by current research. The appropriateness of the project is determined by the dissertation chair and committee members. The dissertation must be a potentially publishable review or synthesis of findings that could be presented to professional counseling psychologists in a conference or a workshop setting.

Types of Inquiry

A broad range of inquiry is permitted in the dissertation. The only restrictions are:

- The topic must have a clinical application.
- There must be a published empirical literature of sufficient size to warrant critical review. The focus of the review is determined by the student in collaboration with the dissertation committee.

Dissertation Prerequisites

To be eligible to register for dissertation, students must have successfully completed all nine of the first-year courses.

Registration for Dissertation

All students must register for dissertation and remain registered until they complete the project. Students must have their dissertation proposal approved by their chair and committee members.

Optional Concentration in Forensic Counseling

Students in the EdD in Counseling Psychology Program may take an optional concentration in Forensic Counseling. Apart from the general aims of the doctoral program, the three course concentration in Forensic Counseling will allow practitioners to have additional training within the emerging field of Forensic Counseling.

The mission and goal of the concentration is to provide students with a broad overview of the scope of services emerging in the field of Forensic Counseling. This is not intended to train them to deliver forensic counseling services, but rather to allow them to be conversant with key forensic counseling areas as they practice as counseling psychologists. Students in the Forensic Counseling concentration are required to take the following three courses:

Forensic Counseling Course Requirements

FP6020	Individual Assessment (3)
FP6530	Forensic Program Development and Evaluation (3)
FP6535	Consultation, Triage, and Testimony in Forensic Psychology (3)

Recommended Course Sequence for the Doctor of Education in Counseling 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

C7445	Brief Psychotherapies (3)	C7434	Cognitive Behavioral Theories of Counseling (3)	C7432	Advanced Individual Counseling (3)
	Elective (3)	C7433	Advanced Group Counseling (3)	C7460	Techniques of Child and Adolescent Counseling (3)
R7031	Methods and Analysis of Quantitative Research (3)	R7035	Qualitative Research and Evaluation (3)	R7037	Survey Techniques (3)

Year Two

C7458	Diagnosis and Treatment Planning (3)	C7455	Addictions Counseling (3)	Elective (3)	
C6470	Psychology and the Law (3)		Elective (3)	C7462	Ethics in Practice (3)
C7935	Dissertation I* (5)	C7935	Dissertation II (5)	C7935	Dissertation III (5)

* While a student may begin a dissertation at the beginning of the second year, most students choose to begin the process after the completion of all other coursework.

**Doctor of Education in Counseling Psychology Program —
Argosy University, Sarasota
Program Overview**

The Doctor of Education (EdD) in Counseling Psychology program is designed to meet the special requirements of working professionals motivated to develop their knowledge and skills to handle the changing needs of modern organizations. The program is designed to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of a graduate program.

Program Formats

Argosy University, Sarasota strives to provide an educational experience with the highest academic quality in a variety of flexible formats designed for the convenience of adult students from various geographical locations. In that respect, regular in-residence, blended/in-residence, tutorial, and online courses are offered from 15-week to 7.5 weeks in length. The in-residence portion of our courses are offered in a variety of formats from 3 days or one weekend to 5 days or two weekends at Argosy University, Sarasota.

Residency Requirements

Students may complete up to 49 percent of their required program credit hours with Argosy University in an online or distance learning format. Fifty-one percent require an in-residence component. Students completing degree course requirements without meeting the in-residence course format requirement will be required to complete additional in-residence courses to achieve this in-residence format (51%) percentage standard.

Enrollment Requirements

Satisfactory Academic Progress and Degree Completion Rates

Students must complete this program within seven years after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time they were not enrolled, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours
End of Year Six	54 credit hours
End of Year Seven	60 credit hours

Students are responsible for monitoring and maintaining an enrollment status that ensures their progress towards completion of their programs within the maximum time frame.

Additional Graduation Requirements

In addition to fulfilling the stated graduation requirements, students must successfully complete the Comprehensive Examination.

Capstone Examinations—Comprehensive Examination Requirements

Argosy students are required to complete the Comprehensive Examination as part of their graduation requirement. Students may sit for the Comprehensive Examination upon completion of their coursework as indicated on their program of study. Enrollment in ADJ COMP will occur when a student completes all coursework required to take the Comprehensive Exam as defined by their program of study and submits a Comprehensive Exam Petition to the Student Services Department. No credit hours are earned for enrollment but it allows students to maintain a less-than-half-time active enrollment status for up to one semester while taking Comprehensive Exams. It also creates a transcript record, reflecting enrollment for the Comprehensive Examination and the ultimate outcome of all attempts, with a final grade of “CR” or “NC.”

All students must successfully complete the Comprehensive Exam prior to starting the dissertation.

Dissertation Requirements

Students matriculated in the EdD in Counseling Psychology program are required to have a minimum GPA of 3.0, complete all coursework required for the degree, pass the Comprehensive Exam, obtain an approved Petition for Establishing Candidacy and a Dissertation Committee (PECDC), and register for dissertation in order to begin dissertation. Students who are approaching the dissertation phase of their doctoral programs should review the *Argosy University Dissertation Guide* and complete a Petition for Establishing Candidacy and a Dissertation Committee.

Program Requirements

The EdD in Counseling Psychology program requires the satisfactory completion of 60 semester credit hours distributed as follows: program requirements, 21 credit hours; elective requirements, 9 credit hours; theory requirement, 3 credit hours; professional orientation requirements, 3 credit hours; research requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

One of the theory requirement courses will be required as a prerequisite for Advanced Individual Counseling (C7432).

**Program Requirements—
Students Are Required to Choose Seven of the Following**

C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
C7443	Multicultural Issues in Counseling (3)
C7445	Brief Psychotherapies (3)
C7454	Models of Clinical Supervision (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7462	Ethics in Practice (3)
C7471	Treatment of Sexual Dysfunctions (3)
C7537	Special Topics in Counseling (3)

Program Requirements—21 Credit Hours

Elective Requirements—Students Choose Three of the Following

C7410	Assessment in Counseling (3)
C7421	Etiology of Mental Illness (3)
C7439	Dynamics of Marriage and Family Systems (3)
C7451	Theories of Child and Adolescent Counseling (3)
C7453	Clinical Consultation (3)
C7459	Psychopharmacology for Counselors (3)
C7834	Directed Independent Study in Counseling (3)
R7039	Directed Independent Study in Research (1 – 3)

Elective Requirements—9 Credit Hours

Theory Requirements—Students Choose One of the Following

C7434	Cognitive-Behavioral Theories of Counseling (3)
C7435	Existential-Humanistic Theories of Counseling (3)
C7436	Psychodynamic Theories of Counseling (3)

Theory Requirements—3 Credit Hours

**Professional Orientation Requirements—
Students Are Required to Take the Following**

C7452	Professional Development in Counseling (3)
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Professional Orientation Requirements—3 Credit Hours

Research Requirements—Students Choose Four of the Following

R7031	Methods and Analysis of Quantitative Research (3)
R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7035	Qualitative Research Methods (3)
R7036	Program Evaluation Methods (3)
R7037	Survey Techniques (3)

Research Requirements—12 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation (3)
C7935	Dissertation (3)
C7935	Dissertation (3)
C7935	Dissertation (3)

Dissertation Requirements—12 Credit Hours

**Doctor of Education in Counseling Psychology Program —
Argosy University, Schaumburg
Program Overview**

The Doctor of Education (EdD) in Counseling Psychology program with an optional concentration in Counselor Education & Supervision is designed to meet the special requirements of working professionals motivated to develop their knowledge and skills to handle the changing needs of modern organizations. The program is designed to provide working professionals with the opportunity to pursue their personal and professional goals through the completion of a graduate program.

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. Students must complete this program within seven years after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time they were not enrolled, not to exceed one year, to complete the program.

Students are required to complete 60 semester credit hours. The minimum amount of work that a student must complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours
End of Year Six	54 credit hours
End of Year Seven	60 credit hours

Additional Graduation Requirements

In addition to the stated graduation requirements, students must successfully complete the Comprehensive Examination.

Comprehensive Examination Requirements

Satisfactory performance on the Comprehensive Examination is a graduation requirement for all doctoral students. In completing the Comprehensive Exam, students achieve the following:

- Demonstrate integration and synthesis of your learning throughout the course of your doctoral and preceding educational experiences.
- Demonstrate competency in the areas delineated in the Program Outcomes: Advanced Practice, Counselor Supervision, Counselor Education, Social and Cultural Issues, Qualitative and Quantitative Research, Assessment, Ethics, and Multicultural Competence.

Program Requirements

The EdD in Counseling Psychology program with a concentration in Counselor Education & Supervision requires the satisfactory completion of 60 semester credit hours distributed as follows: core requirements, 18 credit hours; theory requirements, 3 credit hours; research requirements, 15 credit hours; elective or concentration requirements, 12 credit hours; dissertation requirements, 12 credit hours. Students can begin the dissertation at the completion of the required courses.

Core Requirements—Students Choose Six of the Following

C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
C7443	Multicultural Issues in Counseling (3)
C7445	Brief Psychotherapies (3)
C7454	Models of Clinical Supervision (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7462	Ethics in Practice (3)
C7537	Special Topics in Counseling (3)

Core Requirements—18 Credit Hours

Theory Requirements—Students Choose One of the Following

C7434	Cognitive-Behavioral Theories of Counseling (3)
C7435	Existential-Humanistic Theories of Counseling (3)
C7436	Psychodynamic Theories of Counseling (3)

Theory Requirements—3 Credit Hours

Research Requirements—Students Are Required to Take the Following

R7000	Introduction to Academic Research and Writing (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Qualitative Research Methods (3)
R7036	Program Evaluation Methods (3)
Students Choose One of the Following	
R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7037	Survey Techniques (3)

Research Requirements—15 Credit Hours

Elective Requirements—Students Choose Four of the Following

C7421	Etiology of Mental Illness (3)
C7439	Dynamics of Marriage and Family Systems (3)
C7451	Theories of Child and Adolescent Counseling (3)
C7455	Addictions Counseling (3)
C7459	Psychopharmacology for Counselors (3)

Elective Requirements—12 Credit Hours

Optional Concentration in Counselor Education & Supervision—Students Are Required to Take the Following

C7452	Professional Development in Counseling (3)
C7453	Clinical Consultation (3)
E7033	Leading and Managing Change in a Diverse Society (3)
C7465	Teaching in Higher Education (3)

Concentration Requirements—12 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation I (3)
C7935	Dissertation II (3)
C7935	Dissertation III (3)
C7935	Dissertation IV (3)

Dissertation Requirements—12 Credit Hours

Recommended Course Sequence for the Doctor of Education in Counseling Psychology Program

Students in the EdD in Counseling Psychology program with a concentration in Counselor Education & Supervision complete a 60 semester credit hour minimum course of study that includes 12 credit hours of dissertation. Students can begin the dissertation at the completion of their coursework. See the program chair for suggested course sequence.

Doctor of Education in Counseling Psychology Program — Argosy University, Washington DC Program Overview

The Doctor of Education (EdD) in Counseling Psychology program with an optional concentration in Counselor Education & Supervision is designed to meet the special requirements of working professionals motivated to develop their knowledge and skills to handle the changing needs of modern organizations. The program provides working professionals with the opportunity to pursue their personal and professional goals through the completion of a graduate program.

Course Delivery Formats

The EdD in Counseling Psychology with an optional Concentration in Counselor Education & Supervision is intended to make graduate training accessible to professionals who are employed full-time. Courses are offered in multiple formats. The primary course format is the weekend format. In the weekend format, courses are offered on Friday evenings from 5:30 p.m. – 9:30 p.m. and Saturdays 9:00 a.m. – 5:30 p.m. Each course meets on alternate weekends with classes meeting on three weekends and the final examination on the fourth Friday evening. Syllabi are made available prior to the first class meeting. Each semester has two sessions. Students can choose to take courses in additional formats to fit their schedules or to more readily complete the curriculum in two years. These additional formats include:

- In-residence courses that are offered on one evening per week for the entire semester (15 weeks/three hours each week)
- Several courses are offered online
- Courses and seminars may be offered partially online and partially on-campus (in a “blended” format). Students may not complete equal to or greater than 80 percent of their required program credit hours with Argosy University in a distance learning format (i.e., online or tutorial).

Application Deadlines

All admission materials for the EdD in Counseling Psychology program must be submitted by the following dates:

Fall Admission	June 15
Spring Admission	November 1
Summer Admission	March 1

Student Advisement

The student advisor is available for consultation on student professional development, academic/training progress, and other Argosy University or professional issues. Students are encouraged to meet with their advisor as often as necessary to review their progress through the program and to discuss their performance in classes, seminars, and training sites. The advisor will file a memo in the student's academic file indicating the date of the meeting and, if appropriate, a summary of the meeting. Registration and Add/Drop Request Forms require advisor signatures.

Students are required to meet with their advisor when directed to do so by the Student Evaluation and Ethics Committee. This would occur when a student is experiencing academic, clinical or personal difficulties.

Student Evaluations

Evaluation of Learning Objectives (ELO)

Faculty members are required to submit an Evaluation of Learning Objectives for each student enrolled in a course no later than fourteen days from the last day of the course. Each student will receive an individual copy of his/her Student Evaluation and Grade Sheet. On this report the faculty member will place:

- The student's final, overall grade for the course
- Observations on performance in specific areas where applicable
- Additional information and comments where appropriate

Student Evaluation and Grade Sheets are placed in the student's academic file and retained there.

Attendance

All required experiences in the EdD in Counseling Psychology with an optional Concentration in Counselor Education & Supervision at Argosy University, Washington DC (courses, practicum, and seminars) will have an attendance requirement detailed in the syllabi that will figure into the evaluation component of the experience.

Additional Graduation Requirements

In addition to the stated graduation requirements, students must successfully complete the Comprehensive Examination.

Comprehensive Examination Requirements

The Comprehensive Examination is a graduation requirement to be taken after all coursework is successfully completed.

Program Requirements

The EdD in Counseling Psychology program with an optional concentration in Counselor Education & Supervision requires the satisfactory completion of 60 semester credit hours distributed as follows: core requirements, 18 credit hours; theory requirements, 3 credit hours; research requirements, 15 credit hours; elective or concentration requirements, 12 credit hours; dissertation requirements, 12 credit hours. In addition to these credit hour requirements, students must successfully pass the Comprehensive Examination, and may choose an optional two-semester Advanced Practicum. Students can begin the dissertation when their coursework and Comprehensive Exam are completed.

Core Requirements—Students Are Required to Take the Following

C7454	Models of Clinical Supervision (3)
C7462	Ethics in Practice (3)
Students Choose Four of the Following	
C7432	Advanced Individual Counseling (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
C7443	Multicultural Issues in Counseling (3)
C7445	Brief Psychotherapies (3)
C7458	Diagnosis and Treatment Planning (3)
C7460	Techniques of Child and Adolescent Counseling (3)
C7537	Special Topics in Counseling (3)

Core Requirements—18 Credit Hours

Theory Requirements—Students Choose One of the Following

C7434	Cognitive-Behavioral Theories of Counseling (3)
C7435	Existential-Humanistic Theories of Counseling (3)
C7436	Psychodynamic Theories of Counseling (3)

Theory Requirements—3 Credit Hours

Research Requirements—Students Are Required to Take the Following

R7000	Introduction to Academic Research and Writing (3)
R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7036	Program Evaluation Methods (3)

Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7037	Survey Techniques (3)

Research Requirements—15 Credit Hours

Elective Requirements—Students Choose Four of the Following

C7421	Etiology of Mental Illness (3)
C7439	Dynamics of Marriage and Family Systems (3)
C7451	Theories of Child and Adolescent Counseling (3)
C7455	Addictions Counseling (3)
C7459	Psychopharmacology for Counselors (3)

Elective Requirements—12 Credit Hours

Optional Concentration in Counselor Education & Supervision—Students Are Required to Take the Following

C7452	Professional Development in Counseling (3)
C7453	Clinical Consultation (3)
E7033	Leading and Managing Change in a Diverse Society (3)
C7465	Teaching in Higher Education (3)

Concentration Requirements—12 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation—Counseling Block I (3)
C7935	Dissertation—Counseling Block II (3)
C7935	Dissertation—Counseling Block III (3)
C7935	Dissertation—Counseling Block IV (3)

Dissertation Requirements—12 Credit Hours

Optional Advanced Practicum/Advanced Internship

An optional two-semester Advanced Practicum/Advanced Internship placement in a range of possible clinical and teaching settings may be completed. The purpose of the practicum is to develop and/or refine advanced counseling skills which conceptually link counselor practice to teaching and supervision. The internship may include supervised experiences in clinical settings teaching and supervision. The internship includes most of the activities of a regularly employed professional in the setting.

The internship can be allocated at the discretion of the doctoral advisor and student based on experience and training. Students will be given the opportunity to participate in additional supervised practicums or internships that are appropriate to their career objectives. During practicums and internships, the student must

receive weekly and or triadic supervision. This supervision is usually performed by a supervisor with a doctorate in counseling education or related profession. Group supervision is provided on a regular schedule with other students throughout the internship and is usually performed by a program faculty member.

Recommended Course Sequence for the Doctor of Education in Counseling Psychology Program

There are no prerequisite courses in the program. The following table shows which courses are offered during each semester. The student can choose to take them in Years One or Two. After successful completion of all coursework and the Comprehensive Examination, the student will begin the dissertation in Year Three.

Year One

R7035	Methods and Analysis of Qualitative Research (3)	R7036	Program Evaluation (3)	C7455	Addictions Counseling (3)
C7453	Clinical Consultation (3)	R7000	Introduction to Academic Research and Writing (3)	R7031	Methods and Analysis of Quantitative Research (3)
C7443	Multicultural Issues in Counseling and Supervision (3)	C7440	Marriage and Family Therapy (3)	C7433	Advanced Group Counseling (3)

Year Two

C7459	Psychopharmacology for Counselors (3)	C7462	Ethics in Practice and Supervision (3)	C7445	Brief Psychotherapies (3)
– or –					
E7033	Managing Change (3)				
C7460	Techniques of Child and Adolescent Counseling (3)	C7465	Teaching in Higher Education (3)	C7458	Diagnosis and Treatment Planning (3)

Additional skills course topics may be offered.

Students may join the program at any point in the cycle of courses.

DOCTOR OF PSYCHOLOGY IN CLINICAL PSYCHOLOGY PROGRAM

Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawai'i; Argosy University, Orange County; Argosy University, Phoenix; Argosy University, San Francisco Bay Area; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

The primary purpose of the Doctor of Psychology (PsyD) in Clinical Psychology program is to educate and train students in the major aspects of clinical practice. To ensure that students are prepared adequately, the curriculum integrates theory, training, research, and practice, preparing students to work with a wide range of populations in need of psychological services and in a broad range of roles. Students who complete the clinical psychology program earn a Doctor of Psychology (PsyD) degree. The awarding of this degree indicates that the recipient has mastered the fundamental academic and experiential elements of clinical psychology.

In contrast to the Doctor of Philosophy (PhD) degree, which is primarily a research degree attainable in a variety of academic disciplines, the Doctor of Psychology (PsyD) degree combines relevant research, applied theory, and field experience to prepare the graduate to apply psychological knowledge in a variety of settings and roles.

The program accepts students who have a minimum of a bachelor's degree. Although prior degrees need not be in psychology, some psychology courses are required (as foundation courses), and some experience in psychological services is desirable.

All Argosy University campuses use the same fundamental practitioner-scholar model for training and evaluation. In addition to the prescribed coursework, the required curriculum for all students includes practicum field experiences and an internship. To complete the doctoral program successfully, students must demonstrate competency in a number of specific clinical and conceptual skills, and must complete a Clinical Research Project in the area of applied clinical psychology.

Graduates are trained in the science and practice of psychology, and are able to apply the clinical skills of observation, assessment, intervention, and evaluation to help different segments of our ever-changing society. The areas of competency are modeled, in part, after those specified by the National Council of Schools of Professional Psychology and the standards of the American Psychological Association.

Included among the basic objectives of the program are the following:

- Preparing practitioners to deliver basic diagnostic and therapeutic services to diverse populations, whether on an individual, family, or group basis
- Enabling practitioners to integrate biological, psychological, and sociocultural aspects of human functioning into their clinical approach
- Assisting practitioners to assume leadership positions within the healthcare delivery system
- Training psychologists to work with professionals from other disciplines as part of an effectively functioning healthcare team
- Preparing practitioners to evaluate and use clinical research applications of psychology

The PsyD in Clinical Psychology programs at the following campuses have been accredited by the Commission on Accreditation of the American Psychological Association (APA) (750 First Street NE, Washington D.C. 20002-4242, 202.336.5979).

- Argosy University, Atlanta
- Argosy University, Chicago
- Argosy University, Hawai'i
- Argosy University, Orange County
- Argosy University, Phoenix
- Argosy University, San Francisco Bay Area
- Argosy University, Schaumburg
- Argosy University, Tampa
- Argosy University, Twin Cities
- Argosy University, Washington DC

Other campuses will pursue APA accreditation at the earliest appropriate time.

Matriculation through the PsyD in Clinical Psychology program curriculum helps prepare students to sit for the national licensure examination. Licensure requirements and standards for professional practice vary from state to state; therefore, prospective and enrolled students are urged to examine the requirements of the specific state in which they plan to practice. State licensure requirements may be obtained from:

Association of State and Provincial Psychology Boards
P.O. Box 4389
Montgomery, Alabama 36103
332.832.4580
www.asppb.org

The credit hour requirement for the Doctor of Psychology in Clinical Psychology program increased to 98 credit hours for students who began the program in the 2005–2006 academic year.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences.
- A grade point average of at least 3.25 (on a scale of 4.0) in work leading to the bachelor's degree or any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.*

* Out of state applicants to Argosy University, Hawai'i may be given the option to complete a telephone interview.

All applications for admission must be submitted to the Admissions Department of the campus to which application is being made. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Accepted applicants are required to remit a \$200.00 deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester as a matriculated student.

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

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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Note: Argosy University, Hawai'i and Argosy University, Washington DC do not accept application for Spring Admission.

Committee Decisions

All applicants will receive written notification of the Admissions Committee's decision. Admissions Committee decisions are final and are not subject to appeal. Accepted applicants are required to remit a non-refundable deposit by the date stipulated on the written notification to reserve a place in the entering class. This deposit will be applied toward the tuition of the student's first semester. An applicant, if rejected, can reapply by following the reapplication policy.

Graduation Requirements

To receive the Doctor of Psychology in Clinical Psychology degree, the student must fulfill the degree requirements of their campus. Graduation requirements include:

- Satisfactory completion of all requirements in the program of study
- Satisfactory completion of 98 semester credit hours
- A minimum grade point average as defined by the campus of attendance
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

For more detailed information concerning graduation requirements, refer to the program information published in the campus-specific program descriptions.

Residency Requirements

PsyD in Clinical Psychology students are required to complete a minimum of three full-time academic years of graduate study (or the equivalent thereof) and completion of an internship prior to awarding the degree. At least two of the three academic training years (or the equivalent thereof) must be completed at the campus from which the degree is granted, and at least one year of which must be in full-time residence (or the equivalent thereof) at that same campus.

Non-Academic Competence Policy

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning).
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at http://www.appic.org/downloads/CCTC_Comprehensive_Ev82AA3.pdf

Guidelines for Students' Sharing of Affective Experiences and Reactions to Didactic and Clinical Materials

It is anticipated that in the course of their graduate education, students will have a variety of emotional experiences and reactions to didactic lectures, discussions of psychodiagnostic and psychotherapy clinical case materials, and in their practicum and internship experiences with patients/clients. Being in contact with one's own internal states and understanding one's emotional reactions around contacts with clinical material is understood to be an integral part of one's professional responsibility.

Argosy University encourages students to share or discuss these experiences as appropriate and relevant to course material in the classroom. The self-disclosure of emotional experiences should be at the discretion of each individual student, and at a level that each is comfortable with. It is expected that such self-disclosure should take place in a supportive and non-intrusive context.

Argosy University policy, while encouraging appropriate self-disclosure, regards such disclosure as voluntary. Requirements or pressure on the part of either faculty or fellow students on individuals to share such emotional experiences when they are unwilling to do so is understood to contradict the policy of this school.

Program Requirements —Based on Campus Requirements

The curriculum offered within the doctoral program consists primarily of courses that are required of all graduate students. Some of these required courses cover the major theories of historical and modern psychology and their application in current practice; the stages of the developmental process, and the basis for behavior; psychopathology; and a series of courses dealing with the administration and interpretation of various forms of assessment. Students are also required to participate in two years of practicum field experience and the seminar that accompanies each practicum. Various elective courses cover a wide range of areas, including advanced therapy and the treatment of special populations. A one-year internship or its equivalent is the final stage in the training process. Program-specific requirements and options may change from time to time. For campus-specific program information, refer to the program descriptions.

Professionalization Group Requirements

During their first year, doctoral students participate in Professionalization Groups that focus on topics related to professional psychology. Through independent reading and discussions led by faculty members, students begin to develop a professional identity and become familiar with current issues in clinical psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and their future careers.

More detailed information on Professionalization Groups can be found in the campus-specific program descriptions.

Practicum Requirements

Students in good academic standing participate in the practicum, as approved by faculty and staff responsible for field training. The practicum is a field experience that spans 9–12 months for approximately 16–20 hours per week during the academic year. The specific clinical focus of the practicum varies according to the student's program, training needs, interest, and the availability of practicum sites. Because of the critical nature of practicum experience in the training of a clinical psychologist, students are not released from the practicum requirement, regardless of prior work experience. In addition, to ensure that the practicum experience is dedicated exclusively to training, students may not complete the practicum in their place of employment. Students are advised to review the campus-specific program descriptions available at each campus for more information on practicum requirements.

Practicum Seminar Requirements

Students participating in the practicum are enrolled concurrently in a regularly scheduled practicum seminar that meets throughout the academic year. The content and emphasis of the seminars vary according to the practicum setting of the enrolled students and the professional expertise of the faculty member leading the group.

The seminars offer a variety of valuable experiences, which include an analysis of audio/video material covering diagnostic interviewing and therapy, skills development in diagnostic interviewing, and training in a wide variety of therapy techniques. Students are evaluated in the seminar. These evaluations are included in the student's academic record. Students should consult their program descriptions for specific information concerning various practicum experiences.

Comprehensive Examination Requirements

At certain Argosy University campuses, students must successfully complete a Comprehensive Examination to demonstrate that they have mastered the fundamental theories and concepts required of a clinical psychologist. The time and format of the Comprehensive Examination is determined by each campus. Adequate advance notice is provided to each student preparing for the Comprehensive Examination. Further information on the Comprehensive Examination can be found in the campus-specific program descriptions.

Clinical Competency Examination Requirements

The Clinical Competency Examination (CCE), which is also referred to as the CEC, and/or CPE, or PCE at some Argosy University campuses, is a series of competency-based tasks in which students demonstrate to the faculty a mastery of major clinical assessment and therapy skills. The purpose of this evaluation is to monitor the student's growth and development of clinical competence in accordance with the standards of the profession and to ensure student acquisition of appropriate skill levels for subsequent internship training and clinical practice. In this evaluation, students may be required to demonstrate clinical competency in the following clinical areas:

- Diagnostic interviewing
- Psychodiagnostic scoring
- Psychodiagnostic interpretation
- Psychotherapy
- Professional ethics

Approval for an internship is based upon faculty evaluation of the student's total performance on clinical tasks. A student who does not demonstrate proficiency in the overall CCE performance may not begin an internship. The faculty may require further intensive training and demonstration of competency before approving a student's enrollment in an internship. Refer to the campus-specific program descriptions for further information on CCE requirements.

Internship Requirements

Designated faculty and staff members at each campus help the student identify an appropriate location for internship and prepare the documentation necessary for internship application. During the course of the internship, those responsible for training continue to monitor the progress of the student and maintain contact with the student and his or her supervisor.

Since the needs of students differ during the internship process, all internship sites must receive the approval of the training staff. While an internship may be a paid position, the internship site

may not be the student's regular or prior place of employment. Refer to the campus-specific program descriptions for further information on internship requirements.

Clinical Research Project/Dissertation Requirements

Each doctoral student is required to develop a Clinical Research Project (CRP) or dissertation as a requirement for graduation. The CRP or dissertation is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area; to demonstrate the ability to analyze methodological issues; and to produce an original piece of scholarly work in the field of clinical psychology. Assisting the student in this process is a committee of faculty members who will review the material and make recommendations and suggestions to the student. The student should plan to spend a minimum of 9–12 months completing the CRP or dissertation. Most campuses require the initiation of CRP or dissertation prior to the start of internship, even though the required dates for completion may vary.

Throughout the CRP or dissertation process, the student works closely with the committee chairperson and other committee members in order to develop a proposal and complete an original and scholarly work. Refer to the campus-specific program descriptions for further information on Clinical Research Project and dissertation requirements.

Concentrations in the Doctor of Psychology in Clinical Psychology Program

At some campuses, the following optional concentrations are offered to PsyD in Clinical Psychology students to provide more intensive training in a specialty area.

Child & Adolescent Psychology
Child & Family Clinical Practice
Child & Family Psychology
Client-Centered and Experiential Psychotherapies
Clinical Health Psychology
Diversity in Clinical Practice
Diversity & Multicultural Psychology
Family Psychology
Forensic Psychology
General Adult Clinical
Geropsychology
Health & Neuropsychology
Health Psychology
Marriage/Couples & Family Therapy
Neuropsychology
Neuropsychology/Geropsychology
Organizational Consulting
Psychoanalytic Psychology
Psychology & Spirituality
Sport-Exercise Psychology

For complete information on available concentrations and the requirements for fulfilling a concentration, consult the campus-specific program descriptions.

**Doctor of Psychology in Clinical Psychology Program —
Argosy University, Atlanta
Program Overview**

The Doctor of Psychology (PsyD) in Clinical Psychology program is designed to educate and train students to function effectively in their eventual role as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory and research as applied to practice. The PsyD in Clinical Psychology program at Argosy University, Atlanta emphasizes the development of knowledge, skills, and attitudes essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the following:

- The training of practitioners capable of delivering effective diagnostic and therapeutic services to diverse populations of clients in need of such treatment.
- The training of practitioners capable of systematically evaluating the effectiveness of their services.
- The development of mental health practitioners who understand the biological, psychological and sociological bases of human functioning.
- The training of practitioners who are capable of exercising leadership both in the healthcare 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 education of psychologists capable of working with other disciplines as part of a professional team.

Concentration Overview

The PsyD in Clinical Psychology program has four optional areas of clinical work in which students may choose to concentrate their training. Currently, these areas are:

- Child & Family Psychology
- General Adult Clinical
- Health Psychology
- Neuropsychology/Geropsychology

Clinical Training Overview

Clinical training is the supervised, out-of-class contact between students and a clinical population. Through this contact, students apply their theoretical and empirical 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, Atlanta students should have gained effective assessment and intervention skills in order to practice in a highly competent and ethical manner.

During their clinical training, students advance through progressively challenging levels of training. At each level, faculty members and field supervisors assess a student's progress in multiple ways.

In order to advance to the next level of clinical training, the student must pass certain courses, complete Practicum, demonstrate competency in specific clinical tasks and general interpersonal skills, and complete an internship.

Foundation Courses

As a foundation for graduate study in psychology, Argosy University, Atlanta requires applicants to have successfully completed a minimum of 15 undergraduate credit hours in psychology with a grade of "C" or higher. Within these 15 credit hours, three of the courses must include the following:

- Abnormal psychology
- General psychology
- Statistics or research methods

A student who has not completed the required undergraduate coursework prior to admission may be admitted as a student-at-large pending completion of all foundation courses. All foundation coursework must be completed no later than the end of the first semester of enrollment. A student missing prerequisite courses may be prohibited from enrolling in certain required first-year courses, thus delaying the start of practicum.

The foundation course requirements may be satisfied in one of the following ways:

- All foundation courses may be completed through Argosy University, Atlanta and or online, if the courses are offered.
- All foundation courses may be completed successfully in the specific content area at a regionally accredited institution.

Argosy University, Atlanta offers non-credit courses in the above subject areas, which are available to admitted students periodically during the academic year.

Enrollment Requirements

Students in their first through third years are required to enroll for a minimum of the equivalent of 9 credit hours per semester during the fall and spring semesters. Fourth-year students are required to enroll for a minimum of the equivalent of 6 credit hours per semester during the fall and spring Semesters. Doctoral students wishing to be enrolled less than the required credit hours must petition their faculty advisor and the campus dean or program chair for permission each semester.

No pre-internship students will be permitted to take less than the equivalent of 6 credit hours per semester except those students who have fewer than 6 credit hours of required coursework remaining prior to internship.

Following successful completion of the Clinical Competence Examination, students must be continuously registered for Clinical Research Project credit during each fall, spring and summer I semester, until the Clinical Research Project has been successfully defended.

Additional Requirements for Academic Progress

Students achieve satisfactory academic progress toward a degree by maintaining a GPA of 3.0 (on a scale of 4.0) and completing the program within seven years after matriculation. All prerequisites for Practicum and Seminar I must be completed by the end of the third year after matriculation. All coursework and practicum must be completed by the end of the fifth year after matriculation. The Clinical Competence Examination (CCE) must be completed successfully no later than the end of the fifth year after matriculation. Students who have temporarily withdrawn from the University will have seven years, plus the length of time that they were not enrolled (not to exceed one year) to complete the program.

Students who receive a grade lower than “B-” in any course must retake the course within the next 12 months and receive a grade of “B-” or higher. If the course is an elective, the same elective or another elective of equal credit must be retaken. Students who receive a grade lower than “B-” in Child and Adolescent Assessment (PP7331), are ineligible for Practicum and Seminar I. Any exception is determined by the director of training. Students who receive a grade lower than “B-” in Integrative Assessment (PP7373) or Neuropsychological Assessment I (PP8720), are ineligible for the Practicum and Seminar II. Any exception is determined by the director of training. Students who receive a grade lower than “B-” or less in a course in the PsyD in Clinical Psychology program while enrolled in the MA in Clinical Psychology program must retake the course no later than the end of the first 12 months after matriculation into the PsyD in Clinical Psychology program, and achieve a grade of “B-” or higher.

For students taking a temporary withdrawal from the University, the length of time withdrawn is not counted in the calculation. Curriculum changes may result in a change in the completion schedule for maximum time frame. Students who fail to complete the required coursework in this time frame will be placed on probation and must meet with the program’s Student Professional Development Committee (SPDC). The committee will specify the conditions under which the student may be removed from probation.

If a student receives an “Incomplete” in a course that is a prerequisite for a course in the next semester, there is a 2-week deadline for satisfying the incomplete in order to take the subsequent course. If the incomplete course is not a prerequisite for a subsequent course in the next semester, then the time permitted to satisfy the incomplete will be the end of the next semester.

If a student is missing a prerequisite foundation course after one calendar year from matriculating, he/she cannot register for any course but the missing foundation course and he/she cannot take a practicum.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 98 semester credit hours must be successfully completed. Coursework and practicum must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 65 credit hours of required courses
 - 12 credit hours over two years of practicum and practicum seminar groups
 - 18 credit hours of electives
 - 3 credit hours of Clinical Research Project
- Successful completion of the Clinical Competence Examination
- Successful completion of a one-year, full-time internship or its equivalent
- Successful completion of the Clinical Research Project
- GPA of at least “B” (3.0 on a scale of 4.0)
- Completion of these requirements within seven years of matriculation into the program.
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The PsyD in Clinical Psychology program requires the successful completion of 98 semester credit hours distributed as follows: core course requirements, 65 credit hours; elective requirements, 18 credit hours; practicum and practicum seminar requirements, 12 credit hours; and Clinical Research Project Requirements, 3 credit hours. In addition to fulfilling these credit hour requirements, students must complete the Clinical Competence Examination and one year of internship.

Elective Requirements

Students must meet the following requirements when selecting elective courses. 18 credit hours of electives are required. 3 credit hours of Advanced Practicum may be counted as general elective credit. Three credit hours of empirical research elective may be counted as general elective credit. Electives can be combined to form a “concentration.” Each student is encouraged to take enough elective courses to meet the requirements of at least one concentration. Students choose electives in consultation with their advisor.

Professionalization Group Requirements

These discussion groups for first-year students are led by a core faculty and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group will help students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience.

Practicum and Practicum Seminar Requirements

Practicum is supervised out-of-class contacts students have with clinical populations that take place within a healthcare delivery system. The purpose of practicum training is to provide the environment and opportunity for students to apply their theoretical knowledge, to practice implementing techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional psychologist. Evaluation of student progress in practicum focuses on three areas: theoretical knowledge, clinical skills, and professional attitudes.

The faculty closely monitors academic and clinical developments during all stages of progress throughout a student's graduate career. This monitoring, by both academic and field training faculty, addresses the issue of clinical suitability, as well as academic achievement. Thus, aspects of students' personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress. The goal is to assure that students are well qualified and have the potential to become competent and ethical professionals.

A primary goal of Argosy University, Atlanta clinical psychology practicum training is the development, by means of supervised direct client contact, of competent clinicians who are able to deliver basic and effective assessment and therapeutic intervention skills. The refinement of criteria for clinical competency and assessment of competency are ongoing program concerns. There are three required levels of field training and evaluation in the clinical psychology doctoral program: the Diagnostic Practicum, the Therapy Practicum, and the internship. Students may also choose to complete an Advanced Practicum, when available, before internship training.

The Clinical Psychology program at Argosy University, Atlanta places students in a wide variety of clinical field sites. Doctoral students in the Clinical Psychology program typically complete a Diagnostic Practicum in their second year of study and a Therapy Practicum in their third year of study. Students must change agencies from the Diagnostic practicum to the Therapy Practicum.

Practicum placements are generally for nine months, from September to June. Students spend 16 to 20 hours per week in an agency, program, or professional practice that is formally affiliated with the program. Students provide 6 to 10 hours of "direct service" (as defined following) per week.

The remaining time may involve supervision, paperwork, "indirect service" activities, and "training activities." Students accrue a minimum of 500 hours in the practicum training experience over the course of the academic year. Prior to entering the internship year, clinical doctoral students will have accumulated a minimum of 1,000 hours of supervised clinical experience.

Doctoral students receive a minimum of one hour of supervision per week from a licensed doctoral-level psychologist at the second- and third-year practicum sites. All students must also enroll in a weekly practicum seminar led by a faculty member on-campus. The faculty member does not provide supervision, but rather the practicum seminar provides didactic training emphasizing diagnostic and intervention skills applicable to a variety of clinical populations, as well as an opportunity for consultation. The specific content and emphasis varies according to the practicum setting. The site supervisors and seminar leaders evaluate students each semester. Depending on a student's progress in practicum, a grade of "Credit," or "No Credit," may be issued for each semester enrolled (fall, spring). A student receiving a grade of "No Credit" for Practicum and Seminar I, II, III, IV, V, or VI (PP8201, PP8202, PP8203, PP8204, PP8206, and PP8207) must repeat the practicum experience for the year in which the "No Credit" was received and meet with the Training Committee to develop a plan for the remainder of the year. A final grade of "No Credit" in a practicum constitutes a failing grade (e.g., equivalent to an "F") for purposes of determining whether a student is demonstrating satisfactory academic progress.

Definitions

"Direct service" includes face-to-face provision of psychological services to individuals designated as clients by the agency, program, or professional practice.

"Indirect service" may include community outreach, consultation, education, program development and/or evaluation, and support services (e.g., report writing, record maintenance, case preparation).

"Training activities" include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars, and co-therapy with senior mental health staff.

Practicum Restrictions

Students may not train in settings in which they are employed. Students may not do a Therapy Practicum in the same setting as their Diagnostic Practicum.

Professional Liability Insurance

All students enrolled in practicum must be covered by professional liability insurance. Students purchase this insurance through Argosy University, Atlanta. This is mandatory even if the student is otherwise insured. Payment for insurance is made through the Student Services Department at the time of practicum registration.

Qualifications for Practicum

The director of Clinical Training, in conjunction with the Practicum Training Committee, has the authority to determine a student's readiness for practicum.

In order for students to apply for practicum, they must be in good standing (GPA of 3.0 on a scale of 4.0) and able to complete all the practicum prerequisite courses prior to the beginning of the practicum. Students must not be on probation at the time of application to practicum or at the time the practicum begins. Students must remain off probation while on practicum.

Students must demonstrate a readiness to assume a professional role and to interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner.

Student must also have been in attendance in the PsyD in Clinical Psychology program at Argosy University, Atlanta for a minimum of two semesters before beginning practicum. Any exception to this rule must be approved by the program chair.

Practicum Prerequisites

Students must complete the following courses before beginning Practicum and Seminar I (PP8201) and Practicum and Seminar II (PP8202).

Prerequisites for Practicum and Seminar I and II

PP7010	Lifespan Development (3)
PP7040	Cognitive and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7311	Diagnostic Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP8030	Psychodynamic Theory and Therapy* (3)

Students Choose One From the Following†

PP7331	Child and Adolescent Assessment (3)
PP7373	Integrative Assessment (3)
PP8720	Neuropsychological Assessment I (3)

* This course is required for the General Adult Clinical concentration.

† Students electing to take Integrative Assessment (PP7373) or Neuropsychological Assessment I (PP8720) should take the course concurrently with Practicum and Seminar I (PP8201).

Students must complete the following courses before beginning Practicum and Seminar III (PP8203) and Practicum and Seminar IV (PP8204).

Prerequisites for Practicum III and IV

PP7050	Physiological Psychology (3)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations* (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8201	Practicum and Practicum Seminar I (3)
PP8202	Practicum and Practicum Seminar II (3)

* This course may be taken concurrently with Practicum III.

Practicum Seminars

The practicum seminar serves as an auxiliary training component in student's clinical training. The seminar leader works as a "partner in training" with the student's on-site supervisor to oversee education. Although the seminar leader may provide general feedback about student progress, supervision of individual cases remains the responsibility of the on-site supervisor, who has direct contact with the practicum setting and with the clients.

In the practicum seminar, students receive didactic training, present their clinical work, and consult with peers and the seminar leader regarding challenging assessment and treatment issues. The major objectives include:

- Introducing, via didactic and experiential training, fundamental skills in conceptualization and clinical service.
- Providing exposure to a variety of clinical issues in different settings.
- Enhancing students' capacity to generalize their clinical experiences across domains and groups.
- Fostering students' development in specific technical interventions and global clinical competencies.
- Evaluating students' progress in professional development and growth in the major areas of competence.

Students submit a final project in the spring semester, which includes a recording and transcript of an interview or therapy session, a self-critique of the session, and a case analysis, or diagnostic test report.

Please refer to the ASPP at Argosy University, Atlanta *Training Manual* for a more detailed description of practicum requirements and guidelines. All students are responsible for being familiar with the information contained in the *Training Manual*.

Clinical Competence Examination Requirements

Students are required to take and successfully pass a Clinical Competence Examination (CCE) during the summer I semester of their third year of coursework. The CCE includes a treatment summary, case presentation, written case analysis, an oral presentation, and an oral examination based on the written and case presentations. This format is designed to assess students' knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral forms. Students must submit a CCE application to the program's administrative coordinator no later than March 1 in order to take the exam during the first summer semester following the third year. A student is not eligible for internship until he or she has passed the examination. In the event of failure, the examination may be retaken once.

Clinical Competence Evaluation Prerequisites

In addition to the prerequisite courses required for Practicum and Seminar I–IV (PP8201–PP8204), students are also required to complete the following courses before beginning the Clinical Competence Evaluation:

Clinical Competence Evaluation Prerequisites

PP7201	Statistics and Research Methods II (3)
PP7360	Clinical Psychopharmacology (3)
PP8050	Family and Couples Therapy (3)
PP8060	Group Psychotherapy (3)
PP8203	Practicum and Seminar III (3)
PP8204	Practicum and Seminar IV* (3)

* The Clinical Competence Examination may be taken concurrently with Practicum and Seminar IV (PP8204).

Please refer to the ASPP at Argosy University, Atlanta *Clinical Psychology Training Manual* for a more detailed description of CCE requirements, guidelines, and evaluation. All students are responsible for being familiar with the information contained in the *Training Manual*.

Clinical Research Project Requirements

The Clinical Research Project is a training experience designed to provide students with a guided opportunity for integrating findings from empirical research toward addressing a psychological issue. Working closely with faculty members, students identify an issue within applied psychology, and conduct a scholarly review and synthesis of the empirical literature designed to address this issue. The primary training goal of the Clinical Research Project is to help students develop the skills needed to become critical consumers of the empirical literature in psychology.

Students are expected to address a psychological issue that is grounded in theory and is addressed by current research. The appropriateness of the project is determined by the Clinical Research Project chair and committee member(s), and is indicated by a potentially publishable review or a synthesis of findings that could be presented to professional psychologists in a conference or workshop setting. Students are not limited to research on patient populations. All students, however, are required to provide a clinical rationale for proposed reviews. The final Clinical Research Project document should demonstrate the following:

- A mastery of theoretical, clinical, and empirical literature relevant to the topic studied.
- Methodological and statistical knowledge relevant to the area of inquiry.
- The ability to integrate specific research findings across studies and to synthesize information into a clear conclusion.
- The ability to write clearly and concisely in the style adopted by the profession.

In other words, the Clinical Research Project should be a sophisticated piece of written scholarship that demonstrates the ability to frame and address a psychological issue by an exacting review of published literature.

Please refer to the ASPP at Argosy University, Atlanta *Clinical Psychology Training Manual* for a more detailed description of CRP requirements and guidelines. All students are responsible for being familiar with the information contained in the *Training Manual*.

Internship Requirements

All doctoral students must complete an internship as a condition for graduation. Most internships are full-time for 12 months but half-time internships may be completed in 24 months. The internship is an integral component of the doctoral program and the final experience in the clinical training sequence. During the internship, the student is expected to assume significant responsibilities and to perform major professional functions under the supervision of qualified psychologists. Because the internship is typically the last step in the student's preparation for functioning as an independent professional, the internship experience should provide the student with a variety of appropriate role models, as well as intensive and diverse opportunities to function in the various roles expected of a clinical psychologist. Typically, full-time students begin the internship during their fifth year of enrollment.

Please refer to the ASPP at Argosy University, Atlanta *Clinical Psychology Training Manual* for a more detailed description of training requirements and guidelines. All students are responsible for being familiar with the information contained in the *Training Manual*.

Recommended Course Sequence for the Doctor of Psychology 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. 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 registration for that course can be considered official.

Year One

PP7311	Diagnostic Psychopathology (3)	PP7000	History and Systems (3) [General Adult Clinical and [Neuropsychology/Geropsychology Concentrations]	PP7040	Cognition and Affective Processes (3)
PP7010	Lifespan Development (3)	PP7372	Projective Personality Assessment (3)	PP7000	History and Systems (3) [Child & Family Psychology Concentration]
PP7370	Cognitive Assessment (3)	PP7365	Clinical Interviewing (3)		
PP7371	Objective Personality Assessment (3)	PP8030	Psychodynamic Theory and Therapy (3) –or–		
		PP7331	Child and Adolescent Assessment [Child & Family Psychology Concentration] (3)		
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

PP7050	Physiological Psychology (3)	PP7201	Statistics and Research Methods II (3)	PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7200	Statistics and Research Methods I (3)	PP8010	Cognitive/Behavioral Theory and Therapy (3)	PP8030	Psychodynamic Theory and Therapy (3) [Child & Family Psychology Concentration]
PP7373	Integrative Assessment (3) [General Adult Clinical Concentration]	PP8020	Person-Centered and Experiential Theory and Therapy (3)		
		PP8202	Practicum and Seminar II (3)		
PP8720	Neuropsychological Assessment I (3) [Neuropsychology/Geropsychology Concentration]				
PP7330	Child and Adolescent Psychopathology (3) [Child & Family Psychology Concentration elective]				
PP8201	Practicum and Seminar I (3)				

Year Three

PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)	PP7360	Clinical Psychopharmacology (3)		Clinical Competency Exam
PP8060	Group Psychotherapy (3) –or– Elective (3)		Elective (3) –or– Group Psychotherapy (3)	PP7060	Social Psychology (or fourth year) (3)
PP8050	Family and Couples Therapy (3)	PP8204	Practicum and Seminar IV (3)		
PP8203	Practicum and Seminar III (3)				

Year Four

PP7060	Social Psychology (3) Elective (3) Elective (3) [General Adult Clinical and [Neuropsychology/Geropsychology Concentrations]	PP7350	Consultation/Supervision (3) Elective (3) Elective (3)	PP8503	Clinical Research Project III (1)
PP8501	Clinical Research Project I (1)	PP8502	Clinical Research Project II (1)		

Year Five

	Internship (0)		Internship (0)		Internship (0)
PP8504	Clinical Research Project (1) [extended]	PP8504	Clinical Research Project (1) [extended]	PP8504	Clinical Research Project (1) [extended]

Concentrations in the Doctor of Psychology in Clinical Psychology Program

The PsyD in Clinical Psychology program does not require the selection of a concentration. The basic curriculum offered by the school contains a thorough grounding in the knowledge and skills required by a fully functioning clinical psychologist. However, in order to ensure that each student receives thorough training in the integration and synthesis of diagnostic testing data, all students must take at least one of three advanced testing courses: Integrative Assessment (PP7373), Child and Adolescent Assessment (PP7331), or Neuropsychological Assessment I (PP8720).

For students who desire to follow a particular interest, the following optional concentrations are offered by Argosy University, Atlanta.

- Child & Family Psychology
- General Adult Clinical
- Health Psychology
- Neuropsychology/Geropsychology

Concentration Requirements

Child & Family Psychology Concentration Requirements

The Child & Family Psychology concentration requires the completion of the following courses:

Child & Family Psychology Concentration Requirements— Students Are Required to Take the Following

PP7330	Child and Adolescent Psychopathology (taken second year) (3)
PP7331	Child and Adolescent Assessment (taken first-year) (3)
PP8401	Child and Adolescent Psychotherapy (3)

Students Are Required to Take One of the Following

PP7500	Trauma Throughout the Lifespan (3)
PP8711	Child Maltreatment (3)

Students Choose One of the Following

PP8400	Child and Family Behavior Therapy (3)
PP8450	Advanced Child Neuropsychology (3)
PP8604	Assessment and Treatment of Young Children: Infants, Toddlers, and Preschoolers (3)
PP8605	Issues in Pediatric Psychology (3)
PP8102	Advanced Family and Couples Therapy (3)

Child & Family Psychology Concentration Requirements* —15 Credit Hours

* Three additional elective credits are required for graduation.

General Adult Clinical Concentration Requirements

The General Adult Clinical concentration requires the completion of the following courses:

General Adult Clinical Concentration Requirements— Students Are Required to Take the Following

PP7373	Integrative Assessment (taken second year) (3)
PP7500	Trauma Throughout the Lifespan (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP8690	Brief Therapy (3) Elective (3)

Students Choose One of the Following

PP7362	Advanced Clinical Psychopharmacology (3)
PP8620	Introduction to Forensic Psychology (3)
PP8691	Personality Disorders (3)
PP8715	Geropsychology (3)
PP8750	Evaluation and Treatment of Behavioral Health Disorders (3)
PP8810	Special Topics in Psychotherapy (3)

General Adult Clinical Concentration Requirements —18 Credit Hours

Health Psychology Concentration Requirements

The Health Psychology concentration requires the completion of the following courses:

Health Psychology Concentration Requirements— Students Are Required to Take One of the Following

PP7331	Child and Adolescent Assessment (3)
PP7373	Integrative Assessment (3)
PP8720	Neuropsychological Assessment (3)

Students are Required to Take Two of the Following

PP8601	Clinical Health Psychology I (3)
PP8605	Issues in Pediatric Psychology (3)
PP8750	Evaluation and Treatment of Behavioral Health Problems (3)

Students Choose From the Following to Equal 6 Elective Credit Hours

PP7362	Advanced Clinical Psychopharmacology (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP8665	Medical Psychology (3)
PP8715	Geropsychology (3)
PP8950	Special Topics (1.5–3) [to be arranged]

Health Psychology Concentration Requirements* —15 Credit Hours

* Three additional elective credits are required for graduation.

Neuropsychology/Geropsychology Concentration Requirements
The Neuropsychology/Geropsychology concentration requires the completion of the following courses. In addition to the courses listed below, students must complete an Empirical Research Project, which may be part of the Clinical Research Project or an independent research elective.

Neuropsychology/Geropsychology Concentration Requirements — Students Are Required to Take the Following

PP8665	Medical Psychology (3)
PP8720	Neuropsychological Assessment I (3) (taken second year)
PP8721	Neuropsychological Assessment II (3)
Students Choose Two of the Following	
PP8450	Advanced Child Neuropsychology (3)
PP8620	Introduction to Forensic Psychology (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP8715	Geropsychology (3)
PP8750	Evaluation and Treatment of Behavioral Health Problems (3)

Neuropsychology/Geropsychology Concentration Requirements* — 15 Credit Hours

* Three additional elective credits are required for graduation.

Course/Credit Transfer

A maximum of 10 courses (30 credit hours) may be transferred toward the PsyD in Clinical Psychology program. Of these 30 credit hours, only 3 credit hours of general elective courses from a doctoral program in psychology may be transferred. The elective course submitted for transfer must correspond to an elective course that is offered at Argosy University, Atlanta.

All transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfer credits may be asked to provide course descriptions, syllabi, exams, diagnostic test protocols and write-ups. Transfer credit is granted if there is an 80 percent overlap in course content and objectives between the course submitted for transfer credit and the course offered at Argosy University, Atlanta. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Qualifying for the Master of Arts in Clinical Psychology Degree as a Doctor of Psychology in Clinical Psychology Program Student

Many students decide to pursue the MA in Clinical Psychology degree while earning the PsyD in Psychology in Clinical Psychology degree. These students can apply for the MA in Clinical Psychology degree after they complete all courses required in the first two years of the curriculum in the doctoral program, as well as the final project required for Practicum and Seminar II (PP8202). This final project integrates didactic knowledge and clinical skills learned in the first two years of the program, and requires a work sample, written case report, and self-critique of evaluation skills. Essentially, this project serves as a written, Comprehensive Examination of students' knowledge of clinical assessment and theory. Once students have successfully completed the final project and Practicum and Seminar II (PP8202), they may petition to the Student Services Department to receive the MA in Clinical Psychology degree. The director of Student Services publishes deadlines for petitioning for the MA in Clinical Psychology degree each year.

Doctor of Psychology in Clinical Psychology Program — Argosy University, Chicago Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students so that they may be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training and practice. The PsyD in Clinical Psychology program at Argosy University, Chicago emphasizes the development of attitudes, knowledge and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific goals and objectives of the program include the following:

- **Goal 1:** Prepare professional psychologists to accurately, effectively, and ethically select, administer, score, interpret, and communicate findings of appropriate assessment methods informed by accepted psychometric standards and sensitive to the diverse characteristics and needs of clients.
 - **Objective 1a:** Accurately and ethically administer and score various psychodiagnostic instruments.
 - **Objective 1b:** Accurately interpret and synthesize assessment data in the context of diversity factors, referral questions, and specific objectives of the assessment, and organize and communicate results in writing and orally.
 - **Objective 1c:** Examine psychometric properties of psychological assessment instruments, and use that knowledge to evaluate, select, administer, and interpret psychological tests and measures appropriate for the client, the referral question, and the objectives of the assessment.

- **Goal 2:** Prepare professional psychologists to select, implement, and evaluate psychological interventions consistent with current ethical, evidence-based, and professional standards, within a theoretical framework, and with sensitivity to the interpersonal processes of the therapeutic relationship and the diverse characteristics and needs of clients.
 - *Objective 2a:* Synthesize the foundations of clinical psychology, including psychopathology, human development, diagnosis, diversity, ethics, and various therapeutic models in clinical applications.
 - *Objective 2b:* Select, plan, and implement ethical and evidence-based interventions with sensitivity to the diverse characteristics and needs of clients.
 - *Objective 2c:* Demonstrate knowledge, skills, and attitudes to effectively implement and participate in psychological consultation and supervision.
 - *Objective 2d:* Demonstrate personal development and self-reflective capacity, including growth of interpersonal skills, and therapeutic relationships.
- **Goal 3:** Prepare professional psychologists to analyze the complexity and multidimensionality of human diversity, and demonstrate the knowledge, skills, and attitudes necessary to understand diverse worldviews and the potential meaning of social, cultural, and individual differences for professional psychological services.
- **Goal 4:** Prepare professional psychologists to examine the historical context and the current body of knowledge of biological, cognitive, affective, developmental, and social bases of human functioning.
- **Goal 5:** Prepare professional psychologists to critically evaluate the current and evolving body of scholarly literature in psychology to inform professional practice.

This program can be completed in as little as four years, however most students complete the program in five or six years. Graduates of this program will be qualified for positions as licensed clinical psychologists (provided they pass the appropriate licensure examination) in five or six to seven years. The PsyD in Clinical Psychology program is offered in a traditional, though flexible format with classes meeting in the mornings, afternoons and evenings. This program must be completed in seven years.

Students enrolled in the PsyD in Clinical Psychology program may also choose to complete one of nine optional concentrations:

- Child & Adolescent Psychology
- Client-Centered and Experiential Psychotherapies
- Diversity & Multicultural Psychology
- Family Psychology
- Forensic Psychology
- Health Psychology
- Organizational Consulting
- Psychoanalytic Psychology
- Psychology & Spirituality

Clinical Training Overview

Clinical training refers to the supervised practical experience in which students work directly with a clinical population in a healthcare delivery system. It provides students the opportunity to apply what they have learned and to foster the skills and character necessary to become a competent therapist or counselor. Clinical training, therefore, strives to advance and integrate theoretical knowledge, clinical technique, and professional attitudes.

Successful clinical training results in the ability to accurately assess and understand a wide range of clinical phenomena. These skills subsequently serve as the basis for implementing effective intervention techniques to help and heal those in the clinician's care. These activities must occur within a climate of absolute respect for the client, in accordance with the ethical standards of care, and in a manner sensitive to issues of diversity and individual differences.

Through direct, supervised client contact, ASPP at Argosy University, Chicago trains ethical, qualified, and competent clinicians who deliver effective assessment and therapeutic services. To this end, the ASPP at Argosy University, Chicago and clinical field training faculty closely monitor students' academic progress and clinical development to ensure academic achievement as well as clinical suitability. Thus, students' personal adjustment, interpersonal relatedness, and professional behavior also pertain to their development as clinicians.

There are three levels of clinical training and evaluation at ASPP at Argosy University, Chicago:

- Clinical Evaluation Conference (CEC)
- Clinical Practicum
- Pre-doctoral Internship

Each of these curriculum components serves to systematically refine and integrate the major training areas of theoretical knowledge, clinical skills, and professional attitudes.

Foundation Courses

Prior to applying to the program, applicants should have completed the following five undergraduate foundation courses, or their equivalent:

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

Students who have not completed these courses prior to admission must complete them no later than the end of the first academic year, and before registering for a practicum. These courses provide an academic foundation for the PsyD in Clinical Psychology curriculum, and offer perspectives that complement those of the clinical psychology program. Students failing to satisfactorily complete the five foundation courses or their equivalent prior to the completion of their first year of matriculation in the Master of Arts or PsyD in Clinical Psychology programs may be prevented from registering for practicum until the requirements are satisfied.

Argosy University, Chicago offers undergraduate foundation courses in most of the above subject areas, which are available to first-year students periodically during the academic year.

Courses in psychological testing require the completion of a psychological assessment course either before or concurrently with enrollment in the first testing course. An abnormal psychology course must be completed prior to enrolling in Health and Dysfunction I (PP7320).

Enrollment Requirements

Students must be enrolled at full-time status each semester except during and after internship. Doctoral students wishing to be enrolled for less than full-time status (9 credit hours per fall/spring terms and 6 credits for all of summer) must petition the campus dean or program chair of clinical psychology programs 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 coursework to take prior to internship. For the summer semester, full-time status is defined as 6 credit hours or more, and half-time status is defined as 3 credit hours or more. Students registered for the Clinical Research Project are considered half-time.

Retaking Courses

Students who earn a grade below a “B-” in a non-elective course are required to retake the course.

Additional Requirements for Academic Progress

Students must make satisfactory academic progress toward a degree by maintaining a 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 end of the fifth year after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students who receive a grade lower than “B-” in a core course must retake the course within the next twelve months and receive a grade of “B-” or better. Students who receive a grade lower than “B-” in a core course required for the PsyD in Clinical Psychology program, while enrolled in the MA in Clinical Psychology program, must retake the course no later than the end of the first twelve months after matriculation into the doctoral program and achieve a grade of “B-” or better. Core course requirements in the PsyD in Clinical Psychology program are listed under “Program Requirements.”

Graduation Requirements

Students who are admitted into the program will be responsible for completing the program requirements that are in effect at the time of their admission. Argosy University, Chicago 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, Chicago.

To be eligible for graduation, students must meet the following requirements:

- A minimum of 98 semester credit hours of required courses—including the successful completion of two years (12 credit hours) of practicum and practicum seminar
Of the 98 credit hours, 12 credit hours may be selected from elective clusters in required areas.
- Successful completion of 2 credit hours of Professionalization Group
- Successful completion of the Comprehensive Examination no later than the end of the fifth year
- Successful completion of the Clinical Research Project
- Successful completion of the Clinical Evaluation Conference Examinations
- Successful completion of a one-year, full-time internship or its equivalent
- GPA of at least a “B” (3.0 on a scale of 4.0), with no more than two grades lower than “B-,” and a grade of “B-” or better in all non-elective courses
- A completed Petition to Graduate submitted to campus administration

Students may not refer to themselves as “Doctor” or use the title of “PsyD” until internship and all program requirements have been completed. The date of formal program completion will be entered on the student’s transcript upon receipt of the bound copy of the Clinical Research Project, or upon official notification of internship completion—whichever is the student’s final degree requirement.

Program Requirements

The PsyD in Clinical Psychology program at Argosy University, Chicago requires the successful completion of 98 semester credit hours distributed as follows: core course requirements, 61 credit hours; advanced intervention and supervision elective requirement, 3 credit hours; diversity elective requirement, 3 credit hours; general elective requirement, 3 credit hours; intervention I, II and III elective requirements, 9 credit hours; professional practice elective requirement, 3 credit hours; professionalization group requirement, 2 credit hours; practicum requirements, 12 credit hours; and clinical research project requirement, 2 credit hours.

Core Course Requirements—Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7020	Child and Adolescent Development (3)
PP7040	Cognition and Affective Processes (3)
PP7051	Biological Bases of Behavior (3)
PP7080	Personal and Professional Development Group (2)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7202	Statistics (3)
PP7203	Research Methods (3)
PP7320	Health and Dysfunction I (3)
PP7321	Health and Dysfunction II (3)
PP7322	Community Mental Health (3)
PP7341	Issues in the Assessment and Treatment of Ethnically and Racially Diverse Populations (3)
PP7352	Clinical Supervision (1.5)
PP7359	Introduction to Clinical Psychopharmacology and Substance Abuse (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (2)
PP7550	Consultation in Diverse Settings (1.5)
PP8185	Social Psychology and Difference (3)
PP8470	Adult Development and Aging (3)

Core Course Requirements—61 Credit Hours

Advanced Intervention and Supervision Elective Requirements—Students Choose One or More of the Following

PP7374	Assessment: Advanced Rorschach (3)
PP7400	Advanced Group Leadership and Supervision (3)
PP7600	The Countertransference Experience (1.5)
PP7615	Health Psychology: Prevention, Stress, and Serious Illness (1.5)
PP8011	Advanced Cognitive-Behavioral Psychotherapy (3)
PP8032	Advanced Psychoanalytic Psychotherapy and Supervision (3)
PP8066	Advanced Diversity Group Leadership (3)
PP8102	Advanced Family and Couples Psychotherapy (3)
PP8625	Child and Family Forensics (3)
PP8653	Eye Movement Desensitization Reprocessing (EMDR) (3)
PP8661	Eating Disorders (1.5)
PP8662	Addictive Disorders (1.5)
PP8671	Clinical Use of Dreams (1.5)
PP8683	Existential Psychotherapy (3)
PP8731	Couple and Marital Therapy (3)
PP8677	Mourning and Loss (3)

Advanced Intervention and Supervision
Elective Requirements—3 Credit Hours

Diversity Elective Requirement—Students Choose One of the Following

PP7330	Child and Adolescent Psychopathology (3)
PP7611	Health Psychology: Pain, Neurological Conditions and Rehabilitation (3)
PP7615	Health Psychology: Prevention, Stress, and Serious Illness (3)
PP8022	Exploring Diversity I (1.5)
PP8024	Exploring Diversity II (1.5)
PP8025	Diversity Psychology: Past, Present, and Future (3)
PP8116	Psychology of Gay, Lesbian, and Bisexual Development (3)
PP8117	Indigenous Healing Models and Modern Psychotherapy (3)
PP8624	Criminal Psychology (3)
PP8682	Psychotherapy and Spirituality (3)
PP8711	Child Maltreatment (3)
PP8717	Psychology of Gender (3)

Diversity Elective Requirement—3 Credit Hours

Intervention I, II, and III Elective Requirements—Students Choose Three of the Following

PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8040	Psychoanalytic Theory and Therapy (3)
PP8050	Family and Couples Therapy (3)
PP8060	Group Psychotherapy (3)
PP8401	Child and Adolescent Psychotherapy (3)
PP8690	Brief Therapy (3)

Intervention I, II, and III Elective Requirements—9 Credit Hours

Professional Practice Elective Requirement—Students Choose a Combination of the Following for a Total of 3 Credit Hours

PP7120	Psychology and Management (1.5)
PP7610	Extended Empathetic Responding (1.5)
PP7611	Health Psychology: Pain, Neurological Conditions, and Rehabilitation (1.5)
PP7612	Extended Empathetic Responding II (1.5)
PP7615	Health Psychology: Prevention, Stress, and Serious Illness (1.5)
PP7640	Supervision in Family and Couples Therapy (3)
PP7900	Intervention and Prevention Program Planning (3)
PP8155	Practice Development and Marketing Psychologists (1.5)
PP8625	Child and Family Forensics (3)
PP8626	Civil Psychology and Law (3)
PP8646	Introduction to Neuropsychological Assessment (3)
PP8651	Skills Laboratory in Health Psychology I (1.5)
PP8652	Skills Laboratory in Health Psychology II (1.5)
PP8653	Eye Movement Desensitization Reprocessing (EMDR) (3)
PP8655	Skills Laboratory in Health Psychology III (3)
PP8661	Eating Disorders (1.5)
PP8662	Addictive Disorders (1.5)
PP8671	Clinical Use of Dreams (1.5)
PP8751	Family Systems and Health (1.5)
PP8761	Teaching of Psychology (1.5)
PP8950	Special Topics: Attention Deficit Disorder and Nonverbal Learning Disability (3)
PP8950	Special Topics: Mourning and Loss (3)

Professional Practice Elective Requirement—3 Credit Hours

Professionalization Group Requirements—Students Are Required to Take the Following

PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)

Professionalization Group Requirement—2 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

PP8201	Diagnostic Practicum I (3)
PP8202	Diagnostic Practicum II (3)
PP8203	Therapy Practicum III (3)
PP8204	Therapy Practicum IV (3)
PP8300	Advanced Practicum [Recommended] (0)

Practicum Requirements—12 Credit Hours

**Clinical Research Project Requirement—
Students Are Required to Take the Following**

PP8501	Clinical Research Project (2)
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Clinical Research Project Requirement—2 Credit Hours

General Elective Requirement

Students in the PsyD in Clinical Psychology program are required to complete 3 credit hours of a general elective. Students may choose any course in the PsyD program that is not part of the required curriculum to fulfill this requirement.

Professionalization Group Requirements

All students are required to enroll in a Professionalization Group, which meets for one hour per week for two semesters. Students must register for two consecutive semesters of Professionalization Group beginning with their first semester of matriculation. The Professionalization Group leader is the student's advisor for his or her first year of matriculation.

Practicum and Practicum Seminar Requirements

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0) and have completed the academic planning, which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. The ASPP at Argosy University, Chicago faculty review all practicum applicants to determine their academic and clinical suitability. Student readiness is determined by the director of Clinical Training, in consultation with the ASPP at Argosy University, Chicago faculty. No student may begin a practicum without being in attendance at the ASPP at Argosy University, Chicago for a minimum of two semesters.

The director of Clinical Training has the discretion to make decisions on any probationary student. This would include both looking for practicum and participating in practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a GPA of 3.0 or above when the spring grades are available, the student may, at the discretion of the director of Clinical Training, look for a practicum at that time.

If a first-year student who has accepted a practicum is placed on probation after spring grades are received, he/she may not attend the practicum if the GPA is below 3.0. The Clinical Training Committee may make exceptions only after a thorough review of the student's academic and clinical suitability. If the GPA is at or above 3.0 after the spring grades are received, the student may, at the discretion of the director of Clinical Training, begin the practicum.

Please refer to the Argosy University, Chicago *Clinical Training Manual* for a more detailed description of practicum training requirements and guidelines. All students are responsible for being familiar with the information contained in the *Clinical Training Manual*.

Comprehensive Examination Requirements

All doctorate 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 covers the courses and material required of students during the first two years of study at Argosy University, Chicago. The examination requires students to be able to integrate the material from those years into a form demonstrating both mastery of the material and ability to organize what they have learned in a coherent and logical manner.

All prerequisite courses must be completed prior to taking the Comprehensive Exam. This exam is a two-week take-home exam offered once a year in August, and it is usually taken at the beginning of the third or fourth year. Failure to fully pass the Comprehensive Exam after two attempts will result in dismissal from the program. All doctorate students must pass this exam by the end of the fifth year and before they may begin to apply for internships.

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.

Comprehensive Examination Prerequisites

To be able to sit for the Comprehensive Examination, the student must have successfully completed all prerequisite courses required by their curriculum, which include the following:

Comprehensive Examination Prerequisites

PP7000	History and Systems (3)
PP7020	Child and Adolescent Development (3)
PP7051	Biological Bases of Behavior (3)
PP7080	Personal and Professional Development Group (2)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7110	Professionalization Group (1)
PP7111	Professionalization Group—continued (1)
PP7320	Health and Dysfunction I (3)
PP7321	Health and Dysfunction II (3)
PP7341	Issues in the Assessment and Treatment of Ethnically and Racially Diverse Populations (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (2)
PP8185	Social Psychology and Difference (3)
PP8201	Diagnostic Practicum I
PP8202	Diagnostic Practicum II
PP8470	Adult Development and Aging (3)
	Intervention Elective I
	Intervention Elective II
	Intervention Elective III

Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must be students in good standing and have a GPA of 3.0 (on a scale of 4.0).

Clinical Evaluation Conference Requirements

The Clinical Evaluation Conference (CEC) is a series of competency-based examinations, which are designed to evaluate students' mastery of major clinical assessment and therapeutic skills.

Students should be prepared 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. Therefore, successful completion of coursework and practicum do not guarantee passing the CEC. The CEC has five components:

- Diagnostic Scoring
- Diagnostic Interpretation
- Diagnostic Interviewing
- Therapy
- Ethics

Clinical Research Project Requirements

Argosy University, Chicago requires each doctoral student to develop a Clinical Research Project as a requirement for graduation. The Clinical Research Project requires students to articulate a particular clinical question or set of questions that they then attempt to address in their paper.

The Clinical Research Project is intended to be a demonstration of scholarship and critical thinking in approaching a relevant and meaningful clinical question or issue.

The Clinical Research Project usually requires at least 12 months to complete with a steady commitment of time. During this period, the student works closely with their Clinical Research Project chairperson, to develop an acceptable proposal. In the proposal, the student addresses a particular clinical question or set of questions within an established format. The format requires the student to review the theoretical, clinical and research literature relevant to the problem addressed, to present appropriate data, and to analyze the data in the light of the questions and concepts found in the literature. The Clinical Research Project requires that the written paper contain a new integration of theory based upon the data presented and the review of the literature.

All students must register for Clinical Research Project no later than the spring semester of the academic year prior to their application for internship (whether or not a chairperson has been selected), and remain registered until they complete the project either before, during, or following their internship. Students must have their Clinical Research Project proposal approved by their chair and committee members and by the Institutional Review Board before July 1 of the year they plan to apply for internship.

For further information and details concerning the Clinical Research Project, please refer to the *Handbook for the Clinical Research Project*, which can be obtained from the Student Services Department.

Internship Requirements

All students are required to complete a one-year (12 month) internship as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience. Typically, full-time students will begin the internship during their fifth year of enrollment.

Please refer to the ASPP at Argosy University, Chicago *Clinical Training Manual* for a more detailed description of training requirements and guidelines. All students are responsible for being familiar with the information contained in the *Clinical Training Manual*.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Five-Year Curriculum

This course sequence provides a recommendation for which years students should complete coursework. In most cases, the particular semester the student completes the course is not important. 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

PP7320	Health and Dysfunction I (3)	PP7321	Health and Dysfunction II (3)	PP7365	Clinical Interviewing (3)
PP8185	Social Psychology and Difference (3)	PP7372	Projective Personality Assessment (3)	PP8470	Adult Development and Aging (3)
PP7020	Child and Adolescent Development (3)		Intervention Elective [See course listings in "Program Requirements"]		
PP7370	Cognitive Assessment (3)	PP7371	Objective Personality Assessment (3)		
PP7080	Personal and Professional Development Group (1)	PP7080	Personal and Professional Development [continues] (1)		
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

PP7000	History and Systems (3)	PP7100	Professional Issues: Ethics, Conduct, and Law (3)	PP7051	Biological Bases of Behavior (3)
PP7203	Research Methods (3)	PP7341	Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations (3)		Diagnostic Practicum <i>continued</i> (0)
PP7373	Integrative Assessment (2)	PP8202	Diagnostic Practicum II (3)		
PP8201	Diagnostic Practicum I (3)				

Year Three

	Intervention Elective II (3) [See course listings in "Program Requirements"]		Intervention Elective III (3) [See course listings in "Program Requirements"]	PP7322	Community Mental Health (3)
PP7352	Clinical Supervision (1.5)	PP7202	Statistics (3)	PP8204	Therapy Practicum [continues] (0)
PP7359	Introduction to Clinical Psychopharmacology and Substance Abuse (3)	PP8204	Therapy Practicum IV (3)	PP8501	Clinical Research Project (CRP)* (1)
PP8203	Therapy Practicum III (3)	PP8501	Clinical Research Project (CRP)* (1)		

* Once students register for the Clinical Research Project, they must remain continuously enrolled in 1 credit hour per semester until completed.
Comprehensive Examination is taken in August before the start of the fourth year.

Year Four

	Diversity Elective II (3)		Professional Practice Elective (3)		
	General Elective [choose any course] (3)	PP7040	Cognition and Affective Processes (3)		
	Advanced Intervention and Supervision Elective (3) [See course listings in "Program Requirements"]	PP7550	Consultation in Diverse Settings (1.5)		
PP8300	Advanced Practicum (Optional) (0)	PP8300	Advanced Practicum (Optional) (0)		

Year Five

PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0)
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Completing the Doctor of Psychology in Clinical Psychology Program in Four Years

First-year students may be eligible for a four-year curriculum that will require three years of coursework followed by an internship rather than four years of coursework and an internship. Typically, this accelerated program is only recommended for students who either already have a master's degree in clinical psychology (or a related field) or for students who have considerable clinical experience prior to starting the program. Curriculum guidelines for the four-year program are available from the Student Services Department. Generally, no additional approval is necessary prior to beginning the four-year program. Students will need to gain the consent of their advisors prior to applying for a fourth-year internship.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Four-Year Curriculum

Year One

PP7320	Health and Dysfunction I (3)	PP7321	Health and Dysfunction II (3)	PP7365	Clinical Interviewing (3)
PP8185	Social Psychology and Difference (3)	PP7372	Projective Personality Assessment (3)	PP8470	Adult Development and Aging (3)
PP7020	Child and Adolescent Development (3)		Intervention Elective I (3)		
PP7370	Cognitive Assessment (3)	PP7371	Objective Personality Assessment (3)		
PP7080	Personal and Professional Development (1)	PP7080	Personal and Professional Development Group (1)		
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

PP7000	History and Systems (3)	PP7341	Issues in the Assessment and Treatment of Diverse Populations (3)		Intervention Elective III (3)
PP7203	Research Methods (3)	PP7100	Professional Issues: Ethics, Conduct, and Law (3)	PP7051	Biological Bases of Behavior (3)
PP7373	Integrative Assessment (2)		Intervention Elective II (3)	PP8501	Clinical Research Project (CRP)* (1)
PP8201	Diagnostic Practicum I (3)	PP8202	Diagnostic Practicum II (3)		Diagnostic Practicum [continues] (0)
PP7202	Statistics (3)	PP8501	Clinical Research Project (CRP)* (1)	PP7352	Clinical Supervision (1.5)

Comprehensive Examination is taken in August before the start of the fourth year.

Year Three

PP7359	Introduction to Clinical Psychopharmacology and Substance Abuse (3)		General Elective (3)	PP7322	Community Mental Health (3)
PP8203	Therapy Practicum III (3)		Diversity Elective (3)		Professional Practice Elective (3)
	Advanced Intervention and Supervision Elective (3)	PP7040	Cognition and Affective Processes (3)	PP7550	Consultation in Diverse Settings (1.5)
PP8501	Clinical Research Project (CRP)* (1)	PP8204	Therapy Practicum IV (3)		Therapy Practicum (continues) (0)

** Once students register for the Clinical Research Project, they must remain continuously enrolled in 1 credit hour per semester until completed.*

Year Four

PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0)
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Concentrations in the Doctor of Psychology in Clinical Psychology Program

Argosy University, Chicago does not require the selection of a particular concentration within PsyD in Clinical Psychology program. The basic curriculum contains a thorough grounding in the knowledge and skills required by a fully-functioning clinical psychologist. However, for those students who desire to follow a particular interest, Argosy University, Chicago offers nine optional concentrations in the following areas:

- Child & Adolescent Psychology
- Client-Centered and Experiential Psychotherapies
- Diversity & Multicultural Psychology
- Family Psychology
- Forensic Psychology
- Health Psychology
- Organizational Consulting
- Psychoanalytic Psychology
- Psychology & Spirituality

Students graduating from these concentrations will be eligible for licensure as clinical psychologists. Therefore, the ASPP at Argosy University, Chicago has retained the elements of the curriculum that are essential to educating and training future psychologists.

Students use the electives requirements portion of the PsyD in Clinical Psychology general program to satisfy the concentration course requirements. The internship, Clinical Research Project, practicum and practicum seminar time and semester credit hour requirements of the general program remain in effect, the student simply focuses his or her direction of placement and research on his or her concentration area.

Child & Adolescent Psychology Concentration

The Child & Adolescent Psychology concentration prepares doctoral students to work with a broad spectrum of emotional, developmental and cognitive functioning presented in pediatric through adolescent populations. The concentration is designed to develop clinical competency in the areas of diagnostic assessment, therapeutic intervention, program development, and prevention strategies.

Considerations

- The concentration emphasizes the value of integrating cultural, racial, gender and sexual orientation factors into understanding optimal adaptation and dysfunction.
- Students are encouraged to develop expertise in their particular areas of interest, and will be involved with coursework in prevention, pediatric, and early childhood development as well as intervention with adolescents. Additional coursework includes maltreatment, family systems, forensics, and treatment of diverse populations.

Concentration Requirements

The Child & Adolescent Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology program semester credit hour, Professionalization Group, Comprehensive Examination, five Clinical Competency tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the electives requirements portion of the program with the following courses:

Advanced Intervention Elective Requirement— Students Are Required to Take the Following

PP7374 Assessment: Advanced Rorschach (3)

Advanced Intervention Elective Requirement—3 Credit Hours

Diversity Elective Requirement—Students Are Required to Take the Following

PP8711 Child Maltreatment (3)

Diversity Elective Requirement—3 Credit Hours

General Elective Requirement—Students Are Required to Take the Following

PP7330 Child and Adolescent Psychopathology (3)

General Elective Requirement—3 Credit Hours

Intervention I Elective Requirement—Students Are Required to Take the Following

PP8050 Family and Couples Therapy (3)

Intervention I Elective Requirement—3 Credit Hours

Intervention II Elective Requirement—Students Are Required to Take the Following

PP8401 Child and Adolescent Psychotherapy (3)

Intervention II Elective Requirement—3 Credit Hours

Intervention III Elective Requirement—Students Are Required to Take the Following

PP8040 Psychoanalytic Theory and Therapy (3)

Intervention III Elective Requirement—3 Credit Hours

Professional Practice Elective Requirement— Students Are Required to Take the Following

PP7900 Intervention and Prevention Program Development (3)

Professional Practice Elective Requirement—3 Credit Hours

Practicum and Practicum Seminar Requirements

Students are encouraged to complete a Diagnostic Practicum in a setting that provides services to child and adolescent populations. Students are encouraged to enroll in Diagnostic and Therapy Seminar groups, which provide a focus on the assessment and treatment of children and adolescents.

Clinical Research Project Requirements

Students in this concentration are encouraged to investigate a topic that addresses systematic issues.

Internship Requirements

If possible, students are expected to intern at a site that involves experience working with a child and adolescent population.

Client-Centered and Experiential Psychotherapies Concentration

The Client-Centered and Experiential Psychotherapies concentration focuses on coursework and training, as well as a community of support for students who want to develop themselves as client-centered or experiential psychotherapists.

Considerations

- Graduates will be prepared to work effectively in client-centered and/or experiential frameworks. Students will be encouraged to clarify and develop their own more specific orientation within the range of person-centered psychotherapies.
- Graduates will have training and experiences that encourage development of the relational qualities central to person-centered work: empathic understanding, personal authenticity and non-judgmental prizing.
- Training in the concentration will emphasize development of the ability to maintain client-centered relationship conditions with persons coming from a broad range of life experiences—including diversity of culture, race, gender, religion, sexual orientation and levels of psychological functioning.
- Coursework and practicum experience in the Client-Centered and Experiential Psychotherapies concentration can be used toward gaining certificates in Client-Centered and/or Experiential Psychotherapy.

Concentration Requirements

The Client-Centered and Experiential Psychotherapies concentration requires the satisfactory completion of the PsyD in Clinical Psychology program semester credit hour, Professionalization Group, Comprehensive Examination, five Clinical Competency tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the electives requirements portion of the program with the following courses:

Intervention Elective Requirement—Students Are Required to Take the Following

PP8020 Person-Centered and Experiential Theory and Therapy (3)

Intervention Elective Requirement—3 Credit Hours

Advanced Intervention Elective Requirement—Students Are Required to Take the Following

PP8033 Advanced Person-Centered Therapy and Supervision (3)

Advanced Intervention Elective Requirement—3 Credit Hours

Professional Practice Elective Requirement—Students Are Required to Take the Following

PP7610 Extended Empathic Responding I (1.5)

PP7612 Extended Empathic Responding II (1.5)

Professional Practice Elective Requirement—3 Credit Hours

Diversity Elective Requirement—Students Are Encouraged to Take the Following

PP8022 Exploring Diversity I (1.5)

PP8024 Exploring Diversity II (1.5)

Diversity Elective Requirement—3 Credit Hours

Note: Students who take Explorations in Diversity (PP8022) for 1.5 credit hours must also choose 1.5 credit hours worth of coursework from the diversity electives listed under “Program Requirements” for the PsyD in Clinical Psychology program.

Practicum and Practicum Seminar Requirements

Students in the doctoral program of Argosy University, Chicago engage in two part-time, year-long practicum and one full-time, year-long internship at community agencies and institutions during the doctoral program. Students in the Client-Centered and Experiential Psychotherapies concentration are encouraged to seek out sites that welcome client-centered or experiential styles of working and/or which have client-centered or experiential supervision available. Students are encouraged to enroll in their first-year Professionalization Group with a client-centered or experiential faculty member. Students in the concentration should take their Therapy Practicum Seminar with a client-centered or experiential faculty member.

Internship Requirements

Students in the concentration are encouraged to complete internships at sites that welcome client-centered or experiential styles of working and/or which have client-centered or experiential supervision available.

Diversity & Multicultural Psychology Concentration

The Diversity concentration is designed to meet the educational and training needs of students interested in racial/ethnic issues, culture, gender, sexuality, international psychology, and disabilities. Defining diversity in the broad sense will prepare students for service provision to diverse populations in multiple settings. The concentration will facilitate students’ understanding of relevant aspects of human services and healthcare delivery to people of color, immigrants, persons with varying sexual orientation, gender, and disabilities, and other under-served populations. Many of the courses for the Diversity concentration will not only help meet the job demands of the current psychology market, but also foster leadership development in relevant diversity issues within clinical psychology.

Considerations

- Graduates must have sufficient knowledge about current theories and practice that relate to various diverse populations
- Graduates must undergo a process of continued awareness of their own cultural context while respecting differences
- Graduates must become knowledgeable about social and political systems (e.g., discrimination and oppression) and the impact this has on various diverse populations
- Graduates must recognize that each person has multifaceted identities, and appreciate how these identities interact in dynamic and often complex ways with personality, experience, and context

Concentration Requirements

The Diversity concentration requires the satisfactory completion of the PsyD in Clinical Psychology program semester credit hour, Professionalization Group, Comprehensive Examination, five Clinical Competency tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the following academic requirements:

General Elective Requirement—Students Are Required to Take the Following:

PP8025 Diversity Psychology: Past, Present, and Future (3)

General Elective Requirement—3 Credit Hours

Diversity Elective Requirement—Students Choose One of the Following

PP8116 Psychology of Gay/Lesbian/Bisexual Development (3)

PP8717 Psychology of Gender (3)

Diversity Elective Requirement—3 Credit Hours

Practicum and Practicum Seminar Requirements

An essential aspect of professional education and development is supervised practice in clinical skills. Students are required to engage in two year-long experiences known as practicum. Training sites may be in a variety of settings and may include clinics, counseling centers or mental health facilities. Regardless of practicum site, students are encouraged to seek out placement sites where there are sufficient opportunities to treat people of diverse backgrounds and receive culturally responsive supervision. Diversity concentration students are strongly encouraged to enroll in a Psychotherapy Seminar led by a core faculty member teaching within the concentration.

Internship Requirements

Diversity concentration students are strongly encouraged to complete their internship at sites which offer supervised experiences in working with culturally and racially diverse populations.

Requirements for the Clinical Research Project

- Clinical Research Project topic must be relevant to the Concentration, and must be approved by the CRP chair in collaboration with Concentration Coordinator
- CRP chair should be a faculty member from Concentration whenever possible; if not feasible, at least one of the readers should be of these faculty members

Family Psychology Concentration

The Family Psychology concentration is designed to meet the need for education and training in assessment, intervention, and supervision in working with families, couples and individuals.

Considerations

- Graduates will be educated and trained in the fundamentals of family and couples clinical paradigms.
- Graduates will be prepared to pursue postdoctoral training and focused clinical activities with an advanced system’s conceptual and clinical foundation.
- The concentration emphasizes the significance and value of integrating cultural, racial, gender, religious, and sexual orientation factors into understanding families, couples, and individuals.

Concentration Requirements

The Family Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology program semester credit hour, Professionalization Group, Comprehensive Examination, five Clinical Competency tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the electives requirements portion of the program with the following courses:

Intervention I Elective Requirement—Students Choose One of the Following

PP8010 Cognitive-Behavioral Theory and Therapy (3)

PP8020 Person-Centered and Experiential Theory and Therapy (3)

PP8040 Psychoanalytic Psychotherapy (3)

Intervention I Elective Requirement—3 Credit Hours

Intervention II Elective Requirement—Students Are Required to Take the Following

PP8050 Family and Couples Therapy (3)

Intervention II Elective Requirement—3 Credit Hours

Intervention III Elective Requirement—Students Are Required to Take the Following

PP8731 Couples and Marital Therapy (3)

Intervention III Requirement—3 Credit Hours

**Advanced Intervention Elective Requirement—
Students Are Required to Take the Following**

PP8102 Advanced Family and Couples Therapy (3)

Advanced Intervention Elective Requirement—3 Credit Hours

**Professional Practice Elective Requirement—
Students Are Required to Take the Following**

PP7640 Supervision in Family and Couples Therapy (1.5)
[must be taken twice to fulfill the 3-credit hour
requirement]

Professional Practice Elective Requirement—3 Credit Hours

Diversity Elective Requirement—Students Are Required to Take the Following

PP8717 Psychology of Gender (3)

Diversity Elective Requirement—3 Credit Hours

General Elective Requirements—Students Choose Three Credits from the Following

PP8682 Psychology and Spirituality (3)

PP8751 Family Systems and Health (1.5)

PP8761 Teaching of Psychology (1.5)

PP8950 Special Topics: Contextual Family Therapy (3)

PP8950 Special Topics: Mourning and Loss (3)

General Elective Requirement—3 Credit Hours

Practicum and Practicum Seminar Requirements

Family concentration students are expected to be enrolled in Therapy Practicum in which they will see children/adolescents, families, and couples. Training sites include family clinics, community mental health centers and counseling centers. Students are encouraged to take the Therapy Seminar with a concentration faculty member, who will emphasize clinical application of family/couple theories to actual practicum cases.

Internship Requirements

If possible, Family concentration students are encouraged to intern at a site, which assesses and treats family and couples populations as well as individuals

Clinical Research Project Requirements

Students in this concentration are encouraged to investigate a topic that addresses critical problems and issues in serving child and adolescent populations.

Forensic Psychology Concentration

The Forensic Psychology concentration focuses on areas where clinical psychology and law interact. The goal of the concentration is to familiarize students with the application of child and adult assessment techniques to both criminal and civil cases, as well as to the emerging area of testing for the hiring of police and governmental law enforcement personnel.

Considerations

- Graduates will understand selected fundamental principles in assessment of individuals involved in both criminal justice and civil legal proceedings.
- Graduates will become familiar with topics of emerging significance in the areas of suitability assessments of police and governmental personnel.
- Graduates will be conversant with the role of diverse background factors in the assessment of forensic related populations.

Concentration Requirements

The Forensic Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology Program semester credit hour, Professionalization Group, Comprehensive Examination, five Clinical Competency tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the electives requirements portion of the program with the following courses:

Advanced Intervention Elective Requirement— Students Are Required to Take the Following

PP8626 Civil Law and Psychology (3)

Advanced Intervention Elective Requirement—3 Credit Hours

Diversity Elective Requirement—Students Are Required to Take the Following

PP8624 Criminal Psychology (3)

Diversity Elective Requirement—3 Credit Hours

Professional Practice Elective Requirement— Students Are Required to Take the Following

PP8625 Child and Family Forensics (3)

Professional Practice Elective Requirement—3 Credit Hours

Practicum and Practicum Seminar Requirements

Forensic concentration students will be encouraged to enroll in practicum that are in forensic settings such as jails, juvenile detention centers, and selected practice groups which are primarily engaged in forensic work. Students will be encouraged to enroll in seminars with faculty members familiar with forensic assessment and intervention.

Internship Requirements

Students enrolled in the Forensic concentration are encouraged to intern at a site with a primary forensic focus in terms of population and assessment techniques.

Clinical Research Project Requirements

Students in this concentration are encouraged to investigate a topic related to Forensic Psychology.

Health Psychology Concentration

The Health Psychology concentration is designed to prepare students to work with health psychology populations in addition to their general training in clinical psychology. Health Psychology refers to the educational, scientific and professional contributions of psychology to the promotion and maintenance of physical health; the prevention and treatment of illness; the identification of the factors that contribute to illness and health; and the analysis and improvement of the healthcare system and health policy.

Considerations

- Graduates will be educated and trained in coursework and practicum training relating to the theory and practice of health psychology.
- Graduates will be prepared to pursue postdoctoral training and focused clinical activities with an advanced theoretical and clinical foundation.
- The concentration emphasizes the significance and value of integrating cultural, racial, gender, and sexual orientation factors into understanding and working with health psychology population.

Concentration Requirements

The courses required for students in the concentration cover the scope of theory and practice of health psychology, including knowledge of medical conditions, assessment and treatment methods for working with a healthcare population, prevention, consultation, and techniques developed for working with medical conditions, such as hypnosis and biofeedback. These courses are integrated into the Health Psychology concentration curriculum using the elective choices in the PsyD in Clinical Psychology program. As a result, the curriculum for the concentration requires one hour beyond that for the PsyD in Clinical Psychology program.

Courses in the concentration curriculum are chosen to prepare students to learn theories, methods, and techniques that will equip them to function in the various capacities involved in the field of health psychology.

The Health Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology program semester credit hour, Professionalization Group, Comprehensive Examination, five Clinical Competency tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the electives requirements portion of the program with the following courses:

**Diversity and Professional Practice Elective Requirement—
Students Take the Following**

PP7611 Health Psychology: Pain, Neurological Conditions
and Rehabilitation (3)

PP7615 Health Psychology: Prevention, Stress, and Serious Illness (3)

Diversity and Professional Practice Elective Requirement—6 Credit Hours

**Advanced Intervention Elective Requirement—
Students Choose One of the Following**

PP8011 Advanced Cognitive-Behavioral Psychotherapy (3)

PP8034 Advanced Experiential Psychotherapy (3)

PP8653 Eye Movement Desensitization and Reprocessing (3)

Advanced Intervention Elective Requirement—3 Credit Hours

General Elective Requirement—Students Choose Two of the Following

PP8651 Skills Laboratory in Health Psychology I (1.5)

PP8652 Skills Laboratory in Health Psychology II (1.5)

PP8655 Skills Laboratory in Health Psychology III (1.5)

PP8673 Hypnotherapy (1.5)

PP8677 Mourning and Loss (1.5–3))

PP8751 Family Systems and Health (1.5)

PP8950 Special Topics: Spirituality and Health (1.5)

General Elective Requirement—3 Credit Hours

Practicum and Practicum Seminar Requirements

If possible, students in the Health Psychology concentration are expected to engage in two supervised field experiences which involve health psychology: a Diagnostic Practicum and a Therapy Practicum. While the client population at these sites is typically medical, the range of experiences is quite varied. Populations that are treated include those with eating disorders, substance addiction, brain injury, clients needing physical rehabilitation. When possible, students in the concentration will take the Diagnostic and Therapy Practicum Seminars with a Health Psychology concentration faculty member.

Internship Requirements

If possible, students are expected to pursue an internship that involves some experience with Health Psychology.

Clinical Research Project Requirements

Students in this concentration are encouraged to investigate a topic related to Health Psychology.

Organizational Consulting Concentration

The Organizational Consulting concentration is designed to serve as a primer toward professional specialization in working with and consulting to groups, systems, and organizations.

It provides students with a foundation in Organizational theory, research and application in order to develop the necessary knowledge and skills to assess and consult to systems, groups and organizations.

Considerations

- Graduates will demonstrate an understanding of organizational psychology that integrates the major concepts, theoretical perspectives, empirical findings, applications, historical trends and key figures in the field.
- Given an organizational psychology issue, graduates will be able to evaluate potential problems, diagnose possible causes and develop and defend appropriate courses of action

utilizing the theoretical foundations and current research in the organizational psychology field.

- Given an organizational objective, graduates will be able evaluate the need for and impact of change on the organization and organizational members, and apply appropriate models, theories and principles to facilitate healthy change and development.

Concentration Requirements

The Organizational Consulting concentration requires the satisfactory completion of the PsyD in Clinical Psychology Program semester credit hour, Professionalization group, Comprehensive Examination, five Clinical Competency tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the elective requirements portion of the program with the following courses:

**Basic Intervention Elective Requirement—
Students are Required to Take the Following Two Courses and Choose
One Additional Basic Intervention Elective:**

PP8050 Family and Couples Therapy (3)

--or--

PP8051 Systems Theory and Therapy (3)

PP8060 Group Psychotherapy (3)

Basic Intervention Elective Requirement – 9 credit hours

**Diversity Elective Requirement—
Students Take the Following Course and Choose an Additional 1.5
credits of Diversity Elective**

PP8068 Diversity Training (1.5)

Diversity Elective Requirement – 3 credit hours

**Professional Practice Elective Requirement—
Students Are Required to Take the Following:**

PP8154 Survey of Organizational Psychology (3)

Professional Practice Elective Requirement – 3 credit hours

**General and Advanced Intervention Elective Requirements—
Students Choose 4.5 Credits From the Following, the Additional 1.5
Credits are Chosen From other Program Offerings:**

E7033 Leading and Managing Change in a Diverse Society (3)

PP7120 Psychology and Management (1.5)

PP8066 Advanced Diversity Group Leadership (3)

PP8155 Practice Development and Marketing Psychologists (1.5)

PP8663 Executive Coaching (1.5)

PP7390 Assessment of Organizations (1.5)

PP7555 Team Building (1.5)

PP8060 Group Psychotherapy (3)

General Elective Requirement – 3 credit hours

Advanced Intervention Elective Requirement – 3 credit hours

Additional Concentration Requirements

Students Should Choose 3 of the Following 5 Activities, in Conjunction With and Approval From the Concentration Chair:

- Organizational/Industrial Clinical Research Project
- Advanced Practicum at Organizational/ Human Resources/Career or Outreach site
- Attendance at a Group Relations Weekend Conference
- Participation in Advanced Group Leadership for PPD
- Other Activity/Project approved by Concentration Chair

Psychoanalytic Psychology Concentration

The Psychoanalytic Psychology concentration is designed to meet the need for education and training in assessment, intervention, and supervision within a broad psychoanalytic model. The curriculum provides a firm grounding in major theoretical paradigms with special attention to those which are current and emerging.

Considerations

- Graduates of the Psychoanalytic Psychology concentration will be prepared to work effectively within a psychoanalytic framework and begin postdoctoral training in psychoanalytic psychotherapy or psychoanalysis.
- Issues of difference and diversity (e.g., race/ethnicity, sexual orientation, gender, social class) will be addressed throughout the concentration's curriculum.

Concentration Requirements

The Psychoanalytic Psychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology program semester credit hour, Professionalization Group, Comprehensive Examination, five Clinical Competency tasks, and internship requirements listed under "Program Requirements" earlier in this section. Students in this concentration are required to fill the electives requirements portion of the program with the following courses:

Basic Intervention Elective Requirement— Students Are Required to Take the Following

PP8040 Psychoanalytic Theory and Therapy (3)

Basic Intervention Elective Requirement—3 Credit Hours

Advanced Intervention Elective Requirement— Students Are Required to Take the Following

PP8032 Advanced Psychoanalytic Psychotherapy and Supervision (3)

Advanced Intervention Elective Requirement—3 Credit Hours

Diversity/Professional Practice/General Elective Requirements

One or more additional courses from the list below, for a total of three credit hours will satisfy either the Diversity Elective requirement, General Elective requirement, or Professional Practice Elective requirement. The course requirement will only be met when it is taught by a psychoanalytically-oriented faculty member. Please consult with the coordinator of the Psychoanalytic Psychology concentration for a list of appropriate courses prior to registration.

Diversity/Professional Practice/General Elective Requirement— Students Choose Three Credits of the Following

PP7330 Child and Adolescent Psychopathology (3)

PP7374 Assessment: Advanced Rorschach (3)

PP7600 The Countertransference Experience (1.5)

PP8661 Eating Disorders (1.5)

PP8662 Addictive Disorders (1.5)

PP8671 Clinical Use of Dreams (3)

PP8677 Mourning and Loss (3)

PP8717 Psychology of Gender (3)

PP8950 Special Topics: Psychoanalysis and the Cinema (1.5)

Diversity/Professional Practice/General Elective Requirements—
3 Credit Hours

Practicum and Practicum Seminar Requirements

An essential aspect of professional education and development is supervised practice in clinical intervention. Students are required to engage in two, year-long practicum experiences. Students should choose training sites at a variety of mental health facilities where licensed clinical psychologists who are psychoanalytically-oriented conduct supervision. Students must take the Diagnostic and Psychotherapy Seminars concurrent with practicum, and should take these with a psychoanalytically-oriented faculty member. The primary focus of these seminars is clinical study using taped material from the students' practicum. The seminar faculty serve as role models for integration of practice and theory in psychoanalytic psychology.

Internship Requirements

Students in the Psychoanalytic Psychology concentration are encouraged to choose an internship that will provide supervision in psychoanalytic psychotherapy.

Clinical Research Project Requirements

Students in this concentration investigate a topic related to psychoanalytic psychology.

Personal Psychotherapy and Extracurricular Programs

The psychoanalytic faculty strongly encourages students to participate in their own individual psychoanalytic psychotherapy or psychoanalysis as an important aspect of students' personal and professional development. Faculty will make appropriate referrals at the student's request.

Students are also urged to join local psychoanalytic professional organizations (e.g., Chicago Association of Psychoanalytic Psychology [CAPP]) and/or participate in their programming. Further, students in the concentration should consider submitting applications for the various psychoanalytic mentorship/fellowship programs in the Chicago area (e.g., Chicago Center for Psychoanalysis [CCP] or the Chicago Institute for Psychoanalysis).

Psychology & Spirituality Concentration

The Psychology & Spirituality concentration has the following goal:

- To prepare students to assess and treat clients who consider their problems as having a spiritual core, along with integration of this preparation for working with all clients.
- To provide students an opportunity to focus on the integration of psychological theory and practice with the student's own spiritual understanding and growth.
- To prepare students to know how to develop a practice that will engage this population of clients with spiritually-based problems.
- To use this spiritually-based understanding in practice with all populations.

Considerations

- The concentration emphasizes the significance and value of integrating cultural, racial, gender, and sexual orientation in understanding spiritually committed clients.
- Graduates will be educated and trained in areas related to the understanding and treatment of clients aware of, and struggling with, spiritual issues.
- The concentration supports membership in the American Association of Pastoral Counselors, a certification organization for practitioners integrating psychology and spirituality.

Concentration Requirements

The Psychology & Spirituality concentration requires the satisfactory completion of the PsyD in Clinical Psychology program semester credit hour, Professionalization Group, Comprehensive Examination, five Clinical Competency tasks, and internship requirements listed under “Program Requirements” earlier in this section. Students in this concentration are required to fill the electives requirements portion of the program with the following courses:

Advanced Intervention Elective Requirement— Students Are Required to Take the Following

PP8683 Existential Psychotherapy (3)

Advanced Intervention Elective Requirement—3 Credit Hours

Diversity Elective Requirement—Students Are Required to Take the Following

PP8682 Psychotherapy and Spirituality (3)

Diversity Elective Requirement—3 Credit Hours

General Elective Requirement—Students Are Encouraged to Take the Following

PP8651 Skills Laboratory in Health Psychology: Mediation (1.5)

General Elective Requirement—3 Credit Hours

Practicum Requirements

Students in the concentration take a regular Psychodiagnostic Practicum. If possible, the Psychotherapy Practicum should be taken in a site that treats clients with spiritual issues/concerns. If possible, it is recommended that a licensed clinical psychologist who focuses on the integration of psychology and religion supervise the student.

Internship Requirements

Students enrolled in the concentration are encouraged to intern at a site that assesses and treats clients with spiritual concerns. A licensed clinical psychologist who focuses on the integration of psychology and religion will supervise all sites.

Clinical Research Project Requirements

Students in this concentration investigate a topic related to psychology and spirituality.

Common Hours

The Psychology and Spirituality concentration sponsors monthly community discussions focusing on a spiritual issue or a presentation of a faculty member’s own faith practice or journey; emphasis is given to the interface of psychology and spirituality.

Support Group

Students in the Psychology & Spirituality concentration meet together periodically to share personal experiences with their clinical psychology coursework and training.

Course/Credit Transfer

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Program from Other Institutions

Students may seek transfer credit for graduate coursework taken at other institution prior to their enrollment at ASPP at Argosy University, Chicago. The student must complete a Transfer Request Form and supply the syllabus, transcript, and any other relevant material for faculty review. Courses that overlap 80 percent with ASPP at Argosy University, Chicago courses will be accepted for transfer credit. Please refer to the *Course Transfer Guidelines* for additional information about transfer coursework and courses that are non-transferable.

Qualifying for the Master of Arts in Clinical Psychology Degree as a Doctor of Psychology in Clinical Psychology Program Student

Students in the Doctor of Psychology (PsyD) in Clinical Psychology program who wish to earn the MA 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 MA in Clinical Psychology program. In order to qualify for the degree, doctorate students must complete an advanced practicum and the following MA in Clinical Psychology courses above and beyond their regular curriculum requirements:

Courses Needed to Qualify for the Master of Arts in Clinical Psychology Degree

PP7349 Career Assessment and Counseling (3)

PP8300 Advanced Practicum (6)
[or a successfully completed Therapy Practicum (PP8203 and PP8204) of at least 750 hours]

PP8640 Assessment and Treatment of Substance Use Disorders (3)
PP8640 will also fulfill the general elective requirement in the doctoral program.

In addition, students must pass the doctoral Comprehensive Examination and successfully complete all other doctoral coursework up to that point. Students who complete a doctoral Therapy Practicum (PP8203, PP8204) of more than 750 hours may be allowed to waive the Advanced Practicum to qualify for the MA in Clinical Psychology degree on the course to the PsyD in Clinical Psychology program. The MA earned as a PsyD student is not necessarily a license-eligible degree. Students who wish to be license-eligible at the MA level should consult with their advisor and career services to take the additional coursework needed to meet the requirements.

**Doctor of Psychology in Clinical Psychology Program —
Argosy University, Dallas
Program Overview**

The Doctor of Psychology in Clinical Psychology program (PsyD) has been designed to educate and train students to function effectively for their eventual role as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, and research as applied to practice. The PsyD in Clinical Psychology program at Argosy University, Dallas emphasizes the development of knowledge, skills, and attitudes essential in the formation of professional psychologists who are committed to the ethical provision of quality services.

Training Model

The PsyD Clinical Psychology program follows a practitioner-scholar model and is based on the competencies developed by the National Council of Schools and Programs of Professional Psychology. The curriculum provides students with a broad array of theoretical perspectives in preparation for the general practice of clinical psychology. Required courses expose students to assessment and intervention strategies based on psychodynamic, cognitive, and systemic approaches, which is also reflected in the academic diversity of the program faculty. Rather than being immersed in a single theoretical perspective, students are encouraged to consider these primary alternative perspectives in order to critically evaluate the full range of theories and associated practices, and thus be able to apply multiple theoretical perspectives to clinical issues. Opportunities are available for students to develop expertise in a number of specialized areas, including the provision of services to specific populations such as children and families and also develop expertise on the impact of diversity in the clinical setting.

The PsyD in Clinical Psychology program is a five-year program with four full-time academic years (or the equivalent thereof) dedicated to graduate coursework. This includes two years of practicum training during the second and the third academic years. The fourth academic year allows students to complete advanced elective courses, engage in an Advanced Practicum (if desired), and complete the Clinical Research Project (CRP). Note that at least one year must be devoted to full-time enrollment before the internship year. The fifth academic year is devoted to an internship in clinical psychology.

There is also an option for completion of the master's in clinical psychology degree en route to the PsyD in Clinical Psychology.

Clinical Training Overview

The PsyD in Clinical Psychology program has been designed to educate and train students so that they may emerge as ethical and competent clinical psychologists. To ensure students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. The clinical psychology program at Argosy University, Dallas emphasizes the development of knowledge, skills, and attitudes which are essential in the formation of professional psychologists who are committed to provision of quality services. Specific objectives of the program include the following:

- The preparation of practitioners of professional psychology capable of delivering effective and ethical diagnostic and therapeutic services to diverse populations of clients in need of such treatment.
- The development of students who will demonstrate their knowledge and competence in addressing the needs, values and experiences of people from diverse or underserved subpopulations by recognizing and distinguishing people from such subpopulations, differentiating their experiences and prioritizing their needs.
- The training of practitioners of professional psychology capable of systematically evaluating the effectiveness of their services through utilization of the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance the applications of psychology throughout their careers.
- The education of students who will be familiar with the current body of knowledge in cognitive-affective, biological and socio-cultural bases of human behavior.
- The development of practitioners who are capable of assuming leadership both in the health care delivery system and in the training of mental health professionals in healthcare and other organizational systems.

Foundation Courses

Argosy University, Dallas requires students to complete certain undergraduate courses before applying for admission to the program. These courses serve as a base foundation for graduate level program coursework and ensure that students are sufficiently familiar with basic concepts and issues. Students must have at least three psychology courses with a grade of "C" or better. Several of these courses serve as direct prerequisites to Argosy University, Dallas courses. The five undergraduate foundation courses include:

- Introduction to Psychology (3 credit hours)
- Abnormal Psychology or Maladaptive Behavior and Psychopathology (3 credit hours)
- Statistics or Research Methods (3 credit hours) AND
- Two additional psychology courses (6 credit hours)

Applicants who have not completed these courses prior to admission must complete them no later than the end of the first academic year of enrollment. It is recommended that applicants complete these courses prior to admission. Missing prerequisite courses may prohibit students from enrolling in the required first-year curriculum, which, in turn, may delay the start of proper course sequences including practicum. Additionally, students who plan to enroll full-time may be unable to do so in semesters where prerequisite courses have not been completed prior to matriculation. This may have implications for financial aid and for international students' visa status. Students who have completed one or more of these courses after being admitted to the program must submit an official transcript documenting their completion to the Director of Student Services.

Deferral Policy

An applicant admitted to Argosy University, Dallas who finds pressing and unforeseen circumstances prevent matriculation during the semester for which he or she was admitted, may request a deferral of admission for up to one year. Deferrals are not automatic. A student who wishes to request a deferral should send a letter to the Director of Admissions indicating the special circumstances, along with the required non-refundable tuition deposit, by the deadline indicated in the acceptance letter. If deferral is granted, an additional \$200 non-refundable deposit is required, for a total deposit of \$400.

Enrollment Requirements

Matriculated students must be continuously enrolled in the PsyD Clinical Psychology program from the time of matriculation through graduation. The only exception is a student who has applied for an official temporary withdrawal from the University. Students are required to be in full-time residence in the program for a minimum of one academic year of pre-internship enrollment for graduation. In order to complete the doctorate degree in the allowed time (seven years), all doctoral students who have not entered with graduate credit hours should enroll for the equivalent of at least 9 credit hours in the fall and spring semesters and at least 3 credit hours in the summer. One exception is during and after internship, when the student may just be enrolled in Clinical Research Project. Doctoral students wishing to be enrolled for less than 9 credit hours during the fall and spring semesters or less than 6 credit hours during the summer semester will be considered part-time. Deviations from full-time status must be approved in writing in advance by the program chair and may result in extending the student's program. This is due to the cumulative and sequential nature of the program which results in courses not being offered each semester (see course template for sequence and term when courses are offered).

Student Advisement

Faculty Advisors

For the clinical psychology programs, faculty members serve as advisors to students. Faculty advisors are available for consultation on student professional development, academic and training progress, and other University or professional issues.

Students are required to meet with their faculty advisors at least once each semester, usually once following the receipt of grades and again for purposes of registration. Students are encouraged to meet as often as necessary with their advisor to review their progress through the program and to discuss their performance in classes, seminars, and training sites.

Students are also required to meet with their faculty advisor when directed to do so by the Student Professional Development Committee (SPDC). This would occur when a student is experiencing academic, clinical, or personal difficulties.

Changing Faculty Advisors

A student may initiate a request for a change of advisor only after completing one full academic year. If a student wishes to change advisors, she or he should discuss this with the current advisor, and if permitted, the prospective advisor. If all parties agree to change, the student must then obtain and return a Change of Status Form to the Office of the Registrar with signatures from the student, the original advisor, the new advisor, and the Program Chair.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements within seven years of matriculating in the program:

- 98 semester credit hours of which 75 credit hours must be completed by the end of the fifth year of matriculation.
- The total credit hours must include:
 - 71 credit hours of required courses
 - 12 credit hours (two years) of practicum and practicum seminar groups.
 - 12 credit hours of electives (minimum)
 - 3 credit hours of Clinical Research Project
- Successful completion of the Clinical Competence Comprehensive Examination-Module One: Examination
- Successful completion of the Clinical Competence Comprehensive Examination-Module Two: Proxy Patient
- Successful completion of one year, full-time internship or its equivalent
- Successful completion of the Clinical Research Project
- Grade Point Average (GPA) of at least "B" (3.0 on a scale of 4.0)
- Completion of these requirements within a seven year matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Commencement and Petition to Graduate

Argosy University, Dallas 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 form and fees to the Office of Registrar at least eight weeks prior to the date of commencement or anticipated completion date. In addition, all graduation requirements with the exception of the internship must be completed eight weeks prior to the commencement, including submission of a bound copy of the Clinical Research Project to the Office of the Registrar.

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. In most states, graduates may begin counting postdoctoral supervision hours for licensing after the date that all degree requirements have been met and the degree has posted

Additional Requirements for Satisfactory Academic Progress

Students must make satisfactory progress toward their degree by maintaining a GPA of 3.0 (on a scale of 4.0). Students are required to complete 98 credit hours within the incremental

suggested time frame. Requirements listed below:

Suggested Incremental Time Frame Completion Rates

End of Year One	17 credit hours
End of Year Two	30 credit hours
End of Year Three	45 credit hours
End of Year Four	60 credit hours
End of Year Five	75 credit hours
End of Year Six	95 credit hours
End of Year Seven	98 credit hours and internship

Students who receive a grade below “B-” in any course must retake this course no later than the end of the next calendar year. Students who receive grade below “B-” in an elective course may either re-take the same course or substitute another elective in order to satisfy the credit hour requirement for the program. However, it is in the student’s best interest to re-take the same course, since the original grade is replaced by the new grade when calculating the cumulative grade point average.

Program Requirements

The PsyD in Clinical Psychology program requires the successful completion of 98 credit hours, distributed as follows: assessment requirement, 12 credit hours; psychology foundations requirement, 12 credit hours; individual differences requirement 9 credit hours; diversity requirement, 6 credit hours; clinical interventions and psychotherapy requirement, 24 credit hours; methodology requirement, 6 credit hours; ethics and professional conduct requirement, 5 credit hours; practicum requirement, 12 credit hours; electives, 9 credit hours; and Clinical Research Project requirement, 3 credit hours. Students must also complete a full-time internship or its equivalent.

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)

Assessment Requirements—12 Credit Hours

Psychology Foundations—Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)

Base Course Requirements—12 Credit Hours

Individual Differences Requirements— Students Are Required to Take the Following:

PP7010	Lifespan Development (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7501	Adult Psychopathology (3)

Individual Difference Requirements—9 credit hours

Diversity Requirements—Students Are Required to Take the Following:

PP8022	Exploring Diversity (3)
PP8740	Advanced Multicultural Theory and Therapy (3) (prereq 8022)

Diversity Requirements—6 credit hours

Interventions Requirements—Students Are Required to Take the Following

PP7365	Clinical Interviewing (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8020	Person Centered Therapy & Experiential Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8060	Group Psychotherapy (3)
PP8050	Family and Couples Therapy (3)
PP7350	Consultation and Supervision (3)
PP7360	Introduction to Psychopharmacology (3)

Interventions Requirements—24 Credit Hours

Methodology Requirements—Students Are Required to Take the Following:

PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)

Methodology Requirements—6 credit hours

Professional Issues 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 Requirements—5 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Practicum and Practicum Seminar Requirements—12 Credit Hours

**Clinical Research Project Requirement—
Students Are Required to Take the Following**

PP8502 Clinical Research Project (1-3)

Clinical Research Project Requirement—3 Credit Hours

Internship Requirement—Students Are Required to Take the Following:

PP8900 Internship (0)

Internship Requirement—0 Credit Hours

Elective Requirements

All students will be required to include 9 credit hours of coursework that qualify as electives.

Elective Requirements—9 credit hours

Professionalization Group Requirements

The Professionalization Group, which meets on a weekly basis, will provide first-year students with important direction and assistance as they begin their education and training. Through readings and discussions led by a faculty member, students begin to develop professional identities 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 future training and development as a clinical psychologist.

Practicum Requirements

The practicum is the first opportunity provided to students for clinical field training. During practicum training, students are given the opportunity of working under supervision with a clinical population within a mental health delivery system. Students learn to apply their theoretical knowledge, implement and assess the efficacy of clinical techniques, and also develop the professional attitudes important for the identity of a professional psychologist. The practicum is an essential part of clinical training, and all students are required to participate in the practicum experience.

Full-time doctoral students are normally placed in practicum during their second and third years of study. Students must begin practicum when they meet the eligibility requirements. For registration purposes, the practicum and seminar are treated as a course. The practicum/seminar carries 3 credit hours per semester and 6 credit hours per academic year. Each two semester practicum sequence (Practicum I and II; Practicum III and IV) requires a minimum of 650 hours (approximately 20 hours per week) of clinical training with a minimum of 200 hours of direct client service per semester. Students should be aware that while this is the minimum required to graduate, students are encouraged to complete more practicum hours in order to be competitive for many internship sites that may require more than the 1300 minimum hours required for graduation. Practicum usually begins in September and continues through mid-June.

Some sites require a 12-month versus an academic year commitment. A practicum may not take place in a student's place of employment, nor is any student exempt from the practicum requirements. Students with extensive clinical backgrounds are placed in practicum sites where they have an interest and do not have previous experience. Students may not register for two practicums simultaneously nor may students repeat any practicum site for a second year, except as advanced practicum.

All students placed on practicum must be covered by professional liability insurance that is purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration.

Doctoral students complete two training sequences focusing on assessment or psychotherapy skills, or an integration of the two. Psychological assessment should cover the comprehensive evaluation of clients, including initial intake work, diagnostic interviewing of collateral informants as indicated, appropriate psychological testing, and the development of specific clinical treatment recommendations that evolve from a case formulation of the client's problems.

Psychotherapy skills include development of an appropriate therapeutic relationship, problem resolution, and implementation and evaluation of a treatment plan. In keeping with the broad based approach of Argosy University, Dallas program, it is expected that during the course of the year students will experience diversity in the kinds of clients seen, in the clinical interventions used, and in exposure to multidisciplinary input in the delivery of mental health services.

Practicum Seminar Requirement

All students enrolled in practicum must also be concurrently enrolled in a practicum seminar. The seminar meets weekly through the fall and spring semester. Students enrolled in a summer session practicum must also register for a practicum seminar. The seminar allows time for the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training and in preparation for the clinical presentation evaluation and the clinical competency examination. The specific content and emphasis of the seminar varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty member.

Practicum Prerequisites

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 scale of 4.0, and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at an Argosy University campus for a minimum of two semesters. Academic warning status will not render the student ineligible for participation in the practicum experience.

Clinical Competence Comprehensive Examination Requirements

At the conclusion of three years of professional studies and training in psychology, Argosy University and the clinical psychology faculty expect that students should be prepared and able to integrate the material they have learned into a cohesive and demonstrable form, characterized by breadth, depth, refined organization, and differentiated thinking required for successful completion of the Clinical Competence Comprehensive Examination. This examination is given to:

- Assist students with conceptual development, assimilation, and application of theory, clinical experience, and research learned from a curriculum in professional studies in psychology, into an organized, diverse, yet integrated body of knowledge.
- Identify and affirm those students who have developed this knowledge base and can apply it successfully.
- Identify students who have neither mastered nor developed this body of knowledge, and therefore cannot successfully apply it, and to assist these students with remediation in order to facilitate successful mastery.
- Evaluate the success of the teaching and curriculum of the program

Clinical Competence Comprehensive Examination Prerequisites

Students are required to complete the courses listed below before attempting the Clinical Competence Comprehensive Examination.

Clinical Competence Comprehensive Examination Prerequisites

PP7000	History and Systems (3)
PP7010	Lifespan Development (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7360	Introduction to Psychopharmacology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8020	Person Centered Therapy & Experiential Theory and Therapy (3)
PP8022	Exploring Diversity (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8740	Advanced Multicultural Theory and Therapy (3)

Clinical Competence Comprehensive Examination Requirements

All doctoral students are required to complete a Clinical Competence Comprehensive Examination (COMPS). The successful passage of this examination marks the official acceptance of the matriculated student as a doctoral candidate. The examination must be passed prior to applying for internship. Intention to sit for the exam must be declared in the spring

semester prior to the August testing date or summer semester prior to the January testing date. Students who do not pass the COMPS will receive information concerning their performance, as well as assistance in constructing additional experiences and instruction to help them improve on areas of deficiency. The COMPS may be retaken twice for a total of three attempts. If a student does not pass COMPS after three attempts, the student will be dismissed from the program of study.

The Comprehensive Examination is administered over two days. On the first day, students will be provided case material including a videotape of a clinical interview. Students will be expected to accurately diagnose the case and provide a detailed case formulation from two theoretical perspectives and to determine a Treatment Plan based on one of the formulations. The formulation and questions related to the formulation allow the student an opportunity to demonstrate understanding of the theory and ability to integrate the theory with the clinical material for cogent understanding of the case. At the end of the first day, students will be provided a working diagnosis for the case.

The second day of the examination will be scheduled typically within one week of the first day. During the second day, students will have to answer questions relevant to the case they reviewed on Day One. The questions will be designed to assess students' understanding and knowledge of the required courses, as well as their ability to apply this knowledge to case materials. The questions on the second day will encompass the areas of assessment, diversity, professional ethics, scientific inquiry, treatment efficacy, the scientific bases of psychology, psychopharmacology, lifespan development, cognitive and affective processes, and physiological psychology. The questions will be designed to assess students' understanding and knowledge of the required courses as well as their ability to apply this knowledge to case materials.

The COMPS is graded "Pass or Fail". Students have three opportunities to receive a passing grade on each portion of the exam. After the first failure, students will receive an informal remediation plan developed by the faculty involved in the COMPS. After two failures, students will be referred to the Student Professional Development Committee (SPDC) for a formal remediation plan. After the third failure students will be dismissed from the program.

Eligibility

Students must submit a Comprehensive Examination Request form to the Program Chair during the spring semester prior to the August testing date or summer semester prior to the January testing date semester at a date designated by the Program Chair. Students must take their comprehensive examination at their earliest eligibility and must successfully complete the exam by their fifth year of matriculation.

Clinical Research Project Requirements

The Clinical Research Project (CRP) is the final step in the more formal research training sequence. The primary training objective of the CRP process is to help students develop the skills needed to become critical consumers of the literature in psychology and understand how to apply their knowledge to their experiences in

clinical practice and other roles they will assume as professional. The CRP, which students work on during their last year prior to internship, provides them with the opportunity to do an independent piece of scholarship. This scholarly project demonstrates students' ability to:

- Articulate a clearly operationalized clinical question or set of questions.
- Critically evaluate and synthesize the relevant theoretical, clinical, and empirical (qualitative and quantitative) literature across a range of studies.
- Analyze collected data in the light of the organizing question(s) and the prevailing knowledge in the area chosen for study.
- Write a scholarly and professional evaluation informed by the literature or investigation.

By becoming competent users of the psychological literature and critical thinkers about professional issues, students ground their work in the current scientific foundations of clinical psychology. In addition, they acquire the requisite tools to keep abreast of the evolving body of scientific and professional knowledge and thereby keep their work up to date throughout their professional careers.

Students select the type of CRP with the approval of the chairperson and the CRP committee. It should be noted students may need to seek additional training (e.g. advanced statistics or computer applications) or resources external to the school (e.g. statistical consultation, research subjects) to complete other CRP options such as an empirical project. Students will be required to develop a plan identifying training and resource needs as part of their CRP proposal.

Grading the Clinical Research Project

Registering for a CRP is like registering for a course. Student's progress is evaluated using ratings of "Progressing" or "No Credit" ("PR" or "NC") by the chairperson based on the work the student has completed that semester. "Credit" ("CR") is given only when the CRP is complete.

CRPs are not graded; they are either accepted or not accepted by the CRP committee as a sufficient demonstration of scholarly prerequisite. Students must have an accepted CRP in order to fulfill the requirements for the degree and are reminded that all requirements

Internship Requirement

All doctoral students are required to complete an Argosy University, Dallas-approved, one-year (12-month) internship as a condition for graduation. The student must complete at least 2000 hours of internship training. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience, and is required for licensure in the state of Texas. Typically, full-time students will begin the internship during their fifth year of enrollment, depending on the student's progress through the curriculum. Meetings held each spring provide a comprehensive overview of the policies, procedures, and requirements of the internship. The internship must be completed by the end of the

seventh year after entrance to the PsyD in Clinical Psychology program.

Internship Prerequisites

Students must complete the following requirements to be eligible to apply for internship:

- The student must be in good academic standing (3.0 on a scale of 4.0 with no more than two grades below "B-" and not on or eligible for probation).
- The student must have successfully completed both sections of the Clinical Competence Comprehensive Examination.
- The student must have a Clinical Research Project proposal defense.
- The student must have completed both required practicum or be enrolled in the Second Year Practicum sequence.
- The Clinical Training Department must approve the proposed internship sites. All students are encouraged to obtain an APA-approved internship. Internships not APA-approved but affiliated with the Association of Psychology Postdoctoral and Internship Centers (AAPIC) are acceptable to Argosy University, Dallas. Any other internship program must be approved by the Clinical Training Committee upon submission of documentation of the site's internship program and a rationale for the site's inclusion on the student's application list.

The following additional requirements must be met before a student may begin an internship:

- The student must have successfully completed all coursework and practicum with no grades of "Incomplete".
- The student must have completed four semesters of CRP enrollment.
- The student must be in good academic standing (3.0 on a scale of 4.0 with no more than two grades below "B-" and not on or eligible for probation).

Course/Credit Transfer

In addition to the institutional requirements, Argosy University, Dallas requires that all graduate work submitted for transfer is completed within the last five years. If coursework was completed more than five years prior to admission, then the student must provide evidence that they have remained current with the course's subject area (e.g. attendance of continuing education workshops, supervision). Students may only transfer a total of 30 semester credit hours into the PsyD in Clinical Psychology program.

Non-Transferable Courses

The following is a list of other courses that may not be transferred to the PsyD in Clinical Psychology program at Argosy University, Dallas unless the courses were taken within the Argosy University system and the course numbers are identical.

Non-Transferable Courses

PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (3)
PP7111	Professionalization Group II (3)
PP7365	Clinical Interviewing(3)
PP7373	Integrative Assessment (3)
PP7200	Statistics and Research Methods I (3)
PP7201	Statistics and Research Methods II (3)
PP8022	Exploring Diversity (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Students requesting to transfer Cognitive Assessment (PP7370), Objective Personality Assessment (PP7371) or Projective Personality Assessment (PP7372) must have both an approved course that meets the course transfer requirements and must pass a competency examination.

Two or more courses may be combined to transfer one Argosy University, Dallas course if all other conditions are met. The total number of hours of the courses submitted for transfer must meet or exceed the total number of hours for the courses being transferred.

Students wanting to transfer credit should complete a Course Transfer form for each course and submit them to the Office of the Registrar. The Office of the Registrar will do an initial review and forward the request to appropriate faculty for decision. Students will be notified of faculty decisions and approvals will be recorded on transcripts. If a request is denied, all material will be returned to the student. Students may resubmit with additional information.

Transfer of Electives

The PsyD in Clinical Psychology program at Argosy University, Dallas requires 9 credit hours of electives. One elective course (3 credit hours maximum) may be transferred from a non-Argosy University program. The course must meet all of the other transfer requirements and must have been taken in a program that is explicitly labeled as psychology. Consistent with the practitioner-scholar orientation of the PsyD in Clinical Psychology program, the course must include appropriate theoretical, empirical, and practical knowledge and skills. According to Argosy University policy, transfer requests must be submitted during the first academic year of the student's enrollment. Transfer courses from other Argosy University campuses will follow the usual transfer policy.

Writing Program

The Writing program is designed to help students master the skills of writing psychological and research reports in an accurate, informative, and professional manner. All new students have an opportunity to complete a writing assessment at the time of orientation to evaluate their writing skills and needs in the areas of organization, clarity, and professional writing style. Based on the results of the writing assessment, or upon faculty referral, students may be required to enroll in a tutorial in the Academic Resource Center (ARC), where they work one-on-one with an advanced student in developing their skills.

**Doctor of Psychology in Clinical Psychology Program —
Argosy University, Denver
Program Overview**

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. The PsyD in Clinical Psychology program at Argosy University, Denver emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services.

Training Model

The program follows a practitioner-scholar model and is based on the competencies developed by the National Council of Schools and programs in Professional Psychology. The curriculum provides students with a broad array of theoretical perspectives, in preparation for the general practice of clinical psychology. Required courses expose students to assessment and intervention strategies that are based on psychodynamic, cognitive, and systemic approaches. Rather than being immersed in a single theoretical perspective, students are encouraged to consider these alternative perspectives, to critically evaluate the full range of theories and associated practices, and to be able to apply multiple theoretical perspectives to clinical issues.

The PsyD in Clinical Psychology program is a five-year program with an option for an accelerated four year progression. Three full-time academic years (or the equivalent thereof) are dedicated to graduate coursework, including two years of practicum training during the second and the third academic years. The fourth academic year allows students to complete advanced elective courses, engage in an Advanced Practicum (if desired), and complete the Clinical Research Project (CRP). The fifth academic year is devoted to an internship in clinical psychology.

There is also an option for the completion of the master's in clinical psychology degree en route to the PsyD in Clinical Psychology degree for students who enter the program with a bachelor's or a master's degree in an area other than clinical psychology

Eligibility for Licensure and Credentialing

This doctoral program is designed to provide curricular and training experiences that will meet the educational requirements for licensing in most states. In each jurisdiction, however, there may be additional requirements that must be satisfied. It is the student's responsibility to determine the requirements for professional licensure in the state in which he or she wishes to practice. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

Clinical Training Overview

The PsyD in Clinical Psychology program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. The clinical psychology program at Argosy University, Denver emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include:

The preparation of practitioners of psychology capable of ethically delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment.

- Students will acquire an understanding of the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice.
- Students will value diversity, broadly defined as issues related to gender, age, sexual orientation, race and ethnicity, national origin, religion, physical ability, and social economic status, and will work effectively with diverse clients.
- Students will understand the principles of assessment as well as understand and competently use specific techniques.
- Students will draw from a broad range of theoretical orientations and therapeutic techniques to promote, support, sustain, or enhance positive functioning and a sense of well-being in clients.
- Graduates will engage in the delivery of diagnostic and therapeutic services with diverse populations of clients in need of such treatment.

The preparation of practitioners of psychology who understand the biological, psychological, and social bases of human functioning.

- Students will be familiar with the current body of knowledge in biological, psychological, and social bases of human functioning.

The preparation of practitioners of psychology who are prepared to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance applications of psychology.

- Students will engage in critical and disciplined thought as they acquire and organize clinical information.
- Students will be able to critically evaluate the existing theoretical and research literature in psychology.
- Graduates will evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance their practice.

The preparation of practitioners of psychology who are capable of exercising leadership in health care delivery systems and in the training of mental health professionals capable of expanding the role of psychologists within society and working with individuals from other disciplines as part of a professional team.

- Students will acquire the attitudes as well as entry-level knowledge and skills that will enable them to engage in the continued development necessary to succeed in the above listed areas.

Foundation Courses

Argosy University, Denver requires applicants to successfully complete, with a “C” or better, five undergraduate courses that serve as a basic foundation for program coursework. Several of these courses serve as direct prerequisites to Argosy University, Denver courses. The five foundation courses are the following:

General Psychology*

Abnormal Psychology* or Maladaptive Behavior*

Psychological Assessment** or Tests and Measurements**

Personality Theory

Statistics or Research Methods

* These courses must be completed prior to the first semester of study.

**This course must be completed prior to the first assessment course (PP7370).

The remaining courses must be completed no later than the end of the first academic year of enrollment. Missing foundation courses may prohibit students from enrolling in the required first-year curriculum that, in turn, may delay the start of practicum. Additionally, students who plan to enroll full-time may be unable to do so every semester if all foundation courses are not completed prior to matriculation. This may have implications for financial aid and for international student's visa status.

Enrollment Requirements

Students must enroll for the minimum equivalent of 9 credit hours during the fall and spring semester and 6 credit hours during the summer semesters. One exception is during and after internship. Doctoral students are required to be continuously enrolled in fall, spring, and summer I semesters, unless temporarily withdrawn from the University. Doctoral students wishing to be enrolled for fewer than 9 credit hours during the fall and spring semesters or less than 6 credit hours during the summer semester will be considered part-time. Students are required to be in full-time residence in the program for a minimum of one academic year of pre-internship enrollment for graduation.

Additional Standards for Academic Progress

Students must make satisfactory progress toward their degree by maintaining a GPA of 3.0 (on a scale of 4.0). Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the fifth year.

Students who have taken a temporary withdrawal will have the maximum time frame for completion of the program extended for the length of the leave period, up to a period of one year. The leave period will not be counted in the determination of the student's year in the program.

Student Advisement

Faculty Advisors

For the clinical psychology programs, faculty members serve as advisors to those students who have been or are in their professionalization groups. Faculty advisors are available for consultation on student professional development, academic and training progress, and other University or professional issues.

Students are required to meet with their faculty advisors at least once each semester, usually once following the receipt of grades and again for purposes of registration. Students are encouraged to meet as often as necessary with their advisor to review their progress through the program and to discuss their performance in classes, seminars, and training sites. Faculty will file a memo in the student's academic file indicating the date of the meeting and, if appropriate, a summary of the meeting. Course Add/Drop Request Forms require faculty advisor signatures.

Students are required to meet with their faculty advisors when directed to do so by the Student Professional Development Committee (SPDC). This would occur when a student is experiencing academic, clinical, or personal difficulties.

Changing Faculty Advisors

A student may initiate a request for a change of advisor only after completing one full academic year. If a student wishes to change advisors, she or he should discuss this with the current advisor, and if permitted, the prospective advisor. If all parties agree to the change, the student must then obtain, complete, and return a Change of Status Form to the Office of the Registrar with signatures from the student, the original advisor, the new advisor, and the program chair.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 98 semester credit hours, of which 88 credit hours must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 70 credit hours of required courses
 - 12 credit hours (two years) of practicum and practicum seminar groups
 - A minimum of 12 credit hours of electives
 - 4 credit hours of Clinical Research Project
- Successful completion of all sections of the Clinical Presentation Evaluation (CPE)
- Successful completion of the Clinical Competence Examination (CCE) no later than the end of the fifth year after matriculation
- Successful completion of a one year, full-time internship or its equivalent

- Successful completion of the Clinical Research Project
- Grade point average (GPA) of at least "B" (3.0 on a scale of 4.0)
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Commencement and Petition to Graduate

Argosy University, Denver 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 form and fees to the Office Registrar at least eight weeks prior to the date of commencement or anticipated completion date. In addition, all graduation requirements with the exception of the internship must be completed eight weeks prior to the commencement, including submission of a bound copy of the Clinical Research Project to the Office of the Registrar.

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. In most states, graduates may begin counting postdoctoral supervision hours for licensing after the date that all degree requirements have been met.

Writing Program

All students will participate in a writing assessment during their incoming orientation. Students will receive feedback regarding writing skills. This feedback may include a requirement or recommendation to complete a professional writing course (e.g., W5099). Faculty can recommend the course or another writing development option to students. If a student receives two such recommendations from faculty, then he or she will be required to take the course or an approved alternative the semester after they are notified of the requirement. If required, the student must enroll in this course the current or following semester. The course does not count toward the credits required for graduation, though students are encouraged to take it.

Program Requirements

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours, distributed as follows: assessment requirement, 14 credit hours; bases course requirement, 12 credit hours; individual differences requirement, 9 credit hours; interventions requirement, 24 credit hours; methodology requirement, 6 credit hours; elective requirement, 12 credit hours; professional issues requirement, 5 credit hours; practicum requirement, 12 credit hours; and Clinical Research Project requirement, 4 credit hours.

All courses other than electives are considered core courses. A student is required to retake a core course if he or she receives a grade below "B-." The course must be retaken no later than the end of the next calendar year with an earned grade of "B-" or better.

Assessment Requirement* — Students Are Required to Take the Following

PP7365	Clinical Interviewing Techniques (3)
PP7370	Cognitive Assessment (4)
PP7373	Integrative Assessment (3)
PP7520	Personality Assessment (4)

Assessment Requirement—14 Credit Hours

Bases Course Requirement* — Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)

Bases Course Requirement—12 Credit Hours

Individual Differences Requirement* — Students Are Required to Take the Following

PP7010	Lifespan Development (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7501	Adult Psychopathology (3)

Individual Differences Requirement—9 Credit Hours

Interventions Requirement* — Students Are Required to Take the Following

PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7360	Clinical Psychopharmacology (3)
PP7550	Consultation in Diverse Settings (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8037	Principles and Practice of Psychotherapy (3)
PP8041	Integrative Approaches to Therapy (3)
PP8050	Family and Couples Therapy (3)

Interventions Requirement—24 Credit Hours

Methodology Requirement* — Students Are Required to Take the Following

PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)

Methodology Requirement—6 Credit Hours

Indicates core courses.*Professional Issues Requirement* — 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 Requirement—5 Credit Hours

Indicates core courses.*Practicum Requirement — Students Are Required to Take the Following**

PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Practicum Requirement—12 Credit Hours

Clinical Research Project Requirement — Students Are Required to Take the Following

PP8502	Clinical Research Project (1)
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Clinical Research Project Requirement—Minimum 4 Credit Hours

Elective Requirement

Students may wish to take elective courses in areas of interest. Electives vary from year to year, but will provide opportunities for advanced study in assessment, intervention, applications to special populations, and/or research/evaluation/consultation.

Professionalization Group Requirement

The Professionalization Group, which meets on a weekly basis will provide first-year students with important direction and assistance as they begin their education and training. This group assists students with an orientation to the field as well as an introduction to key issues in the training and development of a clinical psychologist.

Practicum Requirement

The practicum is the first opportunity provided to students for clinical field training. During practicum training, students are given the opportunity of working under supervision with a clinical population within a mental health delivery system. Students learn to apply their theoretical knowledge, implement, develop, and assess the efficacy of clinical techniques, and develop the professional attitudes important for the identity of a professional psychologist. The practicum is, thus, an essential part of clinical training and all students are required to participate in the practicum experience.

Full-time students are normally placed in practicum during their second and third years of study. Students must begin practicum when they meet the eligibility requirements. For registration purposes, the practicum and seminar are treated like a course. The practicum/seminar carries 3 credit hours per semester and 6 credit hours per academic year. Practicum usually begin in September and continue through mid-June. Some sites require a 12-month versus an academic year commitment. Students are required to complete a minimum of 600 hours each academic year they are enrolled in a required practicum.

A practicum may not take place in a student's place of employment, nor is any student exempt from the practicum requirements. Students with extensive clinical backgrounds are placed in practicum sites where they have an interest and do not have previous experience.

Doctoral students complete two training sequences focusing on assessment or psychotherapy skills, or an integration of the two. Psychological assessment should cover the comprehensive evaluation of clients, including initial intake work, diagnostic interviewing of collateral informants as indicated, appropriate psychological testing, and the development of specific clinical treatment recommendations that evolve from a case formulation of the client's problems. Psychotherapy skills include development of an appropriate therapeutic relationship, problem resolution, and implementation and evaluation of a treatment plan. Work in maintenance of therapeutic gains and prevention is strongly encouraged. In keeping with the broad based approach of the Argosy University, Denver program, it is expected that students experience diversity during the course of the year: in the kinds of clients seen, in the clinical interventions used, and in exposure to

multidisciplinary input in the delivery of mental health services. Students are also expected to gain understanding of the impact of individual as well as larger systems' issues in the lives of their clients.

Psychological Tests Policy

The use of psychological assessment instruments continues to be one skill area that distinguishes psychologists from other mental health professionals. Competence in the use of these tests remains important to the identity of the clinical psychologist.

Accordingly, doctoral students are expected to refine their skills in this area by completing a minimum of eight psychological test batteries. This testing experience allows for the integration of prior coursework in the principles of testing, the administration, scoring, and interpretation of objective and projective personality instruments, and major tests of cognitive ability. A qualifying test battery should include techniques designed to assess cognitive functioning as well as structured or unstructured instruments that tap personality or social adaptability, and are age appropriate and fitting to the referral question. Some sites administer instruments specific to a given treatment population. Students are encouraged to learn these test instruments as well as the more "traditional" techniques.

Practicum Seminar Requirement

All students enrolled in a practicum must also be concurrently enrolled in a practicum seminar. The seminar meets weekly through the fall and spring semester. Students enrolled in a summer session II practicum must also register for a practicum seminar. The seminar allows time for the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training and in preparation for the clinical presentation evaluation and the clinical competency examination. The specific content and emphasis of the seminar varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty member.

Practicum Prerequisite

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 scale of 4.0, and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at an Argosy University campus for a minimum of two semesters. Academic warning status will not render the student ineligible for participation in the practicum experience.

To be eligible for the Practicum I sequence, a student must have successfully completed or transferred the following:

Practicum I Prerequisite

PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7330	Child and Adolescent Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (4)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (4)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8037	Principles and Practice of Psychotherapy (3)

Prerequisites for the Practicum II sequence include:

- Successful completion of the Practicum I sequence and the Diagnostic Interview and Clinical Presentation Evaluation (CPE)
- Good academic standing
- Completion or transfer of the following:

Practicum II Prerequisite

PP7010	Lifespan Development (3)
PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8050	Family and Couples Therapy (3)

Internship Requirement

All doctoral students are required to complete a one-year (12-month) internship as a condition for graduation. The student must complete at least 2000 hours of internship training. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience. Typically, students will begin the internship during their fourth or fifth year, depending on the student's progress through the curriculum. The internship must be completed by the end of the seventh year after entrance to the PsyD in Clinical Psychology program.

Internship Prerequisites

Students must complete the following requirements to be eligible to apply for internship:

- The student must be in good academic standing (3.0 on a scale of 4.0 with no more than two grades below "B-" and not on or eligible for probation).
- The student must have successfully completed all sections of the Clinical Competence Examination.
- The student must have an approved Clinical Research Project proposal.
- The student must have completed both required practicum or be enrolled in the Practicum II sequence.

- The Clinical Training Department must approve the proposed internship sites. All students are encouraged to obtain an APA-approved Internship. Internships not APA-approved but affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) are acceptable to Argosy University, Denver. Any other internship program must be approved by the Clinical Training Committee upon submission of documentation of the site's internship program and a rationale for the site's inclusion on the student's application list.

The following additional requirements must be met before a student may begin an internship:

- The student must have successfully completed all coursework and practicum with no grades of "Incomplete."
- The student must have completed four semesters of CRP enrollment.
- The student must be in good academic standing (3.0 on a scale of 4.0 with no more than two grades below "B-" and not on or eligible for probation).

Clinical Presentation Evaluation Requirement

The Clinical Presentation Evaluation (CPE) is a series of competency-based examinations designed to evaluate doctoral clinical psychology students' mastery of major clinical assessment and therapeutic skills.

Students prepare to demonstrate competency by integrating theoretical work and applied bases from the classroom with clinical experience acquired during the practicum. Students are expected to demonstrate competence both conceptually and in application. Thus, successfully completing coursework and practicum, alone, does not guarantee passing a given CPE task.

Description of Clinical Presentation Evaluation

There are a total of four Clinical Presentation Evaluations (CPE). They are described in the four sections listed below. Sections One and Two must be completed prior to beginning the Practicum I sequence. All sections must be completed prior to applying for internship.

Section One

Diagnostic Administration and Scoring The student meets this requirement by successfully completing Cognitive Assessment (PP7370) and Personality Assessment (PP7520) with a grade of "B-" or better and passing a Presentation Evaluation in each course. The Presentation Evaluation is comprised of:

- A video taped administration (WISC-IV or WAIS-IV for Cognitive Assessment, Rorschach for Personality Assessment)
- Scoring
- Interpretation, analysis of a protocol, and a submitted written report. The CPE must be passed in order for the student to receive a passing grade in the course, regardless of the grades received on other assignments for the course. Students will have two opportunities to pass the CPE during the offering of the course. A core faculty member will review a second CPE.

The faculty member evaluators will reach a consensus regarding the pass or failure of the examination. If the CPE is failed, the highest grade a student can receive for the course is a "C+." Once it is determined that a "B-" or better has been achieved on the CPE, the grade on the examination may be weighed with other assignments to calculate the final grade, as specified on the course syllabus.

If requesting to transfer either Cognitive Assessment (PP7370) or Personality Assessment (PP7520,) a comparable course that meets all the transfer requirements must be approved and the CPE as described above must be passed. The student will have one opportunity to pass the CPE for transfer, and should consult with the program chair prior to beginning the examination. Failure to pass the CPE requires the student to enroll in the appropriate course (Cognitive Assessment or Personality Assessment).

Successful passage of the Diagnostic Administration and Scoring Presentation Evaluation and passage or transfer of Cognitive Assessment (PP7370) and Personality Assessment (PP7520) is a prerequisite for Practicum I.

Section Two

Diagnostic Interpretation The student meets this requirement by passing Integrative Assessment (PP7373) with a grade of "B-" or better. This course includes a presentation evaluation that must be passed in order to pass the course.

Section Three

Diagnostic Interview and Case Formulation Competency This competency is demonstrated during the spring semester of practicum sequence I. The student demonstrates this competency by successfully completing three related tasks.

- *Observation component* The practicum seminar leader observes the student performing a diagnostic interview and judges whether the student is demonstrating competency in interviewing. The seminar leader may directly observe the student interviewing a client or the student may submit a video or audiotape of an interview. With the approval of the seminar leader, a student may substitute a role-played interview of a faculty member.
- *Written component* The seminar leader reviews the student's diagnostic report of the observed case, as well as the student's self-critique of the interview with the client and judges whether the report demonstrates competency in case formulation.
- *Oral presentation component* The student presents the case in the practicum seminar and fields questions from the seminar members. The seminar leader judges whether the student can present a case in a cogent, organized manner.

Although the student may be supervised on the case presented, she or he must not be supervised on the particular interview presented for the CPE. The interview and case formulation should offer a view of the student's independent clinical work. The interview should last no more than 60 minutes.

This CPE must be passed in order for the student to receive credit for the final semester of practicum seminar and the overall practicum experience. Students will have two opportunities to pass the CPE during the spring semester. This includes one re-write if the written report of a satisfactory interview is deemed unsatisfactory, or a second CPE with a new client if the initial interview is deemed unacceptable. A second presentation evaluation failure will be reviewed independently by another program faculty member.

The faculty evaluators will reach a final consensus regarding the passage or failure of the evaluation. Failure on either of these second attempts means failure of the practicum seminar for the semester and no credit for the practicum experience. This failure will be considered a course failure for purposes of determining the student's standing in the program. A student that has failed the CPE but otherwise is in good standing, will be referred to the Clinical Training Committee to develop recommendations for a remediation plan for the SPDC.

Section Four

Scientific Inquiry The student meets this requirement in Statistics and Research I (PP7200). The CPE is integrated in the course and students are required to pass the CPE in order to successfully pass the course. If requesting to transfer Statistics and Research I (PP7200), a comparable course that meets all the transfer requirements must be approved and the CPE as described above must be passed. The student will have one opportunity to pass the CPE for transfer, and should consult with the program chair prior to beginning the examination. Failure to pass the CPE requires the student to enroll in Statistics and Research I (PP7200).

Clinical Competence Comprehensive Examination Requirements

At the conclusion of three years of professional studies and training in psychology, Argosy University and the clinical psychology faculty expect that students should be prepared and able to integrate the material they have learned into a cohesive and demonstrable form, characterized by breadth, depth, refined organization, and differentiated thinking required for successful completion of the Clinical Competence Comprehensive Examination. The examination is given to:

- Assist students with conceptual development, assimilation, and application of theory, clinical experience, and research learned from a curriculum in professional studies in psychology, into an organized, diverse, yet integrated body of knowledge;
- Identify and affirm those students who have developed this knowledge base and who can apply it successfully;
- Identify students who have neither mastered nor developed this body of knowledge, and therefore cannot successfully apply it; and to assist these students with remediation in order to facilitate successful mastery;
- Evaluate the success of the teaching and curriculum of the program.

All doctoral students are required to successfully complete the Comprehensive Examination. The successful passage of this examination marks the official acceptance of the matriculated student as a doctoral candidate. The examination must be passed prior to applying for internship.

The Comprehensive Examination is administered during the late summer on two separate days. During the first day, students will be provided case material including a videotape of a clinical interview. Students will be expected to accurately diagnose the case and provide a detailed case formulation from two theoretical perspectives and Treatment Plan based on one of the formulations. The formulation, and questions related to the formulation, allows the student an opportunity to demonstrate his or her understanding of the theory and ability to integrate the theory with the clinical material to provide cogent understanding of the case. At the end of the first day, students will be provided a working diagnosis for the case. The second day of the examination will be scheduled approximately one week after the first day. During the second day, students will have to answer questions relevant to the case they reviewed on Day One. The questions will be designed to assess students' understanding and knowledge of the required courses as well as their ability to apply this knowledge to case materials. The questions on the second day will encompass the areas of assessment, diversity, professional ethics, scientific inquiry, treatment efficacy, and the scientific bases of psychology, psychopharmacology, lifespan development, cognitive and affective processes, and physiological psychology.

Eligibility

Five-Year Track

Students will normally schedule to take their Comprehensive Examination at the end of their third year. To be eligible to take the exam, students must have successfully completed all of the courses in the first two years of the program and the following third-year courses prior to the examination: Physiological Psychology (PP7050), Clinical Psychopharmacology (PP7360), Cognition and Affect (PP7040), and Professional Issues: Ethics, Conduct, and Law (PP7100). Students must submit a Comprehensive Examination Request Form to the program chair during the spring semester at a date designated by the program chair. Students must take their comprehensive examination at their earliest eligibility and must successfully complete the exam by their fifth year of matriculation.

Four-Year Track

Students on the Four-Year Track of the program will schedule to take their Comprehensive Examination at the end of their second year. To be eligible to take the exam, students must have successfully completed all of the courses in the first two years of courses outlined in the recommended course sequence for the Four-Year Track. These students must pass the Diagnostic Interview and Case Formulation CPE to be eligible to take the Comprehensive Exam. This option is recommended primarily to students entering the doctoral program with a master's degree in psychology that included supervised clinical experience. Students requesting to take the examination within the Four-Year Track timetable must submit a request form to the program chair during the spring semester at a date designated by the program chair.

In the event that a student fails the Comprehensive Examination, it is the responsibility of the student to seek remediation and he/she must retake the exam the following year. The remediation plan needs to be approved by the student's advisor by the end of October and registered with the program chair by the end of the fall semester following the failure. A student failing the Comprehensive Examination twice is automatically dismissed from the program.

Clinical Research Project Requirement

The Clinical Research Project (CRP) is the final step in the more formal research training sequence. The primary training objective of the CRP process is to help students demonstrate the skills needed to become critical consumers of the literature in psychology and understand how to apply their knowledge to their experiences in clinical practice, and other roles they will assume as professionals. The CRP, which students work on during their last year prior to internship, provides them with the opportunity to do an independent piece of scholarship. This scholarly project demonstrates students' ability to:

- Articulate a clearly operationalized clinical question or set of questions.
- Critically evaluate and synthesize the relevant theoretical, clinical, and empirical (qualitative and quantitative) literature across a range of studies.
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study.
- Write a scholarly and professional viewpoint informed by the literature or investigation.

By becoming competent users of the psychological literature and critical thinkers about professional issues, students ground their work in the current scientific foundations of clinical psychology. In addition, they acquire the requisite tools to keep abreast of the evolving body of scientific and professional knowledge and, thereby, keep their work up to date throughout their professional careers.

Students select the type of CRP with the approval of the chairperson and the CRP Committee. It should be noted that students may need to seek additional training (e.g., advanced statistics courses or computer applications) or resources external to the school (e.g., statistical consultation, research subjects) to complete other CRP options such as an empirical project. Students will be required to develop a plan identifying training and resource needs as part of their CRP proposal.

Grading the Clinical Research Project

Registering for a CRP is like registering for a course. Students will be graded "Progressing" or "No Credit" ("PR," "NC") by the chairperson based on the work the student has completed that semester. "Credit" ("CR") is given only when the CRP is complete.

CRPs are not graded; they are either accepted or not accepted by the CRP committee. Students must have an accepted CRP in order to fulfill the requirements for the degree and are reminded that all requirements must be fulfilled within seven years of entry into the program.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Five-Year Curriculum

Student progress through the clinical psychology program at Argosy University, Denver 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. This catalog and registration materials contain the prerequisites for any given course.

Year One

PP7501	Adult Psychopathology (3)	PP7010	Lifespan Development (3)	PP8037	Principles and Practice of Psychotherapy (3)
PP7365	Clinical Interviewing (3)	PP8010	Cognitive and Behavioral Theory and Therapy (3)	PP7373	Integrative Assessment (3) [summer I]
PP7370	Cognitive Assessment (4)	PP7520	Personality Assessment (4)	PP7330	Child and Adolescent Psychopathology (3)
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP8030	Psychodynamic Theory and Therapy (3)	PP8050	Family and Couples Therapy (3)	PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP8201	Practicum I (3)	PP8201	Practicum II (3)		

Year Three

PP7050	Physiological Psychology (3)	PP7360	Clinical Psychopharmacology (3)	Elective (3) [summer II]
PP7040	Cognition and Affective Processes (3)	PP7060	Social Psychology (3)	(CCE) [summer I]
PP8202	Practicum III (3)	PP8202	Practicum IV (3)	PP8502 Clinical Research Project (1)
		PP8502	Clinical Research Project (1)	

Year Four

PP8041	Integrative Approaches to Therapy (3)	PP7350	Consultation and Supervision (3)	Elective (3) [summer II]
PP7000	History and Systems (3)	PP7000	History and Systems (3)	
	Elective (3)		Elective (3)	
PP8502	Clinical Research Project (1)	PP8502	CRP (1)	

Year Five

PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0) [summer I]
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Completing the Doctor of Psychology in Clinical Psychology Program in Four Years

First-year students may be eligible for a four-year curriculum that will require three years of coursework followed by an internship rather than four years of coursework and an internship. Approval from the program chair is necessary prior to beginning the four-year program. Students will need to gain the consent of their advisors prior to applying for a fourth-year internship.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Four-Year Curriculum

Year One

PP7501	Adult Psychopathology (3)	PP7010	Lifespan Development (3)	PP7373	Integrative Assessment (3)
PP7365	Clinical Interviewing (3)	PP8010	Cognitive and Behavioral Theory and Therapy (3)	PP7330	Child and Adolescent Psychopathology (3)
PP7370	Cognitive Assessment (4)	PP7520	Personality Assessment (4)	PP8037	Principles and Practice of Psychotherapy (3)
PP7040	Cognition and Affective Processes (3)	PP7060	Social Psychology	PP7050	Physiological Psychology (3)
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

PP7100	Professional Issues: Ethics, Conduct and Law (3)	PP8050	Family and Couples Therapy (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7050	Physiological Psychology (3)	PP7360	Clinical Psychopharmacology (3)		Elective (3)
PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	PP8502	CRP (1)
PP8201	Practicum I (3)	PP8201	Practicum II (3)		CCE
PP8030	Psychodynamic Theory and Therapy (3)	PP8502	CRP (1)		

Year Three

PP8041	Integrative Approaches to Therapy (3)	PP7350	Consultation and Supervision (3)		Elective (3) [summer I]
	Elective (3)	PP7000	History and Systems (3)		
			Elective (3)		
PP8202	Practicum III (3)	PP8202	Practicum IV (3)		
PP8502	CRP (1)	PP8502	CRP (1)		

Year Four

PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0)
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Qualifying for the Master of Arts in Clinical Psychology Degree as a PsyD in Clinical Psychology Student

Doctoral students in the clinical psychology program who wish to earn the master's degree in clinical psychology while working toward the doctorate must petition for the degree and complete an Integrative Paper (IP) and all of the coursework for the first two years of the Five-Year Track.

Course/Credit Transfer

In addition to the institutional requirements, Argosy University, Denver requires that all graduate work submitted for transfer be completed within the last five years. If coursework was completed more than five years prior to admission, then the student must provide evidence that they have remained current with the course's subject area (e.g., attendance of continuing education workshops, supervision). Students may only transfer a total of 30 semester credit hours into the PsyD in Clinical Psychology program.

Non-Transferable Courses

The following is a list of other courses that may not be transferred to the PsyD in Clinical Psychology program at Argosy University, Denver unless the courses were taken within the Argosy University system and the course numbers are identical.

Non-Transferable Courses

PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (0)
PP7111	Professionalization Group II (0)
PP7330	Child and Adolescent Psychopathology (3)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Students requesting to transfer Cognitive Assessment (PP7370) or Personality Assessment (PP7520) must have both an approved course that meets the course transfer requirements and must pass a competency examination.

Two or more courses may be combined to transfer one Argosy University, Denver course if all other conditions are met. The total number of hours of the courses submitted for transfer must meet or exceed the total number of hours for the courses being transferred.

Students wanting to transfer credit should complete a Course Transfer Form for each course and submit them to the Office of the Registrar. The Office of the Registrar will do an initial review and forward the request to appropriate faculty for decision. Students will be notified of faculty decisions and approvals will be recorded on transcripts. If a request is denied, all material will be returned to the student. Students may resubmit with additional information.

Transfer of Electives

The Doctor of Psychology in Clinical Psychology program at Argosy University, Denver requires 12 credit hours of electives. One elective course (3 credit hours maximum) may be transferred from a non-Argosy University program. The course must meet all of the other transfer requirements and must have been taken in a program that is explicitly labeled as psychology. Consistent with the practitioner-scholar orientation of the PsyD in Clinical Psychology program, the course must include appropriate theoretical, empirical, and practical knowledge and skills. According to Argosy University policy, transfer requests must be submitted during the first academic year of the student's enrollment. Transfer courses from other Argosy University campuses will follow the usual transfer policy.

Transfer of Courses/Credit to the Master of Arts in Professional Counseling Program from the Doctor of Psychology in Clinical Psychology Program

Course transfers into the Master of Arts in Professional Counseling program are evaluated on an individual bases. All course transfers must be approved by the program chair.

**Doctor of Psychology in Clinical Psychology Program —
Argosy University, Hawai'i
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 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. 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 program outcomes of the doctoral program in clinical psychology include the following:

- Students will demonstrate an understanding of the foundational information of clinical psychology during relevant courses and practicum, by restating, describing, and explaining that information, through activities and assignments and examinations.
- Students will deliver assessment and diagnostic services in a manner consistent with professional and ethical standards by effectively assessing and conceptualizing the strengths and problems of diverse clients through a variety of appropriate assessment techniques and accurately communicating findings in a professional manner.
- Students will demonstrate the ability to consider, judge, select and apply appropriate psychotherapeutic techniques during relevant courses and practicum by comparing and contrasting therapeutic options, defending and critiquing their selections and implementing their choices appropriately with diverse clients.

- Students will demonstrate the abilities to articulate and generalize theories of consultation and apply them ethically and appropriately to a variety of diverse individuals, groups and/or organizations.
- Students will demonstrate their knowledge of and competence in addressing, the needs, values and experiences of people from diverse, or underserved or marginalized subpopulations during relevant courses and practicum by recognizing and distinguishing people from such subpopulations, differentiating their experiences and prioritizing their needs.
- In support of their lifelong learning, students will demonstrate the ability to critique, draw conclusions from, and apply clinically the existing and evolving body of knowledge and methods in the practice and science of psychology.
- Students will demonstrate their understanding, and correct application of the APA Code of Ethics as that code applies to themselves and to other professionals during all interactions with students, staff and faculty, and in all courses and practicum by anticipating ethical dilemmas, consider potential solutions, and initiating consultation as need, to create ethical solutions.

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.

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.

Foundation Courses

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 (grade "B-" or better) 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.

Enrollment Requirements

Students who have not completed the undergraduate foundation 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 foundation courses may be offered during the summer semester. In addition, foundation courses are available online.

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 have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled 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.

Suggested Incremental Time Frame Completion Rates

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 ensure 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	32 credit hours
End of Year Two	54 credit hours
End of Year Three	75 credit hours
End of Year Four	98 credit hours
End of Year Five	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.

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 Clinical Interviewing course, 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 Conference (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 Graduate Academic Writing (W5099) or ESL Writing Skills (W5098) 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 and/or Writing Referral Form 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 must complete 12 credit hours of elective courses.

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 (3)
PP8209	Diagnostic Practicum and Seminar II (3)
PP8210	Diagnostic Practicum and Seminar II—Extended (0)
PP8211	Intervention Practicum and Seminar I (3)
PP8212	Intervention Practicum and Seminar II (3)
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. Students may choose from a variety of elective courses offered to fulfill this requirement.

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). All students enrolled in practicum must be concurrently enrolled in a practicum seminar class, which meets weekly throughout the academic year (fall, spring, and summer I). Concurrent enrollment in practicum seminars is mandatory.

Note: students who are placed in a 12 month practicum must enroll in practicum seminar class during the summer II term.

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 required courses outlined in the 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 courses outlined in the 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.

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 will be provided to the students by the chair of the comprehensive examination committee.

Clinical Evaluation Conference (CEC)

The Clinical Evaluation Conference (CEC) is a competency-based examination that is 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. Successful completion of the CEC is a requirement for passing the Clinical Interviewing course and the Diagnostic and Therapy Practicum Seminars.

There are three sections to the CEC:

- The First Year Clinical Interviewing CEC: This CEC takes place at the end of the Clinical Interviewing course during the fall semester of the first year.
- The Diagnostic 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 PsyD Intervention 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 will be referred to the Student Professional Development Committee (SPDC) 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 until the proposal defense is completed. Students who have successfully defended their proposal are not required to be enrolled for the CRP unless they are in contact with their committee. Students must register for CRP during the semester that they defend.

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 director of Practicum Training. 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, 2,000 hour, full-time 12 month, or a two-year, half-time APA or APPIC 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 director of Internship Training who will evaluate students for internship eligibility and readiness. If all requirements are met, the student will receive written approval from the director of Internship Training 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 director of Internship Training will assist the student by providing letters of eligibility for internship when appropriate.

Students may petition the program director of Internship Training 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

PP7370	Cognitive Assessment** (3)	PP7371	Objective Personality Assessment* (3)	PP7372	Projective Personality Assessment (3)
PP7045	Psychopathology* (3)	PP7010	Lifespan Development* (3)	PP7100	Professional Issues: Ethics, Conduct, and Law*† (3)
PP7365	Clinical Interviewing*‡ (3)	PP7051	Biological Bases of Behavior (3)		
PP7040	Cognition and Affective Processes (3)		Elective* (3)		
PP7110	Professionalization Group I** (1)	PP7111	Professionalization Group II** (1)		

* Prerequisite for Diagnostic Practicum.

† Prerequisite for Intervention Practicum.

‡ Prerequisite for Comprehensive Examination.

Year Two

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**† (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†
		PP7042	Statistics Laboratory (1)		

* Prerequisite for Intervention Practicum.

† Prerequisite for Comprehensive Examination.

Year Three

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* (3)	PP8645	Intro to Neuropsychological Assessment (3)	PP8060	Group Psychotherapy (3)
PP7043	Qualitative Inquiry (3)	PP8030	Psychodynamic Theory and Therapy (3)		Intervention CEC Completed*

* Prerequisite for Comprehensive Examination.

Year Four

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

PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0)
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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 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

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)
PP7365	Clinical Interviewing (3)
PP7373	Integrative Assessment (1–3)
PP8208	Diagnostic Practicum Seminar I
PP8209	Diagnostic Practicum Seminar II
PP8210	Diagnostic Practicum Seminar I—Extended
PP8211	Intervention Practicum and Seminar I
PP8212	Intervention Practicum and Seminar II
PP8213	Intervention Practicum and Seminar I—Extended
All Electives	

Students who wish to transfer Cognitive Assessment (PP7370), Objective Personality Assessment (PP7371), and Projective Personality Assessment (PP7372) 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 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.

**Doctor of Psychology in Clinical Psychology Program —
Argosy University, Orange County
Program Overview**

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training and practice. The clinical psychology program at Argosy University, Orange County emphasizes the development of attitudes, knowledge and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the following:

- The training of practitioners capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment.
- The development of mental health practitioners who understand the biological, psychological and sociological bases of human functioning.
- The training of practitioners who are capable of exercising leadership both in the healthcare 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 education of psychologists capable of working with other disciplines as part of a professional team.

Concentrations in the PsyD in Clinical Psychology Program

Students enrolled in the PsyD in Clinical Psychology program at Argosy University, Orange County may choose an optional concentration in Child & Adolescent Psychology or Forensic Psychology.

Concentration in Child & Adolescent Psychology

The Child & Adolescent Psychology concentration is designed to acquaint doctoral students with basic intervention and assessment approaches to a range of child and adolescent populations. Graduates with the concentration will understand basic principles of assessment and intervention as they are applied to clinically and culturally diverse child and adolescent populations.

Concentration in Forensic Psychology

The Forensic Psychology concentration is designed to acquaint students with major areas in which law and psychology interact. The goal of the program is to familiarize students with the application of child and adult assessment techniques to both criminal and civil cases, as well as to the emerging area of testing for the hiring of police and governmental law enforcement personnel.

Clinical Training Overview

Clinical training is 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, Orange County students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During clinical training, students advance through progressively more challenging levels of training. At each level, multiple faculty members and field supervisors assess a student's progress in multiple ways. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks.

Foundation Courses

Applicants should have completed the following five undergraduate courses, or their equivalent:

**Applicants Must Have Completed the Following
Prior to Admission or by the End of the First Year**

PSY101 General Psychology (3)

PSY210 Statistics (3)

—or—

PSY302 Research Methods (3)

PSY361 Personality Theories (3)

—or—

PSY400 Counseling Theories (3)

PSY410 Maladaptive Behavior and Psychopathology (3)

PSY415 Psychological Assessment (3)

Students who have not completed these courses prior to admission must complete them no later than the end of the first academic year, and before registering for a practicum. These courses provide an academic foundation for the doctoral clinical psychology curriculum, and offer perspectives that complement those of the clinical psychology program.

Argosy University, Orange County offers 3-credit hour undergraduate courses in all of the above subject areas, which are available to first-year students periodically during the academic year and online.

Enrollment Requirements

In order to complete the training segment of the program in a timely fashion, fall-entering students are expected to maintain a full-time course load (13 credit hours for fall and spring semesters, and 6 credit hours for summer session I) during the first full academic year. Students unable to do so must petition the program chair for a reduced course load in either semester. Subsequent academic years in the five-year program require no more than 25 credit hours.

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 seven years after matriculation. All coursework and practicum (for clinical psychology programs) must be completed by the end of the fifth year after matriculation. The Comprehensive Examination must be completed successfully no later than the end of the fifth year after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Graduation Requirements

Students who are admitted into the 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, Orange County.

To be eligible for graduation in the PsyD in Clinical Psychology program, students must meet the following requirements:

- 98 semester credit hours, all of which must be completed by the end of the seventh year of matriculation. The total credit hours must include:
 - A minimum of 71 credit hours of required courses
 - 12 credit hours (2 years) of practicum and practicum seminar groups
 - A minimum of 12 credit hours of general electives
 - 3 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year
- Successful completion of all sections of the Clinical Competency Evaluation (CCE)
- Successful completion of a one year, full-time internship or its equivalent (two half-time internships)
- Successful completion of the Clinical Research Project (CRP)
- Grade Point Average (GPA) of at least "B" (3.0 on a 4.0 scale), with no grades lower than "B-" or better in all courses, excluding CCE courses in assessment and professional issues, which require a "B" for CCE credit
- Completion of Professionalization Groups I and II
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Petition to Graduate

Argosy University, Orange County holds a commencement ceremony annually, usually in May. All students who desire to graduate, even those who do not intend to participate in the annual commencement ceremony, must submit the appropriate forms and fees to the Student Services Department.

Although commencement is held annually, students who complete graduation requirements at other times during the year will be recognized as a graduated student and receive a letter of completion, provided the Petition for Program Completion is submitted. Depending on the licensure requirements of the state in which a student is making application, graduates may begin counting postdoctoral supervision hours toward licensure upon approval of their Clinical Research Project (CRP) by the CRP chair and committee members, provided that internship and other degree requirements have been met. Requirements for when a student may begin to count post-doctoral hours vary from state to state. Students are thus advised to consult with the necessary state agency in the state for which they are seeking licensure for specific requirements. For those states that will accept the date upon which the CRP has received draft approval from the chairperson and committee members, the Student Services Department will communicate this date to the state licensing board. Students must send a copy of their CRP Approval Form indicating draft approval by the chair and two readers to the Student Services Department so that a record of the date of draft approval is available. Students may not refer to themselves as "Doctor" or use the title of PsyD until internship and all program requirements have been completed. The date upon which the bound copy is received is recorded on the student transcript as the date upon which all program requirements were met.

Writing Program

Faculty can recommend or require a writing course or workshop to students based on their writing performance in their course. In the latter instance, the student must enroll in this course the following semester. The course does not count towards the credit hours required for graduation. Student failure to enroll in the required writing course or writing workshop, without prior approval from the program chair or designee, will result in an automatic referral to the Student Professional Development Committee.

Program Requirements

Students who receive a grade below “B-” in any course must retake the course during the next academic year or sooner.

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours, distributed as follows:

General Course Requirements—Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7020	Child and Adolescent Development (3)
PP7040	Cognitive and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7350	Consultation and Supervision (3)
PP7360	Clinical Psychopharmacology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8039	Interventions II (3)
PP8040	Psychoanalytic Theory and Therapy (3)
PP8050	Family and Couples Therapy (3)
PP8201	Practicum I (including seminar) (3)
PP8202	Practicum II (including seminar) (3)
PP8203	Practicum III (including seminar) (3)
PP8204	Practicum IV (including seminar) (3)
PP8470	Adult Development and Aging (3)
PP8501	Clinical Research Project (3)
	Elective (3)
	Elective (3)
	Elective (3)
	Elective (3)

General Course Requirements—98 Credit Hours

Elective Requirements

The PsyD in Clinical Psychology program at Argosy University, Orange County requires 12 credit hours of electives.

Professionalization Group Requirements

These discussion groups for first-year students are led by a full-time faculty member and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The faculty member leading the group will help students with academic and field training planning, general consultation on the PsyD in Clinical Psychology program, and questions emerging during the student’s first-year academic experience. The Professionalization Group carries 1 academic credit hour for each semester.

The course objectives are as follows:

- To assist and support students in developing identities as clinical psychology trainees and evolving clinical psychology professionals through readings, discussion, role play and classroom presentation.
- To introduce students to the ethical practice of psychology and contemporary issues in clinical psychology
- To orient students to the roles, norms, and expectations of graduate studies and professional practice
- To provide academic advisement and student advocacy

Practicum and Practicum Seminar Requirements

The practicum is the first opportunity provided to Argosy University, Orange County students for clinical field training. Within the series of practicum courses, Argosy University, Orange County provides students with the opportunity of working under supervision with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is included in the cost of the practicum.

Full-time students will normally be placed in a Diagnostic Practicum and Seminar during their second year of study and in a Therapy Practicum and Seminar during the following year. For registration purposes, the practicum and seminar are treated like a course. The practicum/seminar carries 3 credit hours per semester and 6 credit hours per academic year. Practicum usually begin in September and conclude in June. However, a limited number of practicum programs may begin in July or August, and finish in June. For each of the Diagnostic and Therapy Practicum year, the student will be required to spend a minimum of 600 hours in the practicum training experience.

A practicum may not be done in a student’s place of employment, nor is any student transferred from the practicum requirements. Students who come to Argosy University, Orange County with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

Practicum Eligibility

All students who enter the practicum application process must be in good academic standing, and have a minimum grade point average of 3.0 (on a scale of 4.0). Students must have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at Argosy University, Orange County for a minimum of two and one-half semesters.

To be eligible for a Diagnostic Practicum, a student must have successfully completed or transferred the following courses:

Diagnostic Practicum Prerequisites

PP7020	Child and Adolescent Development (3)
PP7060	Social Psychology (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8039	Interventions II (3)

Requirements for the Therapy Practicum include:

- Successful completion of the Diagnostic Practicum and Diagnostic CCE
- Good academic standing
- Successful completion of the following courses
(in addition to those required for the Diagnostic Practicum):

Therapy Practicum Prerequisites

PP7050	Physiological Psychology (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8039	Interventions II (3)
PP8040	Psychoanalytic Theory and Therapy (3)
PP8050	Family and Couples Therapy (3)
PP8201	Practicum Seminar I (3)
PP8202	Practicum Seminar II (3)

The director of Clinical Training also has the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include both looking for practicum and participating in practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a GPA of 3.0 when the spring grades are available, the student may, at the discretion of the director of Clinical Training, look for a practicum.

If a first-year student who has accepted a practicum is placed on probation after spring grades are received, the student may not attend the practicum if the GPA is below a 3.0 after the spring grades are received. The Training Committee may make exceptions only after a thorough review of the student's academic and clinical suitability. If the GPA is at or above 3.0 after the spring grades are received, the student may, at the discretion of the director of Clinical Training, begin the practicum.

Practicum Seminar Requirements

All students enrolled in a practicum must also concurrently enroll in a practicum seminar. The seminar meets weekly throughout the fall (12 weeks), spring (12 weeks), and summer I (6 weeks) semesters. These meetings allow the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Types of Practicum

Diagnostic Practicum emphasizes the clinical observation and diagnostic interviewing of clients and provides gradual exposure to psychological testing procedures.

Therapy Practicum emphasizes some aspect of therapeutic intervention. Time is allocated to direct therapeutic contact, seminars and meetings, and supervision.

Mixed Practicum are practicum which combine diagnostic and therapeutic activities.

Advanced Practicum is an elective training opportunity for students to gain further experience in either testing, therapy, or a combination of both.

Practicum Evaluations

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 base, clinical skills and professional attitudes. A thorough review of all practicum students' site and seminar evaluations is conducted by the Clinical Training Committee, and an overall grade of "Credit" or "No Credit" is included in the student's academic record.

Please refer to the Argosy University, Orange County *Training Manual* for a more detailed description of training requirements and guidelines. All students are responsible for being familiar with the information contained in the *Training Manual*.

Clinical Competency Examination Requirements

The Clinical Competency Examination (CCE) is a series of competency-based examinations, which are designed to evaluate students' mastery of major clinical assessment and therapeutic skills.

Students should be prepared 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 CCE. Therefore successful completion of coursework and practicum do not guarantee passing the CCE.

Descriptions and Procedures for Successful Completion

There are four sections to the CCE:

- *Diagnostic Scoring and Interpretation* The student meets this requirement by successfully completing all assessment courses with a grade of B or better.
- *Diagnostic Interview and Formulation* Students submit a tape, transcript, and diagnostic report and self-critique of a diagnostic interview they have conducted with a client. The tape must not have been submitted earlier either in the school or outside it for review, supervision or critique.
- *Psychotherapy Interventions and Formulations* Students submit a tape of a therapy interview, transcript, and therapy case formulation report including a self-critique. This tape cannot have been submitted earlier either in the school or outside it for review, supervision or critique. A prerequisite for this portion of the CCE is successful completion of the Comprehensive Examination.
- *Ethics* The student meets this requirement by passing Professional Issues: Ethics, Conduct, and Law (PP7100) with a grade of “B” or better.

Grading

Each course considered to be part of the CCE must be passed with a grade of “B” or better, with the exception of the Diagnostic Interview and Psychotherapy Competencies, which are graded “Pass/Pass with Revision/Fail.”

The course instructors will explain the grading of the CCE required courses. Waiver requests for the CCE courses must have prior course syllabi and course materials (final papers or exam copies), or students may apply for a waiver exam if approved by the faculty.

Practicum seminar leaders will distribute material about how to complete the diagnostic and psychotherapy CCE tasks and the criteria for passage. Students work with their seminar leaders and re-submit CCE material until mastery is achieved. Each CCE task must be completed before advancing to the next level of training.

Comprehensive Examination Requirements

All doctoral students are required to successfully complete a Comprehensive Examination. The material covered in the Comprehensive Examination covers the courses and material required of students during the first two years of study at Argosy University, Orange County. The examination requires students to be able to integrate the material from those years into a form demonstrating both mastery of the material and ability to organize what they have learned in a coherent and logical manner.

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.

Comprehensive Examination Prerequisites

To be able to sit for the Comprehensive Examination, the student must have completed successfully all first and second-year courses (as required in the four and five year programs) excluding the practicum. Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must complete the following first and second year courses in the doctoral curriculum:

Comprehensive Examination Prerequisites

PP7020	Child and Adolescent Development (3)
PP7060	Social Psychology (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7039	Interventions II (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8040	Psychoanalytic Theory and Therapy (3)
PP8050	Family Couples Therapy (3)
PP8470	Adult Development and Aging (3)

Procedures for the Comprehensive Examination

Students are required to take the Comprehensive Examination no later than the end of the fourth year after matriculation. At Argosy University, Orange County, the Comprehensive Examination is offered once each year in August. Students interested in taking the Comprehensive Examination should fill out the request form to do so during the summer I semester of the year they intend to take the test. The Comprehensive Examination Request Form will be available for students.

Clinical Research Project Requirements

The *Clinical Research Project (CRP) Manual* (published as a separate document) for the Argosy University, Orange County PsyD in Clinical Psychology program is designed as a guide to the CRP process. The student should consult the *CRP Manual* as the primary resource for information about the process from start to finish. Students are required to read and follow the CRP guidelines in the *CRP Manual* in their entirety as they begin to develop their CRP topics. The *CRP Manual* was also written as a resource for CRP chair and committee members.

The *APA Publication Manual* (5th edition, revised, 2001) should be used as the guide to editorial style and typing instructions.

Clinical Research Project Overview

The Clinical Research Project (CRP) is a training experience designed to provide students with a guided opportunity for producing a scholarly paper in which students build upon and consolidate research skills learned in the statistics and research methods course sequence, and prior empirical observations and components of courses in the basic curriculum. A broad range of qualitative methods of inquiry is permitted in the CRP. The types of projects allowed are listed below.

- *Critical Review of the Literature on a Clinically Relevant Topic* This involves a scholarly investigation of the literature on some general clinical topic, rather than on the treatment of a disorder. The review should address a question in professional psychology and attempt to answer the questions through a critical evaluation of the available literature, including evaluation of the methods used to investigate the topic.
- *Critical Literature Review and Case Study* This involves a scholarly investigation of the literature on some general clinical topic and should address a question in professional psychology and attempt to answer the questions through a critical evaluation of the available literature. The literature review will then be applied to a clinical case examining the same diagnostic/assessment issues. The case study will be examined and evaluated in light of the literature review. Empirical information will be applied to the case emphasizing assessment and treatment issues.
- *Critical Literature Review and Qualitative Study* This involves a scholarly investigation of the literature on some general clinical topic and should address a question in professional psychology and attempt to answer the questions through a critical evaluation of the available literature. The literature will then be used as a guide to develop a pilot study involving qualitative methods. The qualitative study must be based on proper research methods and will involve a smaller number of subjects between 6–10. This qualitative study will be used to highlight the information garnered from the literature review and also highlight possible further directions in research.
- *Participation in and Original Contribution to some larger qualitative research project conducted by a member of the faculty or other researcher* The student's contribution to this project should clearly demonstrate scholarly knowledge and the ability to critically evaluate methodological rigor and clinical significance. Merely participating or collecting data will not be sufficient, but the CRP may include making an original contribution to the larger project, with independent analysis and writing.
- *Qualitative Empirical Study* This involves the collection, analysis, and interpretation of original data (broadly defined to include secondary descriptive analysis of data already available, replications, content analysis, etc.) to address a problem of theoretical or practical interest. A CRP student may utilize qualitative, descriptive, field or exploratory approaches. This study will involve a sample at minimum of 11–20 participants.

- *Quantitative Empirical Study* This involves the collection, analysis, and interpretation of original data to address a problem of theoretical or practical interest. A CRP student may utilize quantitative, descriptive, or inferential approaches to data analysis, with the approval of the committee and program chair.

Depending on the nature of the type of CRP, students will be expected to demonstrate competency in the following processes:

- Identifying a focused and relevant clinical research topic
- Identifying and reviewing literature relevant to their topic of interest
- Critically reviewing literature related to their topic of interest
- Applying relevant research approaches to clinical data
- Applying relevant and critical theory to theoretical approaches being studied
- Developing innovations in clinical theory based on critical review of current theories and presentation of relevant clinical data
- Integrating findings from prior literature and clinical analyses into understanding of current literature and clinical theory and prior empirical research

Students, working closely with faculty members, identify a topic that can be fully addressed within the scope of the curriculum, and within the expertise of the full- or half-time faculty currently teaching in the program. In all topics, students will be expected to demonstrate competency in critical analysis of research and empirical literature, application of findings to topic under study, and integration of literature and clinical reviews into new perspectives on the topic being studied. The CRP should be of publishable quality.

To repeat: Students are not limited to research on patient populations. All students, however, are required to provide a clinical rationale for proposed reviews. The final CRP document should demonstrate:

- A mastery of theoretical, clinical, and empirical literature relevant to the topic studied
- Methodological and statistical knowledge relevant to the area of inquiry
- The ability to integrate specific theoretical, empirical and clinical observations and findings across studies and synthesize such information into clear conclusions or further hypotheses
- The ability to write clearly and concisely in the style adopted by the profession. (*APA Publication Manual, 5th Edition, revised 2001*)

In other words, the CRP should be a sophisticated piece of written scholarship that demonstrates the ability to frame and address a psychological issue by an exacting review of published literature and its application to actual clinical data.

Types of Questions

The following range of inquiry is permitted in the CRP:

- The topic must have some clinical application.
- There must be a published empirical literature of sufficient size to warrant critical review.

The focus of the literature and/or clinical review is determined by the student in collaboration with the CRP committee.

Please refer to the *Argosy University, Orange County CRP Manual* for a more detailed description of CRP requirements and guidelines. All students are responsible for being familiar with the information contained in the *CRP Manual*.

Internship Requirements

Internship Application Requirements

All students are required to complete a one-year (12-month) internship, or a two-year (24-month) half-time internship as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience. Typically, full-time students will begin the internship during their fourth or fifth year of enrollment.

In order to be eligible to apply for internships, the student must have completed the following requirements:

- Be in good academic standing (i.e. must not be on academic probation)
- Successfully pass the doctoral Comprehensive Examination
- Successfully pass the entire set of CCE tasks with the exception of the therapy competency, which will not be completed until the summer I session
- Resolved all grades of incomplete by October 1 of the year they apply
- Obtain Clinical Research Project (CRP) proposal approval from all committee members, and the Institutional Review Board (if applicable)

Any student who does not meet one or more of these requirements, must petition the Training Committee in order to obtain permission to apply for internships.

Internship Application Procedures

The Training Department actively provides guidance and support for students throughout the internship search process—in both group and individual format. The following are the general steps in the process:

1. The student formally declares an intent to apply for internship.
2. The student arranges to have Argosy University, Orange County faculty members and practicum supervisors write letters of recommendation on his or her behalf.
3. The student meets with the director of Clinical Training to review the student's eligibility and to discuss procedures related to the internship application process.

4. The student researches a range of internship sites both in the surrounding geographical area and nationally. Various resources are available to conduct this research, such as directories of internship training (e.g., APA online, APPIC online, CAPIC diskette available via Argosy University, Orange County Training Dept.), and files available in the Training Department.
5. The student submits a list of internship sites that he or she is requesting approval to apply to. The Training Department carefully reviews all applicants' requests and decides which sites to approve based on compatibility, rank order, and site application limits.
6. The student sends application materials directly to his or her approved sites. The Training Department will coordinate the processing and sending of letters of recommendation as well as other necessary documents (e.g. APPIC verification of the applicant's eligibility and readiness).
7. The student arranges to meet with internship personnel at those sites where they are offered interviews.
8. The Training Department assists the student in preparing for Uniform Notification Day in February when students will receive their match results online through the National Matching Service Web site.
9. In the event a student does not receive an internship on Uniform Notification Day, the Training Department provides guidance and assistance to him or her in continuing the search process.
10. Students will be permitted to begin their internships if they are in good academic standing, have completed all doctoral academic requirements (including any course incompletes), have successfully passed all CCE tasks and have completed all of their CRP requirements.

Learning Contracts

Interns are responsible for discussing their training goals and interests with their internship training director or primary supervisor in order to develop a formal learning contract soon after internship begins. This contract will be a written document sent to the Training Department by the student within a month after the start of internship.

Evaluation and Remediation

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Training Department to make sure that the student is making satisfactory progress.

The Training Department actively works to address areas of significant difficulties, and, as necessary, coordinates with the internship site supervisor a remediation plan. If, at any point during the internship process, a student is in need of remediation, the Argosy University, Orange County Procedures for Practicum and Internship Remediation will be implemented. At the completion of the internship year, the Training Department makes the final determination whether or not the internship requirements have been met. If post-internship remedial work is required, the student, the Training Department, and the internship site director will develop a written contract specifying clinical areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. The process of consultation and approval by the Training Department and final approval and/or hearing of student appeal by the Appeals Board applies to internship remediation.

Please refer to the *Argosy University, Orange County Training Manual* for a more detailed description of training requirements and guidelines. All students are responsible for being familiar with the information contained in the *Training Manual*.

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.

Year One

PP7300	Psychopathology I (3)	PP7301	Psychopathology II (3)	PP7060	Social Psychology (3)
PP7365	Clinical Interviewing (3)	PP8039	Interventions II (3)	PP7373	Integrative Assessment (3)
PP7370	Cognitive Assessment (3)	PP7371	Objective Personality Assessment (3)		
PP7020	Child and Adolescent Development (3)	PP7372	Projective Personality Assessment (3)		
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

PP8040	Psychoanalytic Therapy (3)	PP8010	Cognitive Behavioral Theory and Therapy (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)	PP8050	Family and Couples Therapy (3)	PP8470	Adult Development and Aging (3)
PP8201	Practicum I/Seminar (3)	PP8202	Practicum II/Seminar (3)		Practicum Seminar complete
		PP7050	Psychophysiology (3)		

Year Three

PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	PP8500	Clinical Research Project Seminar (1)
PP7360	Clinical Psychopharmacology (3)	PP7350	Consultation and Supervision		Practicum Seminar complete
PP8203	Practicum III/Seminar (3) <i>[This could be deferred until Year Four]</i>	PP8204	Practicum IV/Seminar (3)		Comps [summer session II]
				PP7000	History and Systems (3) [Session I]

Year Four

	Elective (3)		Elective (3)		Elective (3)
PP8501	Clinical Research Project (1)		Elective (3)	PP7040	Cognition and Affective Processes (3) [Summer I]
PP8205	Advanced Practicum [optional]	PP8502	Clinical Research Project II (1)		
		PP8205	Advanced Practicum [optional]		

Year Five

PP8900	Internship	PP8900	Internship	PP8900	Internship
				PP8900	Internship [summer session II]

Note: Students wishing to delay the Diagnostic Practicum until the third year in the program must petition the Training Committee for approval in order to do so.

Completing the Doctor of Psychology in Clinical Psychology Program in Four Years

Students may be eligible for a four-year curriculum that will require three years of coursework followed by an internship rather than four years of coursework and an internship. Students must formally petition the program chair after the first year to be granted permission to complete a 4 year program, and must show consistent evidence of excellence in the following areas: academic performance, clinical skill (if applicable), and professional comportment in order to be granted such permission. Curriculum guidelines for the four-year program are available from the program chair.

Concentrations in the Doctor of Psychology in Clinical Psychology Program

Child & Adolescent Psychology Concentration Requirements

The Child and Adolescent Psychology Concentration is designed to acquaint doctoral students with basic intervention and assessment approaches to a range of child and adolescent populations.

Students graduating with the PsyD in Clinical Psychology and with the Child & Adolescent concentration will be eligible for licensure as clinical psychologists. For this reason, the Argosy University, Orange County PsyD in Clinical Psychology program has retained the elements of the curriculum that are essential to educating the and training future psychologists.

Graduates with the concentration will understand basic principles of assessment and intervention as they are applied to clinically and culturally diverse child and adolescent populations.

Course Requirements

Students must satisfy all electives options with the following courses required for the concentration:

Child & Adolescent Psychology Course Requirements— Students Are Required to Take the Following

PP7330	Child and Adolescent Psychopathology (3)
PP7387	Psychological Assessment of Children and Adolescents (3)
PP8710	Child Therapy (3)
PP8712	Adolescent Psychotherapy (3)

Child & Adolescent Psychology Course Requirements—12 Credit Hours

Child & Adolescent Psychology Practicum Requirements

Students with the Child & Adolescent Psychology Concentration are encouraged to enroll in practicum such as agencies, schools, hospitals, clinics and selected and approved practice groups which are primarily engaged in work with children and adolescents.

Child & Adolescent Psychology

Practicum Seminar Group Requirements

Students with the Child & Adolescent Psychology Concentration are encouraged to enroll in seminars with faculty members with clinical experience in working with children and adolescents.

Child & Adolescent Psychology Internship Requirements

Students with the concentration are encouraged to intern at a site with a primary focus on intervention and assessment with child and adolescent populations.

Child & Adolescent Psychology Clinical Research Project Requirements

Students with the concentration are encouraged to investigate a topic related to child and adolescent psychology.

Forensic Psychology Concentration Requirements

The Forensic Psychology concentration is designed to acquaint students with major areas in which law and psychology interact. The goal of the program is to familiarize students with the application of child and adult assessment techniques to both criminal and civil cases, as well as to the emerging area of testing for the hiring of police and governmental law enforcement personnel.

Students graduating with the PsyD in Clinical Psychology program and with the Forensic Psychology concentration will be eligible for licensure as clinical psychologists. For this reason, the Argosy University, Orange County PsyD in Clinical Psychology program has retained the elements of the curriculum that are essential to educating and training future psychologists.

Graduates with the concentration will understand selected fundamental principles in assessment of individuals involved in both criminal justice and civil legal proceedings.

Graduates will become familiar with topics of emerging significance in the areas of suitability assessments of police and governmental personnel.

Graduates will be conversant with the role of diverse background factors in the assessment of forensic related populations.

Course Requirements

Qualified students who elect to take the Forensic Psychology concentration must complete specified courses currently in the curriculum for the clinical psychology doctoral program.

Students must satisfy all electives options with the following courses required for the concentration:

Forensic Psychology Course Requirements— Students Are Required to Take the Following

PP8622	Survey of Forensic Psychology (3)
PP8624	Criminal Psychology (3)
PP8626	Civil Psychology and Law (3)
PP8625	Child and Family Forensics (3)

Forensic Psychology Course Requirements—12 Credit Hours

Practicum Requirements

Students with the Forensic Psychology concentration will be encouraged to enroll in practicum that are in forensic settings such as jails, juvenile detention centers, and selected practice groups which are primarily engaged in forensic work.

Practicum Seminar Group Requirements

Students with the Forensic Psychology concentration will be encouraged to enroll in seminars with faculty members familiar with forensic populations, assessment and intervention.

Internship Requirements

Students with the Forensic Psychology concentration are encouraged to intern at a site with a primary forensic focus in terms of population served, and intervention and assessment techniques.

Clinical Research Project Requirements

Students with the concentration are encouraged to investigate a topic related to forensic psychology.

Qualifying for the Master of Arts in Clinical Psychology/Marriage & Family therapy degree as a Doctor of Psychology in Clinical Psychology Program Student

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's program. In order to qualify for the degree, doctoral students must complete all courses required for the MA in Clinical Psychology/Marriage & Family Therapy program and one practicum (may be either a master's Clinical Therapy Practicum or a doctoral Advanced Therapy Practicum and Seminar). Depending on the timing of application, the PsyD in Clinical Psychology applicant will be required to complete a master's Therapy Practicum if application is prior to entry into doctoral Diagnostic Practicum, or an Advanced Practicum if after completion of the doctoral Diagnostic Practicum.

Doctor of Psychology in Clinical Psychology Program — Argosy University, Phoenix Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum provides for the meaningful integration of theory, training, and practice. The PsyD in Clinical Psychology program at the Argosy University, Phoenix emphasizes the development of attitudes, knowledge, and skills essential to the training of clinical psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the following:

- Students will demonstrate the delivery of effective diagnostic services in a manner consistent with professional standards, by effectively assessing and conceptualizing the strengths and problems of clients through a variety of appropriate assessment techniques and accurately communicating findings in a professional manner.
- Students will demonstrate competence in the delivery of effective interventions in a manner consistent with professional standards, by applying appropriate therapeutic interventions according to a theoretical and methodological orientation and evaluating the outcomes of their interventions.
- Students will demonstrate competence in evaluation and application of the relevant body of knowledge in the areas of psychology that form the foundation of psychological practice, by applying relevant concepts to their clinical practice.
- Students will demonstrate competence in relationship skills, by working effectively with clients, colleagues, supervisors and others, participating in professional organizations, and providing effective professional consultation and supervision.

- Students will evaluate, utilize, and contribute to the evolving knowledge base and methodologies of psychology, by critical analysis of the literature and/or design of research studies.
- Students will demonstrate competence in providing professional services to clients from diverse backgrounds by integrating information about and appreciation of diversity into assessment and intervention.

Optional Concentration in Sport-Exercise Psychology

The Sport-Exercise Psychology concentration within the PsyD in Clinical Psychology program provides students with a knowledge base in sport-exercise psychology, including theory, research and professional practice. Students study the nature of the settings in which sport psychology is practiced and how psychologists function in such settings. They become acquainted with the issues and problems for which sport psychology services are typically utilized. Students learn assessment strategies in sport psychology and develop the intervention skills to effectively function in the athletic domain. Special attention is given to issues of diversity, cultural sensitivity, and ethical practice. The concentration includes a supervised practicum in an applied sport psychology setting.

An additional objective for the Sport-Exercise Psychology concentration within the PsyD in Clinical Psychology program is:

- Students will demonstrate competence in the application of psychology principles and practices to sport and exercise areas, by providing assessment, intervention, and consultation to populations of athletes and sport performance.

Graduates of the PsyD in Clinical Psychology program with a concentration in Sport-Exercise Psychology are eligible to apply for licensure as a psychologist and apply for status as a Certified Consultant, Association for Applied Sport Psychology.

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, Phoenix students receive the requisite training for effective assessment and intervention skills, and to practice in a highly ethical 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 several faculty members and field supervisors. Students in the PsyD in Clinical Psychology program generally complete their practicum in the second and third years of the program and their pre-doctoral internship in the fifth year of the program.

Foundation Courses

Applicants should have completed the following five foundation courses, or their equivalent, with a grade of “B-” or better:

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

These courses provide a foundation for the required curriculum and offer perspectives and information that complement those of the clinical psychology program. Students who have not completed these courses prior to admission must do so before the first semester of matriculation, and receive a grade of “B-” or better.

Argosy University offers courses in all of the above subject areas in an online format. Students who have completed one or more foundation courses after being admitted to the program must submit an official transcript documenting their completion to the Student Services Department. In addition, students may fulfill the requirements for these courses (except the statistics course) by independent reading and passing an equivalency exam. The exams are offered upon request at the beginning of each semester and consist of multiple-choice questions selected by the instructors who teach the course for which the foundation is a prerequisite. A passing score is 70%. Students will be allowed to take an exam twice, and if they have not successfully passed the exam on the second attempt, they will be required to take a course to fulfill the foundation course requirement.

Students who have not completed the foundation course requirements by the end of their first year after matriculation in the program may not be allowed to register for program courses until the requirement is completed.

Enrollment Requirements

All students in the PsyD in Clinical Psychology program must enroll for the equivalent of 9 credit hours in the fall and spring semesters and 3 credit hours in the summer semester, except during internship. Doctoral students wishing to be enrolled less than 9 credit hours must petition the campus president. No pre-internship doctoral students will be permitted to take less than the equivalent of 6 credit hours per semester except those students who have fewer than 6 credit hours of required coursework to take prior to internship.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward their degree by maintaining a GPA of 3.0 (on a scale of 4.0). A grade of “No Credit” (“NC”) is considered a grade lower than “B-” for purposes of academic warning, dismissal, or academic standing matters other than calculation of GPA. This applies to all courses that are graded as “Credit/No Credit” (“CR/NC”) [See “Retaking Courses,” in the text which follows]. Students must complete the program within seven years after matriculation, with all coursework and Practicum completed by the end of the fifth year and the Clinical Research Project completed by the end of the sixth year.

Students who have temporarily withdrawn from the University will have the maximum time frame for completion of the program extended for the length of the withdrawn period, up to a period of one year. The withdrawn period will not be counted in the determination of the student’s year in the program. Students are required to complete 98 credit hours within the incremental maximum time frame. The suggested incremental time frame completion rates are as follows:

Suggested Incremental Time Frame Completion Rates

End of Year One	15 credit hours
End of Year Two	30 credit hours
End of Year Three	45 credit hours
End of Year Four	60 credit hours
End of Year Five	95 credit hours
End of Year Six	98 credit hours (including Clinical Research Project)
End of Year Seven	98 credit hours (and internship)

Retaking Courses

Students who receive a grade below “B-” in a core course must retake this course no later than the end of the next calendar year. Core courses in the PsyD in Clinical Psychology program include all courses except electives, which need not be re-taken unless a grade of “F” is received. Students who receive an “F” in an elective course may either re-take the same course or substitute another elective in order to satisfy the credit hour requirement for the program. However, it is in the student’s best interest to re-take the same course, since the original grade of “F” is not used to calculate the cumulative grade point average.

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.

To be eligible for awarding of the PsyD in Clinical Psychology Degree, students must meet the following requirements:

- A total of 98 semester credit hours which include:
 - 2 credit hours of Professionalization Group
 - 69 credit hours of required coursework (all required courses are 3 credit hours)
 - 12 credit hours of elective coursework, including at least 3 credit hours in advanced intervention and 3 credit hours in special populations.
 - 12 credit hours of practicum and practicum seminars, in the two years of required practicum.
 - 3 credit hours of Clinical Research Project (CRP)
- Successful completion of the Clinical Evaluation Competency
- Successful completion of the Clinical Comprehensive Examination
- Grade point average of at least 3.0 on a scale of 4.0, and a grade of “B-” or better in all required courses

- Completion of the Clinical Research Project
- Successful completion of full year internship
- Completion of all degree requirements within maximum time frame of seven years, with all coursework and practicum completed by the end of the fifth year
- A completed Petition to Graduate submitted to campus administration

Sport-Exercise Psychology Concentration Graduation Requirements

A total of 104 credit hours are required to complete the Sport-Exercise Psychology concentration within the PsyD in Clinical Psychology program. In addition to the 98 credit hours required in the PsyD in Clinical Psychology program, the Sport-Exercise concentration requires an additional one-year practicum and practicum seminar (6 credit hours). Two additional sport science foundation courses must be completed.

Writing Program

The Writing program was created in order to help students master the skills of writing psychological reports and research papers in an accurate, informational and professional manner. All new students are required to complete a writing assessment at the time of orientation in order to evaluate their writing skills and needs in such areas as organization, clarity, and professional writing style. Based on the results of the writing assessment, students may be required to enroll in a tutorial in the writing program, where they will work one-on-one with an advanced student in developing their skills.

In addition, a student will be required to take the writing tutorial under any of the following conditions: any instructor indicates that it is required, two instructors recommend it during the same semester, or three recommendations from instructors accumulate over more than one semester. The writing tutorial may be required more than once. The student instructors work closely with the faculty in order to link the writing program to the actual work requirements of the classes in which the student is enrolled.

All students have the option of voluntarily enrolling in the Professional Writing Tutorial at any time. The tutorial does not count toward the credit hours required for graduation, though students are encouraged to take it if a writing assistant/tutor is available.

Program Requirements

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours distributed as follows: assessment requirements, 12 credit hours; clinical intervention and psychotherapy requirements, 24 credit hours; consultation and supervision requirements, 3 credit hours; elective requirements, 12 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 3 credit hours; psychology foundations: basic science/psychology requirements, 12 credit hours; psychopathology requirements, 6 credit hours; statistics and research methods requirements, 6 credit hours; practicum and practicum seminar requirements, 12 credit hours; and clinical research project requirements, 3 credit hours.

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)

Assessment Requirements—12 Credit Hours

Clinical Intervention and Psychotherapy Requirements—Students Are Required to Take the Following

PP7340	Issues in the Assessment and Treatment of Diverse Population (3)
PP7360	Clinical Psychopharmacology (3)
PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8036	Basic Assessment and Intervention Skills (3)
PP8050	Family and Couples Therapy (3)
PP8060	Group Psychotherapy (3)

Clinical Intervention and Psychotherapy Requirements—24 Credit Hours

Consultation and Supervision Requirements—Students Are Required to Take the Following

PP7350	Consultation and Supervision (3)
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Consultation and Supervision Requirements—3 Credit Hours

Ethics and Professional Conduct 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)

Ethics and Professional Conduct Requirements—5 Credit Hours

Human Development Requirements—Students Are Required to Take the Following

PP7010	Lifespan Development (3)
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Human Development Requirements—3 Credit Hours

Psychology Foundations: Basic Science/Psychology Requirements—Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)

Psychology Foundations: Basic Science/Psychology Requirements—12 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

PP7330	Child and Adolescent Psychopathology (3)
PP7501	Adult Psychopathology (3)

Psychopathology Requirements—6 Credit Hours

**Statistics and Research Methods Requirements
Students Are Required to Take the Following**

PP7200	Statistics and Research Methods I (3)
PP7201	Statistics and Research Methods II (3)

Statistics and Research Methods Requirements—6 Credit Hours

**Practicum and Practicum Seminar Requirements—
Students Are Required to Take the Following**

PP8201	Practicum and Seminar I (3)
PP8202	Practicum and Seminar II (3)
PP8203	Practicum and Seminar III (3)
PP8204	Practicum and Seminar IV (3)

Practicum and Practicum Seminar Requirements—12 Credit Hours

**Clinical Research Project Requirements—
Students Are Required to Take the Following**

PP8501	Clinical Research Project I (1)
PP8502	Clinical Research Project II (1)
PP8503	Clinical Research Project III (1)

Clinical Research Project Requirements—3 Credit Hours

Elective Requirements

12 credit hours of electives are available for advanced general studies or specialization areas. All students will be required to take 3 credit hours of coursework that qualify as advanced interventions and 3 credit hours of coursework that focus on special populations.

Sport-Exercise Psychology Concentration Requirements

In addition to the coursework required for the completion of the PsyD in Clinical Psychology program, student enrolled in the Sport-Exercise Psychology concentration must also complete the following:

**Sport-Exercise Psychology Concentration Requirements—
Students Are Required to Take the Following**

PP6499	Applied Sport Psychology I* (3)
PP6500	Applied Sport Psychology II* (3)
PP6537	Doctoral Sport Psychology Practicum and Seminar I (3)
PP6538	Doctoral Sport Psychology Practicum and Seminar II (3)

Sport-Exercise Psychology Concentration Requirements—12 Credit Hours

* Fulfills 6 credit hours of the elective requirement.

In addition, two of the following elective courses are required of all students enrolled in the Sport-Exercise Psychology concentration:

**Sport-Exercise Psychology Concentration Elective Requirements—
Students Choose Two of the Following**

PP6020	Team Dynamics and Group Behavior (3)
PP6493	Psychological Aspects of Athletic Injury (3)
PP6494	Exercise and Health Psychology (3)
PP6510	Athletic Counseling (3)
PP7561	Seminar in Sport Psychology I (3)
PP7562	Seminar in Sport Psychology II (3)
PP7563	Seminar in Sport Psychology III (3)
	Other courses approved by campus dean or program chair

Sport-Exercise Psychology Concentration Elective Requirements—6 Credit Hours

Two sport sciences courses also are required of all students enrolled in the Sport-Exercise Psychology concentration who cannot document the successful completion of two sport science courses (e.g., kinesiology, biomechanics, exercise physiology, motor learning/control sociology of sport, or history and philosophy of sport/physical education) taken previously at either the undergraduate or graduate level. Students who cannot document two such courses will be required to complete Exercise Physiology (SP6501) and Motor Learning and Development (SP6497) or two sport science courses approved by the campus dean or program chair of the Sport-Exercise Psychology program if taken off-campus.

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 and Practicum Seminar Requirements

The practicums provide opportunities for students to gain clinical field training by working under supervision with a clinical population in a behavioral health delivery system. Practicums are an essential part of clinical training, and all students are required to participate in two years of practicum experience, typically during their second and third years of study. During each year of practicum, students participate in a practicum seminar.

PsyD in Clinical Psychology students are usually assigned to interview at a practicum site the year prior to undertaking the experience. Site supervisors decide who they accept. Each practicum requires a minimum of 500 hours (approximately 16 hours per week) of clinical training. One half of the practicum hours should be in direct client contact. The practicum/seminar carries 3 credit hours per semester, or 6 credit hours per academic year. Practicum sites require placements for either ten or twelve months. All Argosy University, Phoenix students enrolled in practicum meet in a weekly, one-hour, year-long practicum seminar led by a faculty member. A practicum may not be done in a student's place of employment, nor are practicums requirements waived.

All students placed on practicum are covered by professional liability insurance, purchased through the school. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of practicum registration. Students are strongly encouraged to purchase their own professional liability insurance in addition to the school policy.

Students are expected to demonstrate mastery of the necessary psychological knowledge base, learn basic clinical assessment and intervention skills, and demonstrate appropriate professional attitudes throughout the practicum. Evaluation of student progress will be based on these domains.

Students may not register for two practicums simultaneously. Students may not repeat any practicum site for a second year, except as advanced practicum, in which case, it cannot be substituted for an elective course. Students may not register for practicum seminar for a second year with the same practicum seminar instructor.

Practicum Eligibility Requirements

All students who enter the practicum application process must be in good academic standing, be enrolled in the doctoral program, have a minimum GPA of 3.0 (on a scale of 4.0), and have completed all of the practicum prerequisite courses. Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the director of Clinical Training regarding their eligibility to continue practicum. Students may be evaluated for practicum readiness by faculty and/or the Clinical Training Committee (CTC) using a variety of methods, for example, a practicum readiness exam, and/or a formal student review process. If a student is deemed not ready for Practicum, the CTC will develop a remediation plan in conjunction with the student focused on preparing the student for practicum readiness.

To be eligible for Practicum I (PP8201), a student must have successfully completed (or transferred, if applicable) the following courses:

Practicum Prerequisites

PP7010	Lifespan Development (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7330	Child and Adolescent Psychopathology (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7501	Adult Psychopathology (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8036	Basic Assessment and Intervention Skills (3)

To be eligible for Practicum III (PP8203) [second year of practicum], students must have fulfilled the following requirements:

- Successful completion of the CEC
- Successful completion of Practicum I and II
- Be in good academic standing

Practicum Seminar Requirements

All students enrolled in a practicum must also attend a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Practicum Experience

Students are required to complete two years of practicum in which they focus on the acquisition of diagnostic/assessment and intervention skills. Accurate diagnostic assessment procedures are fundamental to the practice of professional psychology. Psychological assessment will include diagnostic interviewing of the identified client, diagnostic interviewing of collateral informants, psychological testing, scoring, and interpretation of test data, integration of test data, and recommendations for treatment and case management.

At the completion of practicum, the student should be able to:

- Provide diagnosis and recommendations supported by specific and relevant data
- Formulate a case summary that is theoretically consistent and well organized
- Write a psychological report integrating background information, behavioral observations, test results, collateral information, and cultural context in a style that can be understood by non-psychologists
- Administer, score, and interpret several psychological tests
- Practice in an ethical manner under supervision
- Demonstrate cultural competence

It is expected that students will complete a minimum of eight complete psychological evaluations during their two years of practicum. An evaluation is a culturally sensitive, clinically relevant assessment utilizing individualized standardized psychological tests appropriate to the circumstances of the client. It may include the traditional tests such as intellectual, cognitive, and personality measures. Comprehensive batteries, such as psychoeducational or neuropsychological assessments, are strongly encouraged. Some sites administer psychological tests specific to a given treatment population; students should have the opportunity to learn these test instruments as well.

Practicum also emphasizes therapy and therapeutic intervention skills. Clinical orientations, specific treatment options and opportunities, and client populations vary across training settings. Argosy University, Phoenix does not favor a specific treatment orientation but encourages students to explore a variety of treatment perspectives with individuals, couples, families and groups, children, adolescents and adults.

Students are expected to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. Students are to conduct no less than 250 hours of direct face-to-face client contact during each practicum. Students need to provide services to differing populations and in different settings over the two years of practicum. Obviously, the two years do not allow for every population and setting to be experienced.

Advanced Practicum Requirements

A number of students opt to complete a practicum beyond the required two years of practicum. Advanced Practicum students spend between 16 and 20 hours per week in an agency or program, which is formally approved by the Clinical Training Department. 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.

The requirements for Advanced Practicum are the same as those for the first two years of clinical practicum. Two completed semesters of Advanced Practicum, a total of 6 credit hours, can be used to fulfill the requirement for one general elective, 3 credit hours, in the doctoral program. To count as an elective, the advanced practicum placement must be in a different site than the two years of required practicums, and the advanced practicum student must have a different supervisor. To be eligible for advanced practicum, students must be in good academic standing, have completed two years of required practicum, and successfully completed the CCE.

Practicum Evaluation

Student progress in practicum training is tracked supervisor evaluation forms. Forms are forwarded to each site supervisor and to seminar faculty by the practicum training director each semester. On the evaluation form, the supervisor assesses student progress in three basic areas of clinical functioning:

- Theoretical knowledge
- Clinical skills
- Professional attitudes

It is expected that supervisors will review the written evaluation form with the students and provide direct feedback regarding the student's clinical strengths and weaknesses. Supervisors are responsible for returning this form to the director of Clinical Training on a timely basis. Seminar leaders will maintain primary responsibility for monitoring student progress and will evaluate student progress each semester. The seminar leader will discuss each student's progress in site visits with the site supervisor. If students are having difficulty of any kind on their practicum, they are encouraged and expected to consult with their seminar leader and the director of Clinical Training. Supervisors are advised to contact the director of Clinical Training with concerns as they arise. Based upon the site and faculty evaluations, the director of Clinical Training assigns a grade of "Credit/No Credit" for the practicum and practicum seminar.

Sport-Exercise Psychology Concentration Practicum Requirements

The practicum provides opportunities for students to gain applied sport psychology training and experience. The practicum allows students to work under supervision with an athletic and/or performance population. The goal of the practicum is to correlate the student's field experience with attained levels of academic experience. This training includes direct observation of athletes/performers, assessments of mental skills, and intervention planning and implementation with individuals and/or groups.

Each practicum requires a minimum of 400 hours of applied sport psychology training. The practicum carries 3 credit hours per semester, or 6 credit hours per academic year. At times, a practicum may require a student to provide services outside of the regular academic year (e.g., during the summer just prior to the start of the fall semester). In addition to being enrolled in practicum, students attend a weekly, one-hour practicum seminar led by a faculty member. A practicum may not be done in a student's place of employment, nor are practicum requirements waived.

The following courses are required prior to beginning the Sport-Exercise Psychology concentration practicum:

Sport-Exercise Psychology Practicum Prerequisites

PP8010	Cognitive-Behavioral Theory and Therapy (3)
SP6499	Applied Sport Psychology I: Theory and Research (3)
SP6500	Applied Sport Psychology II: Professional Practices (3)
PP7010	Lifespan Development (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7501	Adult Psychopathology (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)

Clinical Evaluation Competency Requirements

The Clinical Evaluation Competency (CEC) requires each student to present a diagnostic interview and conceptual analysis in writing resulting in a case formulation, diagnostic formulation, and recommendations for treatment relevant to the case conceptualization. The purpose of the CEC is to monitor the growth and development of the school's standard of clinical competency.

The CEC ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied clinical skills in class and in supervised clinical field training. Faculty evaluators assess the student's fund of knowledge regarding the foundations of clinical psychology, the student's ability to manage a clinical interview, and the student's ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment recommendations based on their case formulation. Students must pass the CEC prior to beginning the second year of practicum. The CEC is due during the summer semester of the student's first practicum year.

Students should refer to the *Clinical Evaluation Competency Manual* for complete information concerning the requirements and process for completing the CEC.

Clinical Comprehensive Examination (CCE) Requirements

The Clinical Comprehensive Examination (CCE) requires each student to present a treatment summary, case presentation, and case analysis in writing. Following successful passage of the written analysis and work sample, the student schedules an oral defense with her/his seminar faculty and an additional faculty member. During the oral defense, the student answers questions based, in part, upon the CCE materials. Additionally, the student's fund of knowledge regarding foundations in clinical psychology will be assessed. This format is designed to provide an assessment of the student's clinical reasoning within diverse conceptual frames, specifically with regard to the ability to gather and use clinical data; to devise a treatment plan; and to direct interventions appropriately and in accordance with this plan.

The CCE requirement is met by submitting a tape and transcript or other approved sample of a psychotherapy interview that the student has conducted with a client and a case formulation report, including a self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision or critique. The CCE is due during the summer semester of the second practicum.

A student is ineligible for internship until he or she has passed the CCE. In the event of a failure, the examination may be re-taken once. Students should refer to the Clinical Comprehensive Examination document for complete information concerning the requirements and process for completing the CCE.

Sport Psychology Competency Evaluation (SPCE) Requirements

The Sport Psychology Competency Evaluation (SPCE) is a competency-based examination of a student's proficiency in applied sport psychology. This evaluation takes place in the spring and summer semesters of the sport psychology practicum/seminar. The purpose of the SPCE is to assess students' growth and development of consulting competency in applied sport psychology in accordance with the school's standards and to ensure student acquisition of appropriate skills for applied sport psychology practice.

The SPCE assesses competencies in assessment, case formulation, and intervention planning and implementation. As a prerequisite for submitting the written report, the student must be in good standing and enrolled in or have completed the practicum and seminar.

Students are expected to demonstrate their conceptual abilities, theoretical knowledge, and applied sport psychology skills obtained through the integration of classroom theoretical work, practice gained in class, field training and supervision at their practicum and in the practicum seminar. The practicum seminar instructor will review the guidelines for the SPCE with students in the fall semester. For further information regarding the requirements of the SPCE, students should refer to the *SPCE Manual*.

Clinical Research Project Requirements

Each doctoral student is required to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is intended to provide students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to analyze methodological issues, and to produce an original piece of scholarly work in the field of clinical psychology.

The philosophy of the PsyD in Clinical Psychology program faculty with respect to research, research skills, and the CRP is consistent throughout the program. In our practitioner-scholar model, we expect our students to understand research and use research findings as a primary resource for their clinical work. We expect our students to read current research articles and understand the methods and statistics, draw appropriate conclusions from research, and critique research in terms of internal and external validity. All of these skills are important and necessary when integrating information in our field and, more generally, in being a qualified clinical psychologist. We do not expect that most students will be involved in publishing large-scale scientific studies. They may, however, be involved in case studies, evaluation research, and qualitative research. Types of projects that are acceptable for the CRP include a broad range of qualitative and quantitative methods.

Students should refer to the *Clinical Research Project Manual* for complete information concerning the requirements and process for completing the CRP.

Clinical Research Project Requirement for Sport-Exercise Psychology Concentration

Students enrolled in the Sport-Exercise Psychology concentration must complete their Clinical Research Project in the area of applied sport psychology. For further detail with respect to the CRP, students should carefully read the *CRP Manual*. In all respects, the CRP for Sport-Exercise Psychology concentration students will follow the procedural guidelines outlined in the *CRP Manual*.

Registration for Clinical Research Project

Students must register for a minimum of 3 credit hours of CRP during one, two, or three semesters. Students must be registered for CRP when they defend their proposal, while they are using faculty committee time and University resources, and when they defend the final project. If the CRP has not been successfully completed after completion of 3 credit hours, students must continuously register for 1 credit hour per semester until it is completed. Students must defend the CRP proposal by March 31 preceding application for internship and must complete the CRP prior to submitting rankings for internship or accepting an internship offer.

Internship Requirements

All doctoral students are required to complete a 2,000-hour internship as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall clinical experience. Typically, full-time students will begin the internship during their fifth year of enrollment. Meetings held each spring semester provide a comprehensive overview of the policies, procedures, and requirements of the internship. To be eligible to begin internship, students must be in good standing and must have completed all program requirements, including:

- Successful completion of the Clinical Evaluation Competency
- Successful completion of the Clinical Comprehensive Examination
- Successful completion of all coursework, with no "Incomplete" grades
- Successful completion of the Clinical Research Project

Internship Application Procedures

The Clinical Training Department actively provides guidance and support for students throughout the internship search process—in both group and individual formats. The following are the general steps in the process:

1. Students are required to complete an APPIC-member internship.
2. The student arranges to have Argosy University, Phoenix faculty members and practicum supervisors write letters of recommendation on his or her behalf.
3. The student meets with the director of Clinical Training or Assistant director of Clinical Training to review the student's eligibility and to discuss procedures related to the internship application process.
4. The student researches a range of internship sites both in the Phoenix area and nationally. Various resources are available to conduct this research, such as the APPIC directory the Web sites of APPIC and internship sites, and files available in the Clinical Training Department office.
5. The student submits a list of internship sites that he or she is requesting approval to apply to. The Clinical Training Department carefully reviews all applicants' requests and decides which sites to approve based on compatibility and site application limits.
6. The student sends application materials directly to his or her approved sites. The Clinical Training Department will coordinate the processing and sending of letters of recommendation as well as other necessary documents (e.g. APPIC verification of the applicant's eligibility and readiness).
7. The student arranges to meet with internship personnel at those sites where they are offered interviews.
8. The Clinical Training Department assists the student in preparing for Uniform Notification Day in February when students will receive their match results online through the National Matching Service Web site.
9. In the event a student does not receive an internship on Uniform Notification Day, the Clinical Training Department provides guidance and assistance to him or her in continuing the search process.
10. Students will be permitted to begin their internship if they are in good academic standing, have completed all PsyD in Clinical Psychology academic requirements (including any course incompletes), and have successfully completed the CEC, CCE and CRP.

Internship Evaluation and Remediation

Internship supervisors complete a mid-year and final internship progress report. These forms provide an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Clinical Training Department to make sure that the student is making satisfactory progress.

The Clinical Training Department actively works to address areas of significant difficulties, and, as necessary, coordinates a remediation plan in collaboration with the internship site supervisor. If, at any point during the internship process, a student is in need of remediation, the Argosy University, Phoenix Clinical Training Committee will work with the internship site to develop and/or implement a remediation plan. At the completion of the internship year, the Clinical Training Committee makes the final determination regarding the satisfactory completion of internship requirements. If post-internship remedial work is required, the student, the Clinical Training Department, and the internship site director will develop a written contract specifying clinical areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. Following this collaboration, the Clinical Training Department will continue its oversight of the student's training and remediation, and when criteria for improvement have been met, will issue final approval regarding internship completion. Both the process and outcome of an internship remediation are subject to student appeal and hearing by the Appeals Board.

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. 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

PP7010	Lifespan Development (3)	PP7330	Child and Adolescent Psychopathology (3)	PP7000	History and Systems (3)
PP7040	Cognition and Affective Processes (3)	PP7371	Objective Personality Assessment (3)	PP8036	Basic Assessment and Intervention Skills (3)
PP7501	Adult Psychopathology (3)	PP8020	Person-Centered and Experiential Theory and Therapy (3)		
PP7370	Cognitive Assessment (3)	PP7111	Professionalization Group II (1)		
PP7110	Professionalization Group I (1)				

Year Two

PP7100	Professional Issues: Ethics, Conduct, and Law (3)	First course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under "Program Requirements."]		Second course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under "Program Requirements."]	
PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	PP8202	Practicum and Seminar II (continued)
PP7372	Projective Personality Assessment (3)	PP7373	Integrative Assessment (3)		
PP8201	Practicum and Seminar I (3)	PP8202	Practicum and Seminar II (3)		

Year Three

	Third course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under "Program Requirements."]	PP7060	Social Psychology (3)	Fourth course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under "Program Requirements."]	
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)	PP7350	Consultation and Supervision (3)	PP8204	Practicum and Seminar IV (continued)
PP8501	Clinical Research Project I (CRP)	PP8204	Practicum and Seminar IV (3)		
		PP8502	Clinical Research Project II (CRP)		

Year Four

	Elective 1 (3)		Elective 3 (3)		
	Elective 2 (3)		Elective 4 (3)		
PP7050	Physiological Psychology (3)	PP7360	Clinical Psychopharmacology (3)		
PP8503	Clinical Research Project III (1)				

Year Five

PP8900	Internship (0)				
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**Recommended Course Sequence for the Sport-Exercise Psychology Concentration in the Doctor of Psychology in Clinical Psychology Program—
Five-Year Curriculum**

Year One

PP7010	Lifespan Development (3)	PP7330	Child and Adolescent Psychopathology (3)		First course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under "Program Requirements."]
PP6499	Applied Sport Psychology I: Theory and Research (3)	PP7371	Objective Personality Assessment (3)	PP8036	Basic Assessment and Intervention Skills (3)
PP7501	Adult Psychopathology (3)	PP8020	Person-Centered and Experiential Theory and Therapy (3)		
PP7370	Cognitive Assessment (3)	SP6497	Motor Learning and Development (3)		
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

PP7100	Professional Issues: Ethics, Conduct, and Law (3)	PP6500	Applied Sport Psychology II: Professional Practice (3)		Second course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under "Program Requirements."]
PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	PP8202	Practicum and Seminar II (continued) (3)
PP7372	Projective Personality Assessment (3)	PP7373	Integrative Assessment (3)	SP6501	Exercise Physiology (3)
PP8201	Practicum and Practicum Seminar (3)	PP8202	Practicum and Seminar II (3)		

Year Three

PP7040	Cognition and Affective Processes (3)		Third course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under "Program Requirements."]		Fourth course of the Clinical Intervention and Psychotherapy Requirement (3) [See list of courses under "Program Requirements."]
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)		First required Sport-Exercise Psychology Elective (3) [See list of courses under "Sport-Exercise Psychology Concentration Elective Requirements."]	PP8204	Practicum IV (continued)
PP8501	Clinical Research Project I (CRP)	PP8502	Clinical Research Project II (CRP)		
PP8203	Practicum and Seminar III (3)	PP8204	Practicum and Seminar IV (3)		

Year Four

	Second Required Sport-Exercise Psychology Elective (3) [See list of courses under "Sport-Exercise Psychology Concentration Elective Requirements."]	PP6538	Sport Psychology Practicum and Seminar II (3)	PP7000	History and Systems (3)
			Sport Elective	PP6538	Doctoral Sport Practicum and Seminar II (continued)
PP8503	Clinical Research Project I (CRP) (1)	PP7350	Consultation and Supervision (3)		
PP6537	Doctoral Sport Practicum and Seminar I (3)	PP6538	Doctoral Sport Practicum and Seminar II (3)		

Year Five

PP8900	Internship (0)				
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Course/Credit Transfer

Transfer of Courses/Credit from Another Institution

Students who have completed graduate coursework at another institution may petition for transfer of courses in the PsyD in Clinical Psychology program up to a maximum of 30 credit hours (10 courses). For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years prior to enrollment at Argosy University, Phoenix, unless the student can present evidence of ongoing work experience or continuing education in that area, or passes an approved examination for the course.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the United States, the appropriate state or national accreditation is required.
- The course submitted for credit transfer of a 3-credit hour course must itself be at least 3 credit hours.
- The student must have earned a grade of “B” or above in the course.
- Practicum, practicum seminars and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied

by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request. If approved, the transferred course and credit hours will appear on the student's transcript as a “transfer course” under the corresponding course number and title. No transfer credit will be given for courses taken elsewhere after matriculation into a degree program at Argosy University, Phoenix.

Transfer of Courses/Credit from Another Argosy University Campus

Students who transfer from another Argosy University campus to the Phoenix campus may receive credit for a course taken at the original campus, including professionalization group and practicum, if the course is identical to the one offered at this campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial.

Students at Argosy University, Phoenix who wish to submit transfer requests for courses taken at another Argosy University campus must do so before or during the first year of enrollment at Argosy University, Phoenix.

With prior approval of advisor and campus dean or program chair, students are allowed to take up to 6 credit hours of coursework at another Argosy University campus, exclusive of Professionalization Group, practicum, Clinical Research Project, and online courses.

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Program from the Master of Arts in Sport-Exercise Psychology Program

If accepted for admission to the PsyD in Clinical Psychology program, successful completion of the following MA in Sport-Exercise Psychology program courses may be considered on a case-by-case basis for credit in place of the listed course in the PsyD in Clinical Psychology program.

Master of Art in Sport-Exercise Psychology Program

SP6300	Professional and Ethical Issues (3)
SP6505	Lifespan Development (3)
SP7200	Statistics and Research Methods (3)
SP8010	Cognitive-Behavioral Theory and Therapy (3)

Doctor of Psychology in Clinical Psychology Program

PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7010	Lifespan Development (3)
PP7200	Statistics and Research Methods (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)

Four of the Following Cross-listed Courses Meet the General Elective Requirements

PP/SP6020	Team Dynamics and Group Behavior (3)
PP/SP6493	Psychological Aspects of Athletic Injury (3)
PP/SP6494	Exercise and Health Psychology (3)
PP/SP6499	Applied Sport Psychology I: Theory and Research (3)
PP/SP6500	Applied Sport Psychology II: Professional Practice (3)
PP/SP6510	Athletic Counseling (3)
PP/SP7349	Career Assessment and Counseling (3)
PP/SP8011	Advanced Cognitive and Behavioral Therapy (3)

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Program from the Master of Arts in Mental Health Counseling Program

If accepted for admission to the PsyD in Clinical Psychology program, successful completion of the following MA in Mental Health Counseling program courses may be considered on a case-by-case basis for credit in place of the listed course in the doctoral program (for a maximum of 21 credit hours).

Master of Arts in Mental Health Counseling Program	Doctor of Psychology in Clinical Psychology Program
PC6003 Abnormal Psychology (3)	PP7501 Adult Psychopathology (3)
PC6025 Human Growth and Development (3)	PP7010 Lifespan Development (3)
PC6300 Professional and Ethical Issues (3)	PP7100 Professional Issues: Ethics, Conduct and Law (3)
PC6505 Group Counseling (3)	PP8060 Group Psychotherapy (3)
PC6521 Research and Program Evaluation (3)	PP7200 Statistics and Research Methods I (3)
PC6600 Career and Lifestyle Development (3)	General Elective (3)
PC6800 Special Topics in Professional Counseling (3)	General Elective (3)

Qualifying for the Master of Arts in Clinical psychology Degree as a Doctor of Psychology in Clinical Psychology Student

Students who are enrolled in the PsyD in Clinical Psychology program who wish to be awarded the MA in Clinical Psychology degree during their program must meet the following requirements:

- Successful completion of the minimum required number of credit hours (48) for the MA in Clinical Psychology degree
- Successful completion of all courses that are required in the MA in Clinical Psychology program curriculum, even if they exceed the minimum required number of credit hours for the degree. These courses are shown in the table which follows:

Master of Arts in Clinical Psychology Degree Requirements—Students Must Have Completed the Following

PP7010 Lifespan Development (3)
PP7100 Professional Issues: Ethics, Conduct and Law (3)
PP7110 Professionalization Group I (1)
PP7111 Professionalization Group II (1)
PP7200 Statistics and Research I (3)
PP7330 Child and Adolescent Psychopathology (3)
PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)
PP7350 Consultation and Supervision (3)
PP7370 Cognitive Assessment (3)
PP7371 Objective Personality Assessment (3)
PP7501 Adult Psychopathology (3)
PP8020 Person-Centered and Experiential Theory and Therapy (3)
PP8036 Basic Assessment and Intervention Skills (3)
PP8201 Practicum and Seminar I (3)
PP8202 Practicum and Seminar II (3)

Any Three of the Following Four

PP8010 Cognitive Behavioral Theory and Therapy (3)
PP8030 Psychodynamic Theory and Therapy (3)
PP8050 Family and Couple Therapy (3)
PP8060 Group Psychotherapy (3)

Master of Arts in Clinical Psychology Program Requirements—50 Credit Hours

- Successful completion of the Clinical Evaluation Competency required in the first doctoral practicum
- A completed Petition to Graduate submitted to campus administration

Doctor of Psychology in Clinical Psychology Program — Argosy University, San Francisco Bay Area Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training and practice. The clinical psychology program at Argosy University, San Francisco Bay Area emphasizes the development of attitudes, knowledge and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the following:

- The training of practitioners capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment.
- The development of mental health practitioners who understand the biological, psychological and sociological bases of human functioning.
- 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 education of psychologists capable of working with other disciplines as part of a professional team.

Clinical Training Overview

Clinical training is 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 professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Argosy University, San Francisco Bay Area students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by several faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks.

Foundation Courses

Argosy University, San Francisco Bay Area requires certain prerequisite undergraduate courses of all students enrolling in a graduate program in clinical psychology. These courses serve as a foundation for courses that will follow. Generally, students should have completed successfully 15 undergraduate credits in psychology. Applicants should have completed the following five undergraduate courses or their equivalent:

- Abnormal psychology
- Tests and measures
- Statistics or research methods
- Personality theories
- Introductory psychology

Argosy University, San Francisco Bay Area strongly recommends that these courses be completed prior to enrollment. Students who have not completed these courses prior to admission must complete them prior to the end of the first year of enrollment and before beginning a practicum. No exceptions to this policy are allowed.

Argosy University, San Francisco Bay Area offers non-credit courses in most of the above subject areas, which are available to first-year students periodically during the academic year on-campus and online.

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 coursework to take prior to internship. Students registered for clinical research project are considered full-time.

Additional Requirements for Academic Progress

To maintain academic progress toward a degree all students must retain the required cumulative grade point average and meet the cumulative maximum time frames for their program. Students who do not meet these requirements will be placed on academic probation.

The following are the cumulative GPA, cumulative maximum time frame, and incremental maximum time frame requirements:

- *Cumulative GPA* Students must maintain a cumulative grade point average (GPA) of at least 3.0 on a scale of 4.0.
- *Cumulative Maximum Time Frame* Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the fifth year. The Clinical Competence Examination must be passed no later than the end of the fifth year after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Graduation Requirements

Students who are admitted into the 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, San Francisco Bay Area.

To be eligible for graduation, students must meet the following requirements:

- Successful completion of all coursework (98 semester credit hours) including:
 - A minimum of 72 credit hours of required courses
 - 12 credit hours (two years) of practicum and practicum seminar groups
 - 12 credit hours of electives
 - 2 credit hours of Professionalization Group
- Successful completion of the Clinical Competency Examination (CCE)
- Successful completion of a one-year, full-time internship or two half-time internships
- Successful completion of the Clinical Research Project (CRP)
- Successful completion of the seven-hour Child Abuse Assessment and Reporting course
- Grade Point Average (GPA) of at least “B” (3.0 on a scale of 4.0), with no more than two grades lower than “B-,” and a grade of “B-” or better in all core (first two years) courses
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Graduation and Internship Contract Requirements

If a student’s Internship Contract extends beyond the completion date of coursework, students are still required to meet the requirements of the contract. Graduation dates will reflect the date of the end of the semester in which the contract ends.

Graduation and Clinical Research Projects Requirements

Students on Clinical Research Project need to have completed their requirements including all required paperwork prior to the last day of the semester in which they are registering. Students must have their CRP chairperson indicate the semester/date in which the student anticipates completion of their Clinical Research Project on the Petition to Graduate Form.

Program Requirements

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours distributed as follows: required courses, 72 credit hours; elective requirements, 12 credit hours; professionalization group requirements, 2 credit hours; and practicum and practicum seminar requirements, 12 credit hours. The curriculum should be completed in the order recommended by Argosy University, San Francisco Bay Area.

Required Courses—Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7010	Lifespan Development (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)
PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7200	Statistics and Research Methods I (3)
PP7201	Statistics and Research Methods II (3)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7332	Child Abuse Assessment and Reporting* (0)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7350	Consultation and Supervision (3)
PP7360	Clinical Psychopharmacology (3)
PP7370	Cognitive Assessment (3)
PP7373	Integrative Assessment (3)
PP7385	Personality Assessment (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8020	Person Centered and Experiential Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8050	Family and Couple Therapy (3)
PP8060	Group Psychotherapy (3)
PP8499	CRP Proposal Development (3)
PP8501	Clinical Research Project (1)
PP8502	Clinical Research Project (1)
PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP8670	Human Sexuality (1)

Required Courses—72 Credit Hours

* All PsyD in Clinical Psychology program students must complete a seven-hour Child Abuse Assessment and Reporting (PP7332) course.

Professionalization Group Requirements—Students Are Required to Take the Following

PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)

Professionalization Group Requirements—2 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Practicum Requirements—12 Credit Hours

Internship Requirements—Students Are Required to Take the Following

PP8900	Internship (0) (for fall, spring and summer I)
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Internship Requirements—0 Credit Hours

Elective Requirements

The PsyD in Clinical Psychology program at Argosy University, San Francisco Bay Area requires 12 credit hours of electives.

Courses that may be used to satisfy these elective requirements will be noted in the *Registration Bulletin* each semester under the title “electives.”

Practicum and Internship Training Requirements

Practicum and internships are the supervised field experiences with clinical populations that take place within a health care delivery system. The purpose of practicum and internship 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 psychologist. Evaluation of student progress in practicum and internship focuses on three areas: theoretical knowledge, clinical skills, and professional conduct.

The foundation of Argosy University, San Francisco Bay Area’s training in professional psychology is the accurate assessment and understanding of human clinical problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client. The ethical standards of the American Psychological Association (APA) are incorporated into all students’ training.

The faculty closely monitors academic and clinical development during all stages of progress throughout a student’s graduate career. This monitoring, by both academic and field training faculty, addresses the issue of clinical suitability as well as academic achievement. Thus, aspects of students’ 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.

Clinical Research Project Requirements

The Clinical Research Project (CRP) is an essential part of the scholar/practitioner education at Argosy University, San Francisco Bay Area. Designed as a capstone experience, the CRP provides an opportunity for the student to apply theory and research to a particular clinical topic and to think critically and creatively about professional psychology. The CRP must demonstrate clearly and concisely the student’s ability to:

- Articulate a clinical question or set of questions
- Critically evaluate and synthesize the relevant theoretical, clinical and research literature; and
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study.

Students select the topic of their CRP, with the approval of their selected chairperson and their other CRP Committee member. It should be noted that students may need to seek additional training (e.g., advanced statistics courses or computer applications) or resources external to the school (e.g., statistical consultation, research subjects) to complete some CRP options. Students are required to develop a plan identifying training and resource needs as part of their CRP proposal. A CRP proposal must be completed and agreed to by, and orally defended before, one's CRP committee prior to starting the actual CRP study.

Clinical Research Project Registration

Students must register for CRP consecutively for every semester until complete. Temporary withdrawal from the University is not allowed when students are on CRP. Students are registered to take the CRP Proposal Development (PP8499) prior to registering for the CRP.

Clinical Research Project Scope

Students are expected to address a psychological issue that is grounded in theory and is addressed by current research. The appropriateness of the project is determined by the CRP chair and the other committee member. The CRP must be a potentially publishable review or a synthesis of findings that could be presented to professional psychologists in a conference or workshop setting.

At Argosy University, San Francisco Bay Area, either of the two basic types of CRP can be done. Following Approach A, one can design, carry out, and write up an original research project using a qualitative research methodology on a topic that is of a clinical or professional psychology nature: or, following Approach B, one can conduct an especially thorough survey of the literature and critical analysis on a topic that is of a nature directly relevant to the theory and/or practice of clinical or professional psychology. If Approach B, there must be a published empirical literature of sufficient size to warrant critical review.

Types of Inquiry

A broad range of inquiry is permitted in the CRP. The only restrictions are:

- The topic must have a clinical application.
- There must be a published empirical literature of sufficient size to warrant critical review. The focus of the review is determined by the student in collaboration with the CRP committee.

Under Approach A, a CRP might use any of a number of qualitative descriptive research methods, including questionnaire or survey, causal-comparative or ex post facto, case study, interview, naturalistic observation, ethnographic or field, phenomenological, action or process, historical, archival, theoretical/scholarly, evaluational, or efficacy or outcome type approaches. Combinations of these approaches may also be possible. It is also possible to petition to do an exploratory-level study that is experimental, quasi-experimental, or correlational

in nature. The main requirement is that the methodology employed must be appropriate to the question(s) asked or the hypothesis(es) tested and that conclusions are drawn from the evidence presented.

Students should refer to the *Clinical Research Project Manual* for detailed information about the CRP process. The Manual will be distributed during the Statistics and Research Methods II (PP7201) course, and is also available online at www.ausfba.com.

Clinical Competency Examination Requirements

The Clinical Competency Examination (CCE) includes a treatment summary, case presentation, written case analysis, oral presentation, and oral examination based on the written and case presentations. This format is designed to provide an assessment of students' knowledge, clinical reasoning within a conceptual model, technical skills, relationship skills, and ability to communicate in written and oral form. Students are expected to take the examination at the end of their third year of coursework. Students must submit a CCE Request Form to the director of Student Services no later than March 1 in order to take the exam during the spring semester. A student is not eligible for internship until he or she has passed the examination. Any exception to this rule must be approved by the Student Professional Development Committee (SPDC). In the event of failure, the examination may be retaken once. If, during the second attempt, the examination is not successfully passed, the results of the examination will be presented to the SPDC to determine further action.

Internship Requirements

All doctoral students are required to complete either a full-time, one-year internship, or two half-time (24 months) internships, as a requirement for graduation. The internship must be an APA accredited internship, an APPIC or CAPIC internship or equivalent. The internship is an integral component of the doctoral program and the capstone experience in the clinical training sequence. During the internship the student will be expected to assume significant clinical responsibilities and perform major professional functions under the supervision of qualified psychologists. Because the internship is typically the last step in the student's pre-doctoral preparation for functioning as an independent professional, the internship experience should provide the student with a variety of appropriate role models, as well as intensive and diverse opportunities to function in the various roles expected of a clinical psychologist. Typically, full-time students will begin the internship during their fourth year of enrollment.

Application Process

The application process for internship begins approximately one year prior to the starting date of the internship. Most internships begin in September, but a few begin as early as July 1. Students planning to apply for internship for the following fall semester must attend all meetings scheduled by the Clinical Training Department. Any student whose readiness is in question, through failure to meet prerequisites, will be referred to the Clinical Training Committee to determine whether the student will be allowed to apply for internship that year.

Internship Prerequisites

In order to be eligible to begin an internship, each student must have completed the following requirements:

- The student must be in good academic standing (a GPA of at least 3.0 on a scale of 4.0 with no more than two grades below “B-” and not on probation)
- The student must have successfully completed the Clinical Competence Examination
- The student must have successfully completed all coursework with no incompletes, excluding the Clinical Research Project sequence.
- The student must have an approved Clinical Research Project (CRP) Proposal (refer to the *CRP Manual* for Proposal requirements).

Note: The director of Clinical Training must approve all internship sites.

Evaluation of Interns

Each semester, Evaluation Forms will be sent to the internship site to evaluate each intern’s performance. At the end of the year, the student will be required to evaluate the internship experience.

The Student Evaluation Form enables supervisors to assess the student’s progress, competence and performance relative to the learning objectives, as well as other factors of importance to the internship site. These forms are monitored by the director of Clinical Training to assess progress and possible areas of difficulty. All evaluations are kept as part of the student’s permanent record. At the completion of the internship year, the director of Clinical Training makes the final determination whether or not the internship requirements have been met.

Remediation

Students on internship who may need remediation in clinical training are referred to the Clinical Training Committee. The Clinical Training Committee will examine all pertinent information related to the student’s progress. Students are informed of the Clinical Training Committee review and may request a meeting with the committee. Likewise, the committee may request a meeting with the student.

If the review identifies deficits in a student’s clinical progress, the director of Clinical Training will identify the areas in need of remediation. The student, in consultation with the director of Clinical Training, will develop a remediation plan. The remediation plan is forwarded to the program chair. Upon approval, the remediation plan is forwarded to the student. The student is bound by the conditions set forth in the remediation plan.

The remediation plan may require, but is not limited to, therapy, additional training, additional coursework, remedial practicum, or remedial internship. Students may appeal the remediation plan based upon due process or bias.

If there are any problems that cannot be corrected through a remediation plan, the student may be referred to the Student Professional Development Committee (SPDC).

If, at any point during the internship process, a student is in need of remediation, the student, the internship site director, and the director of Clinical Training will develop a written contract specifying clinical areas needing improvement and methods by which such improvement may be achieved.

Conduct on Internship

Ethical Behavior Students must adhere to APA Ethical Guidelines and the rules of the Board of Psychology. If difficulties occur, they should be resolved with the internship staff, if possible. The director of Clinical Training will be available to evaluate or assist students with ethical dilemmas, if necessary. In the event that unethical behavior is found to occur during internship, appropriate action will be taken by the committee, which may include:

- Referral to the SPDC
- Removal from internship
- Other disciplinary or remedial action

Dual Relationships with Supervisors It is unethical for students to engage in an internship that is administered by, or in which they receive supervision from, a person with whom they relate in some other professional capacity. Personal relationships may also comprise dual relationships.

Leaving an Internship before Completing its Program

A student needing to leave an internship before completing the agreed upon minimum amount of time should notify the director of Clinical Training in writing as soon as the need becomes known. The Clinical Training Department will review the student’s request to determine whether early termination is warranted. In some cases, the Clinical Training Department may request the SPDC review the application for early termination. Early termination of an internship may have serious implications for the student and the agency, thus any steps in this direction must be considered carefully. Students should remember that they must complete the internship within 24 months and that it is usually very difficult to begin new internship experiences mid-year.

Changes in Scheduling

Students may adjust schedules on internship with the approval of the training staff at the internship site as long as the internship is completed within 24 months and otherwise meets all criteria for an internship experience. The director of Clinical Training must be immediately apprised of any changes in scheduling. Students must be evaluated at least biannually regardless of number of hours per week worked, and copies of these evaluations must be forwarded to Argosy University, San Francisco Bay Area so that progress can be monitored.

Challenge of Practicum or Internship Record

A student who desires to seek reconsideration of any matter related to practicum or internship should contact the director of Clinical Training.

- If the matter in question concerns an event at a training site or a supervisor's evaluation of a student, the student must consult with the training site supervisor for reconsideration of the issue.
- If, after consultation with the supervisor, the student wishes to pursue the matter further, the student should approach the director of Clinical Training and request an investigation of the

matter. The outcome of the investigation will be summarized and placed in the student's training file with a copy given to the student.

- If the matter in question concerns a decision reached by the director of Clinical Training about the student, the student may petition the Clinical Training Committee, in writing, for reconsideration of the matter. If the student desires, a meeting will be arranged with the committee for a full discussion of the issue. The outcome will be summarized and placed in the student's file, with a copy given to the student.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Four 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*.

Note: A five-year course sequence is also available for the PsyD in Clinical Psychology program. Courses are also offered during an optional summer session II.

Year One

PP7040	Cognition and Affective Processes (3)	PP7301	Psychopathology II (3)	PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP8020	Person Centered and Experiential Theory and Therapy (3)	PP7111	Professionalization Group II (1)	PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP7300	Psychopathology I (3)	PP7385	Personality Assessment (3)	PP7332	Child Abuse Assessment and Reporting* (0)
PP7110	Professionalization Group I (1)	PP7010	Lifespan Development (3)		
PP7370	Cognitive Assessment (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)		

* All PsyD in Clinical Psychology program students must complete a seven-hour Child Abuse Assessment and Reporting (PP7332) course.

Year Two

PP8201	Practicum I (3)	PP7201	Statistics and Research Methods II (3)	PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP7050	Physiological Psychology (3)	PP8202	Practicum II (3)	PP8499	CRP Proposal and Development (3)
PP7373	Integrative Assessment (3)	PP7360	Clinical Psychopharmacology (3)	PP8670	Human Sexuality (1)
PP7200	Statistics and Research Methods I (3)	PP8050	Family and Couple Therapy (3)		

Year Three

PP8060	Group Psychotherapy (3)	PP8502	Clinical Research Project (1)	PP7060	Social Psychology (3)
PP8501	Clinical Research Project (1)	PP8204	Practicum IV (3)		Elective (3)
PP8203	Practicum III (3)	PP7350	Consultation and Supervision (3)	PP7000	History and Systems (3)
PP8030	Psychodynamic Theory and Therapy Elective (3)		Elective (3)		

Year Four

PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0)
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Course/Credit Transfer

Transfer of Courses/Credit into the PsyD in Clinical Psychology Program From Other Institutions

Like other institutions that offer a doctoral degree, Argosy University, San Francisco Bay Area 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 a transfer of courses in the curriculum. Transfer of credit are not reviewed or granted until the student had been accepted and paid the initial deposit. For a course to be considered eligible for a 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, San Francisco Bay Area, except when students present evidence of ongoing work experience or continuing education in that area, or when students pass a transfer exam for the course.
- The course must have been a graduate-level course, taken for graduate-level credit 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 toward a transfer of a 3-credit hour 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 a transfer.
- A maximum of 30 credit hours may be transferred toward the doctoral program in clinical psychology.

The school 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.

The following is a list of courses that may not be transferred to the PsyD in Clinical Psychology program:

Non-Transferrable Courses

PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7201	Statistics and Research Methods II (3)
PP7301	Psychopathology II (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Students requesting to transfer Cognitive Assessment (PP7370), Personality Assessment (PP7385) must have both an approved course that meets the course transfer requirements and must pass a transfer examination. In order to transfer the Integrative Assessment (PP7373), both prerequisite assessment courses must have been successfully completed and the student must pass a transfer examination.

Course Transfer Procedures

- Obtain a Course Transfer Form from the Student Services Department. Fill out one for each course transfer request, listing the Argosy University, San Francisco Bay Area course and number which you wish to transfer, and the corresponding course taken elsewhere.
- Submit the form to the director of Student Services (continuing students) or an Admissions Representative with the following items:
 - A copy of the transcript referencing the course under review
 - A course syllabus
 - When available, other items such as assignments, projects, course notes or exams to support the transferability of the course.

If the transfer meets the conditions listed above, it will be forwarded to the appropriate faculty member. The faculty person will review your materials and complete the Course Transfer Form. It will then be submitted to the director of Student Services. There is a \$50 fee for each course granted for transfer. You will receive an invoice from Student Services indicating the total amount due, based on faculty approval of the transfer(s). Course(s) will not be entered onto the transcript until payment is received. No grade is entered for transferred courses. A copy of the Course Transfer Form will be given back to you, along with the materials.

The policies governing the transfer process are also described in this catalog. If you have questions about this process, please see the director of Student Services.

Qualifying for the Master of Arts in Clinical Psychology Degree as a Doctor of Psychology in Clinical Psychology Student

Many students want to earn the Master of Arts (MA) degree as they progress to the doctoral degree. A student may earn the Master of Arts degree if they have completed all of the Master of Arts in Clinical Psychology program requirements, including all required courses, master's elective courses and a one-year master's practicum requirements.

Students wishing to obtain a Master of Arts degree must submit a Petition to Graduate to the Student Services Department along with the course registration for the final semester in which they intend to complete the Master of Arts program requirements. Deadline for the Petition to Graduate is the first day of the semester of the last semester the student registers.

**Doctor of Psychology in Clinical Psychology Program —
Argosy University, Schaumburg
Program Overview**

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. The PsyD in Clinical Psychology program at Argosy University, Schaumburg emphasizes the development of attitudes, knowledge and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the following:

- The training of practitioners capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment;
- The development of mental health practitioners who understand the biological, psychological and sociological bases of human functioning;
- 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 education of psychologists capable of working with other disciplines as part of a professional team.

Students enrolled in the PsyD in Clinical Psychology program may choose to focus on one of four optional concentrations:

- Child & Family Psychology
- Clinical Health Psychology
- Diversity & Multicultural Psychology
- Forensic Psychology

Clinical Training Overview

Clinical training is 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, Schaumburg students possess effective assessment and intervention skills, and practice in a highly ethical 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. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks.

Foundation Courses

Applicants should have completed the following five undergraduate courses, or their equivalent:

- Abnormal psychology or psychopathology
- General or introductory psychology
- Personality theories
- Psychological assessment or tests and measures
- Statistics or research methods

Students who have not completed these courses prior to admission must complete them no later than the beginning of the student's second semester of the first academic year of enrollment. Special transfer requests should be directed to the program director.

These courses provide an academic foundation for the doctoral clinical psychology curriculum, and offer perspectives that complement those of the clinical psychology program.

Argosy University, Schaumburg offers non-credit courses in-residence and online in most of the above subject areas, which are available to first year students periodically during the academic year.

Enrollment Requirements

Students must enroll for a minimum of 6 credit hours each semester except during and after internship. Doctoral students wishing to be enrolled less than 6 credit hours per semester should meet with Financial Aid and the program chair of the clinical psychology program.

No pre-internship doctoral students will be permitted to take less than the equivalent of 3 credit hours per semester except those students who have fewer than 3 credit hours of required coursework to take prior to internship. Students registered for Clinical Research Project are considered half-time.

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 seven years after matriculation. All coursework and practicum must be completed by the end of the fifth year after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students who receive a grade lower than "B-" in a core course must retake the course within the next twelve months and receive a grade of "B-" or better. Students who take a core course required for the Doctor of Psychology in Clinical Psychology program while enrolled in the Master of Arts in Clinical Psychology program must retake the course no later than the end of the first twelve months after matriculation into the doctoral program and achieve a grade of "B-" or better. Core courses in the doctoral program in clinical psychology are designated in "Program Requirements."

Students are permitted to request an “Incomplete” in courses where all of the requirements for that course have not/will not be met by the end of the semester. Approval of the “Incomplete” is at the discretion of the instructor. However, no student is permitted to request more than four “Incompletes” during their degree. Any student who desires more than four “Incompletes,” regardless of whether all other “Incompletes” have been successfully remediated, will need the written approval of the program chair.

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 maximum time frame schedule for students in the doctoral program is described 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	20 credit hours
End of Year Two	38 credit hours
End of Year Three	56 credit hours
End of Year Four	74 credit hours
End of Year Five	92 credit hours (includes Clinical Competency Evaluation and Oral Qualifying Examinations)
End of Year Six	98 credit hours
End of Year Seven	98 credit hours including internship

Graduation Requirements

To be eligible for graduation, students matriculating Fall 2005 or later must meet the following requirements (other students should consult the program handbook for their year of matriculation):

- 98 semester credit hours which must be completed by the end of the sixth year of matriculation
The total hours must include:
71 credit hours of required classes (includes Professionalization Group)
12 credit hours of electives
12 credit hours (two years) of practicum and practicum seminar
3 credit hours of Clinical Research Project
- Successful completion of the two Clinical Competency Examinations (CCE—Diagnostic and CCE—Psychotherapy)
- Successful completion of the Clinical Research Project (completion required prior to beginning the internship)
- Successful completion of a one-year, full-time internship or its equivalent
- A completed Petition to Graduate submitted to campus administration

Writing Program and Remediation

Students will be evaluated on their writing competency during the first-year Professionalization Group. For students who demonstrate writing deficits a plan will be developed that may include specific tutoring or attendance in a specified writing course or directed study. Students may also be referred for writing remediation by the Student Professional Development Committee.

Program Requirements

The Doctor of Psychology in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours distributed as follows: assessment requirements, 10.5 credit hours; clinical intervention and psychotherapy requirements, 22.5 credit hours; consultation and supervision requirements, 3 credit hours; elective requirements, 12 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 6 credit hours; psychology foundations: basic science/psychology requirements, 12 credit hours; psychopathology requirements, 6 credit hours; statistics and research methods requirements, 6 credit hours; clinical research project requirements, 3 credit hours; and practicum and practicum seminar requirements, 12 credit hours.

Students who register for Personality Assessment I: Objectives (PP7371), Personality Assessment: Projectives and Integrated Battery (PP7372), or Cognitive Assessment (PP7370) must have completed an undergraduate course in psychological assessment or tests and measurements or be enrolled concurrently in this course. Students enrolling in Statistics and Research I (PP7200) must have the necessary undergraduate background in statistics or research methods.

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 (1.5)

Assessment Requirements—10.5 Credit Hours

Clinical Interventions and Psychotherapy Requirements—Students Are Required to Take the Following

PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7360	Clinical Psychopharmacology (1.5)
PP7368	Initial Interviewing Skills (1.5)
PP7369	Basic Intervention Skills and Models (1.5)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8040	Psychoanalytic Theory and Therapy (3)
PP8050	Family and Couples Therapy (3)
PP8060	Group Psychotherapy (3)

Clinical Interventions and Psychotherapy Requirements—22.5 Credit Hours

Consultation and Supervision Requirements—Students Are Required to Take the Following

PP7350	Consultation and Supervision (3)
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Consultation and Supervision Requirements—3 Credit Hours

Ethics and Professional Conduct Requirements—Students Are Required to Take the Following

PP7100	Professional Issues: Ethics, and Conduct, and Law (3)
PP7110	Professionalization Seminar I (1)
PP7111	Professionalization Seminar II (1)

Ethics and Professional Conduct Requirements—5 Credit Hours

Human Development Requirements—Students Are Required to Take the Following

PP7020 Child and Adolescent Development (3)

PP8470 Adult Development and Aging (3)

Human Development Requirements—6 Credit Hours

Psychology Foundations: Basic Science/Psychology Requirements—Students Are Required to Take the Following

PP7000 History and Systems (3)

PP7040 Cognition and Affective Processes (3)

PP7051 Biological Bases of Behavior (3)

PP7060 Social Psychology (3)

Psychology Foundations: Basic Science/Psychology Requirements—12 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

PP7300 Psychopathology I (3)

PP7301 Psychopathology II (3)

Psychopathology Requirements—6 Credit Hours

Statistics and Research Methods Requirements—Students Are Required to Take the Following

PP7200 Statistics and Research Methods I (3)

PP7201 Statistics and Research Methods II (3)

Statistics and Research Methods Requirements—6 Credit Hours

Clinical Research Project Requirements—Students Are Required to Take the Following

PP8501 Clinical Research Project (3)

Clinical Research Project Requirements—3 Credit Hours

Practicum and Practicum Seminar Requirements—Students Are Required to Take the Following

PP8201 Practicum I (3)

PP8202 Practicum II (3)

PP8203 Practicum III (3)

PP8204 Practicum IV (3)

Practicum and Practicum Seminar Requirements—12 Credit Hours

Elective Requirements

12 credit hours of electives are available for advanced general studies or specialization areas. All students will be required to take 1.5 credit hours of coursework that qualify as advanced interventions and 1.5 credit hours of coursework that focus on special populations.

Retaking Courses

Any required course in which a grade below “B-” is received must be retaken. An elective in which a grade below “B-” is received need not be retaken, however credit will not be received. A student who receives a grade “F” or “No Credit” in any course must retake the course during the current or next academic year.

Postdoctoral Supervision Hours

Depending on the licensure requirements of the state in which a student is making application, graduates may begin counting postdoctoral supervision hours toward licensure upon successful completion of their Clinical Research Project (CRP) and final approval by the CRP chair and committee members, provided that internship and other degree requirements have been met. Requirements for when a student may begin to count postdoctoral hours vary from state to state. Students may not refer to

themselves as “Doctor” or use the title of PsyD until internship and all program requirements have been completed and a bound copy of the student’s CRP has been submitted to the Student Services Department.

Practicum and Practicum Seminar Requirements

The practicum is the first opportunity provided to Argosy University, Schaumburg students for clinical field training. Within the series of practicum courses, Argosy University, Schaumburg provides students with the opportunity of working under supervision with a clinical population within a mental health delivery system. The practicum is an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is charged at the time of registration for practicum.

Full-time students will normally be placed in a Psychodiagnostic Practicum and Seminar during their second year of study and in a Psychotherapy Practicum and Seminar during the following year. For registration purposes, the practicum and seminar are treated like a course. The practicum/seminar carries 3 credit hours per semester and 6 credit hours per academic year. Practicum usually begin in September and conclude in June. Students may be required to take a supplemental practicum. However, many practicum programs also begin in July or August, and finish in June. Students must minimally accumulate a total of 2,000 hours of supervised practicum training between their Psychodiagnostic, Psychotherapy, and/or Advanced practicum. For each of the Psychodiagnostic and Psychotherapy Practicum years, the student will be required to spend a minimum of 800 hours in the practicum training experience. If students only complete the minimum (i.e., 800 hours), then an advanced or supplemental practicum must be completed.

A practicum may not be done in a student’s place of employment, nor is any student waived from the practicum requirements. Students who come to Argosy University, Schaumburg with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience.

Practicum Requirements

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 which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at Argosy University, Schaumburg for a minimum of two semesters.

To be eligible for a Psychodiagnostic Practicum, a student must have successfully completed or waived the following prerequisite courses:

Psychodiagnostic Practicum Prerequisites

PP7020	Child and Adolescent Development (3)
PP7110	Professionalization Seminar Group I (1)
PP7111	Professionalization Seminar Group II (1)
PP7300	Psychopathology I (3)
PP7301	Psychopathology II (3)
PP7368	Initial Interviewing Skills (1.5)
PP7369	Basic Intervention Skills and Models (1.5)
PP7370	Cognitive Assessment (3)
PP7371	Personality Assessment I: Objective Personality Assessment (3)
PP7372	Personality Assessment II: Projective Personality Assessment (3)
PP8470	Adult Development and Aging (3)

Requirements for the Psychotherapy Practicum include:

- Successful completion of the Psychodiagnostic Practicum and Psychodiagnostic CCE
- Good academic standing

The director of Clinical Training has the discretion to make decisions on any probationary student who is beyond the first year of attendance. This would include both searching for practicum and participating in practicum.

If a first-year student is placed on probation based on fall semester grades, the student may not look for a practicum during the spring semester. If the student has achieved a GPA of 3.0 when the spring grades are available, the student may, at the discretion of the director of Clinical Training, search for a practicum.

Types of Practicum

Psychodiagnostic Practicum emphasizes the clinical observation and diagnostic interviewing and psychological testing of clients. Time is allocated to direct diagnostic contact, seminars, and supervision.

Psychotherapy Practicum emphasizes some aspect of therapeutic intervention. Time is allocated to direct therapeutic contact, seminars, and supervision.

Advanced/Supplemental Practicum is an elective training opportunity for students to gain further experience in psychological assessment, psychotherapy or other interventions, such as bio-feedback, eye movement desensitization response (EMDR), neuropsychological assessment, etc. Further information is available in the *Clinical Training Manual*.

Practicum Seminar

All students enrolled in a practicum will be concurrently enrolled in a practicum seminar. The seminar meets weekly throughout the academic year and allows the student to reflect on practicum experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member.

Practicum Evaluation

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 base, clinical skills and professional attitudes. A thorough review of all practicum students' 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.

Clinical Competency Examination Requirements

Students in both the doctoral Psychodiagnostic Practicum and the doctoral Psychotherapy Practicum must successfully complete a written and oral clinical proficiency examination in the spring semester. The Clinical Competency Examination (CCE) is composed of a written case conceptualization and self-critique with accompanying audio or video tape, transcript of a psychotherapy or diagnostic session, and an oral portion consisting of a discussion of the above issues and other relevant clinical data in the presence of the seminar leader and the other faculty member.

Students demonstrate their conceptual abilities, theoretical knowledge, and applied clinical skills obtained through the integration of classroom theoretical work, clinical field training and supervision at their practicum, and in the practicum seminars.

In the event that a student passes either the written, oral, or both portions of the CCE with revision, the practicum seminar leader will develop a remediation plan with the student. All revisions must be completed within one semester of the original CCE submission date.

In the event that a student fails the examination, she or he must seek remediation, and will be permitted to retake the examination the spring semester of the following year. The Clinical Training Committee, in consultation with the initial examining faculty member, will recommend a program of remediation to address concerns noted in the first CCE. The student's progress in remediation will be taken into account. A student may retake the CCE one time. A second failure will result in dismissal from the school. Further details regarding specific requirements of the CCE are available in the *Clinical Training Manual*.

Descriptions and Procedures for Successful Completion

Procedures for the Psychotherapy and Psychodiagnostic CCE require the student to submit a tape, a transcript, a client assessment and progress report, and a self-critique of a therapy session or clinical interview that the student has conducted with a client. The student will have received supervision on this session from the practicum site supervisor, but this session must not have been submitted for review, supervision or critique at Argosy University, Schaumburg or elsewhere prior to submission for satisfying the requirements of the CCE.

The Psychotherapy or Psychodiagnostic CCE is graded “High Pass,” “Pass,” “Pass with Revision,” and “Fail.” In the event that a student passes the CCE with revision, the practicum seminar leader will develop a remediation plan with the student. All revisions must be completed within one semester of the original CCE.

Detailed explanations of these procedures are contained in the *CCE Diagnostic and Therapy Advisories* which are distributed to practicum seminar faculty and students at the beginning of the fall semester.

Clinical Research Project Requirements

Each doctoral student is required to develop a Clinical Research Project (CRP) as a requirement for graduation. The CRP is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to analyze methodological issues, and to produce an original piece of scholarly work in the field of Clinical Psychology.

The philosophy of the PsyD program faculty with respect to research, research skills, and the CRP is consistent throughout the program.

In our practitioner-scholar model, we expect our students to understand research and use research findings as a primary resource for their clinical work. We expect our students to read current research articles and understand the methods and statistics, draw appropriate conclusions from research, and critique research in terms of internal and external validity. All of these skills are important and necessary when integrating information in our field and, more generally, in being a qualified clinical psychologist. We do not expect that most students will be involved in publishing large-scale scientific studies. They may, however, be involved in case studies, evaluation research, and qualitative research.

Further information regarding the CRP may be found in the Department’s *Clinical Research Project Manual*.

Types of Clinical Research Projects

There are several types of Clinical Research Projects that students may elect to accomplish. Following are some examples:

Comprehensive Case Study

The goal is to develop a clinical question linked to the case presented in the Clinical Comprehensive Exam (CCE). This should be a theoretical discussion of a novel or innovative approach in treatment and/or conceptualization of an individual case. It should integrate materials which both assist in understanding the case dynamics and may support treatment approaches and case conceptualizations.

Theoretical CRP

The theoretical CRP is a work “in which the author draws on existing research literature to advance theory in any area of psychology.” This project should include a new integration of theory based on a review of significant literature in the area addressed by the CRP. By organizing, integrating, and evaluating previously published material, the author of a theoretical CRP considers the progress of current research toward clarifying a problem. Thus, one first conducts a literature review that defines and clarifies the problem, summarizes previous investigations in order to inform the reader of the state of current research, identifies relations, contradictions, gaps and inconsistencies in the literature and suggests the next steps in solving the problem.

The author traces the development of theory in order to expand and refine theoretical constructs. The author may present a new theory, or may analyze existing theory, pointing out flaws or demonstrating the superiority of one theory over another. In this type of theoretical analysis, the author customarily examines a theory’s internal and external consistency, that is, whether a theory is self-contradictory and whether the theory and empirical observation contradict each other (paraphrased from *Publication Manual of the American Psychological Association, 5th ed.*).

Empirical Studies

CRP studies that employ qualitative and/or quantitative approaches are an option to Argosy University, Schaumburg students, recognizing the limitations of time and resources in order to effect an acceptable study. Reports of empirical studies are reports of original research. They typically consist of distinct sections that reflect the stages in the research process and that appear in the sequence of these stages:

- 1. Introduction** Development of the problem under investigation and statement of the purpose of the investigation.
- 2. Review of literature** Description of previous research pertaining to the topic.
- 3. Method** Description of the method used to conduct the investigation.
- 4. Results** Report of the results that were found.
- 5. Discussion** Interpretation and discussion of the implications of the results.

Clinical Research Project Committee

The Clinical Research Project is expected to take no more than 12 months to complete with a steady commitment of time. During this period the student works closely with the chairperson in order to develop a proposal and then to complete an acceptable draft that is reviewed by the other member of the committee. The chair works on a regular basis with the student in order to develop an organized and individualized experience. The chair may require the student to come to campus for consultation even if the student is residing out of state. The chair of the committee functions as a guide and facilitator to the CRP process and should be expected to refine and suggest enhancement, rather than to develop or initiate hypotheses. The reader, as well, works with the chair in assisting the student-scholar to add dimension and clarity to the process.

The goals of this activity are to help the student develop a procedure for the production of scholarly work, to deepen their knowledge and thought about a particular clinical area, to learn both methodological issues and critical thought processes and to produce an original scholarly work.

The committee will consist of two faculty members, a chairperson and a reader. The chairperson must be a faculty member while the reader may be faculty or associate faculty. A second outside reader may be added with the permission of the chair.

Timeline for Completion of the Clinical Research Project

Students must register continuously for 1 credit hour of CRP per semester beginning no later than the fall semester of their fourth year. A maximum of 3 credit hours of CRP may count toward the degree.

The time frame for completion of CRP tasks will be connected to the internship application time frame:

- Proposal accepted by committee by October 15, when applications are sent.
- First draft of completed project must be reviewed by chairperson by February 1 (internship notification day is the third week in February).
- Final draft must be accepted by committee by May 30 prior to internship.

Failure to comply with any of these three deadlines without written permission from the CRP chair and approval from the director of Clinical Training will result in the student's removal from the internship process.

Internship Requirements

All students are required to complete a one-year (12 month) internship as a condition for graduation. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience. Typically, full-time students will begin the internship during their fifth year of enrollment.

In order to be eligible to apply for internships, the student must have completed the following requirements:

- Be in good academic standing (i.e. must not be on academic probation)
- Successfully pass the Oral Qualifying Examination (for students admitted before Fall 2004).
- Resolved all grades of incomplete by October 1 of the year they apply.

Any student who does not meet one or more of these requirements, must petition the Clinical Training Committee in order to obtain permission to apply for internships.

Internship Application Procedure

The Clinical Training Department actively provides guidance and support for students throughout the internship search process—in both group and individual format. The following are the general steps in the process:

1. The student formally declares intent to apply for internship.
2. The student arranges to have Argosy University, Schaumburg faculty members and practicum supervisors write letters of recommendation on his or her behalf.
3. The student meets with the director of Clinical Training to review the student's eligibility and to discuss procedures related to the internship application process.
4. The student researches a range of internship sites both in the Schaumburg area and nationally. Various resources are available to conduct this research, such as the directory of the internship-governing agency (i.e. APPIC), the Web sites of APPIC and internship sites, and files available in the Clinical Training Department.
5. The student submits a list of internship sites that he or she is requesting approval to apply to. The Clinical Training Department carefully reviews all applicants' requests and decides which sites to approve based on compatibility, rank order, and site application limits.
6. The student sends application materials directly to his or her approved sites. The Clinical Training Department will coordinate the processing and sending of letters of recommendation as well as other necessary documents (e.g., APPIC verification of the applicant's eligibility and readiness).
7. The student arranges to meet with internship personnel at those sites where they are offered interviews.
8. The Clinical Training Department assists the student in preparing for Match Day in February when students will receive their match results online through the National Matching Service Web site.
9. In the event a student does not receive an internship on Match Day, the Clinical Training Department provides guidance and assistance to him or her in continuing the search process, through Clearinghouse and other resources.
10. Students will be permitted to begin their internship if they are in good academic standing, have completed all doctoral academic requirements (including any course incompletes), have successfully passed all CCE tasks and have completed their CRP.

Learning Contracts

Interns are responsible for discussing their training goals and interests with their internship training director or primary supervisor in order to develop a formal learning contract soon after internship begins. This contract will be a written document sent to the Clinical Training Department by the student within a month after the start of internship.

Evaluation and Remediation of the Internship

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Clinical Training Department to make sure that the student is making satisfactory progress.

The Clinical Training Department actively works to address areas of significant difficulties, and, as necessary, coordinates with the internship site supervisor in implementing a remediation plan. If, at any point during the internship process, a student is in need of remediation, the Argosy University, Schaumburg procedures for practicum and internship remediation will be implemented. At the completion of the internship year, the Clinical Training Department makes the final determination whether or not the internship requirements have been met. If post-internship remedial work is required, the student, the Clinical Training Department, and the internship site director will develop a written contract specifying clinical areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. The process of consultation and approval by the Clinical Training Department and final approval and/or hearing of student appeal by the Clinical Training Committee applies to internship remediation.

Please refer to the *ASPP Training Manual* for a more detailed description of training requirements and guidelines. All students are responsible for being familiar with the information contained in the *Training Manual*.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Five-Year Curriculum (Standard Program)

Student progress through the program is intended to be sequential. First-year students are offered certain courses 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. Students planning their coursework should be aware that electives are not primarily offered in summer semesters I and II. Some foundation courses and electives are offered in more than one semester per academic year. Please contact the program chair for proposed course offerings.

Year One

PP7300	Psychopathology I (3)	PP7301	Psychopathology II (3)	PP7371	Objective Personality Assessment (3)
PP7051	Biological Bases of Behavior (3)	PP7040	Cognition and Affective Processes (3)	PP7020	Child and Adolescent Development (3)
PP7370	Cognitive Assessment (3)	PP7368	Initial Interviewing Skills (1.5)		
PP8470	Adult Development and Aging (3)	PP7369	Basic Intervention Skills and Models (1.5)		
PP7110	Professionalization Group I (1)	PP7372	Projective Personality Assessment (3)		
		PP7111	Professionalization Group II (1)		

Year Two

PP8185	Social Psychology and Difference (3)	PP7201	Statistics and Research Methods II (3)	Required Clinical Interventions and Psychotherapy course* (3)	
PP7200	Statistics and Research Methods I (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)	Elective course (1.5)	
PP7373	Integrative Assessment (1.5)	PP8202	Practicum II (3)		
PP8201	Practicum I (3)				
	Required Clinical Interventions and Psychotherapy course* (3)		Required Clinical Interventions and Psychotherapy course* (3)		

Year Three

PP8203	Practicum III (3)	PP8204	Practicum IV (3)	PP7350	Consultation and Supervision (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)		Elective (1.5)		Elective (1.5)
PP7360	Clinical Psychopharmacology	PP7350	Consultation and Supervision (3)		Elective (1.5)
PP7000	History and Systems (3)		Required Clinical Interventions and Psychotherapy course* (3)		Required Clinical Interventions and Psychotherapy course* (3)
	Required Clinical Interventions and Psychotherapy course* (3)				

Year Four

PP8501	Clinical Research Project (1)	PP8502	Clinical Research Project (1)	PP8503	Clinical Research Project (1)
	Elective (1.5)		Elective (1.5)		Elective (1.5)
	Elective (1.5)				
	Possible Advanced/Supplemental Practicum		Possible Advanced/Supplemental Practicum		
	Apply for Internship				

Year Five

PP8900/PP8901 (part-time/full-time) Internship — one-year full-time† (0)					
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* See clinical interventions and psychotherapy courses under “Program Requirements” earlier in this section.

† Internship fee applies.

Completing the Doctor of Psychology in Clinical Psychology Program in Four Years (Advanced Track)

Some students, because of their previous graduate experience, clinical acumen, or ability to commit their full attention to the doctoral program, may seek approval to complete their degree in less than five years. The faculty are committed to ensuring that these students meet the rigorous requirements of pre-doctoral internship placement and have achieved the highest level of required competency. Students seeking this track should meet the following standards:

- Doctoral GPA of 3.75 or higher
- Completion of their MACL (either at Argosy University, Schaumburg or other regionally accredited institution)
- No grades below “B-” on their ASPP transcript
- Satisfactory yearly student reviews
- No referral to the Student Professional Development Committee
- Satisfactory reviews from all practicum sites
- A score of “High Pass” on at least one portion (written or oral) of the Diagnostic CCE and a minimum score of “Pass” on the other portion
- Letter of endorsement from their advisor
- Written letter to the program chair stating their intention to pursue the four-year plan

Note: Students should be aware that these are suggested schedules only. Actual course offerings may vary. All students should meet with their academic advisor to plan their course of study for the school year. Some foundation courses and electives are offered in more than one semester per academic year. Please contact the program chair for proposed course offerings.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Four-Year Curriculum**Year One**

PP7300	Psychopathology I (3)	PP7301	Psychopathology II (3)	PP7371	Objective Personality Assessment (3)
PP7370	Cognitive Assessment (3)	PP7372	Projective Personality Assessment (3)	PP7020	Child and Adolescent Development (3)
PP7110	Professionalization Group I (1)	PP7040	Cognition and Affective Processes (3)		
PP8470	Adult Development and Aging (3)	PP7368	Initial Interviewing Skills (1.5)		
PP7051	Biological Bases of Behavior (3)	PP7369	Basic Intervention Skills and Models (1.5)		
		PP7111	Professionalization Group II (1)		

Year Two

PP7000	History and Systems (3)	PP7350	Consultation and Supervision (3)	Elective (1.5)
PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	Required Clinical Interventions and Psychotherapy course* (3)
PP8185	Social Psychology and Difference (3)		Required Clinical Interventions and Psychotherapy course* (3)	Elective (1.5)
	Required Clinical Interventions and Psychotherapy course* (3)		Elective (1.5)	
PP7373	Integrative Assessment (1.5)	PP8203	Practicum II (3)	
PP8201	Practicum I (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)	

* See clinical interventions and psychotherapy courses listed under “Program Requirements” earlier in this section.

Year Three

PP8203	Practicum III (3)	PP8204	Practicum IV (3)	Elective (1.5)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)	Required Clinical Interventions and Psychotherapy course* (3)		Elective (1.5)
	Required Clinical Interventions and Psychotherapy course* (3)	Elective (1.5)		PP8503 Clinical Research Project (1)
	Elective (1.5)	PP8502 Clinical Research Project (3)		
	Elective (1.5)			
PP8501	Clinical Research Project (3)			
PP7360	Clinical Psychopharmacology (1.5)			
	Apply for Internship			

Year Four

PP8900/PP8901 (part-time/full-time) Internship — one-year full-time† (0)
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* See clinical interventions and psychotherapy courses listed under “Program Requirements” earlier in this section.

† Internship fee applies.

Concentrations in the Doctor of Psychology in Clinical Psychology Program

Students in the PsyD in Clinical Psychology program have the opportunity to select program concentrations focused on select populations or problem areas. These concentrations will include the selection of particular elective courses, choosing relevant practicum and training experiences and focusing their Clinical Research Project (CRP) topic on their chosen concentration. The selection of a concentration will allow students to focus their interests in a structured manner and build on the strong skill and competency-based education and training they are receiving in Clinical Psychology. The selection of a concentration is not required and many students will choose to focus electives, training and scholarship in a more generalist or eclectic fashion or emphasize other areas of interest not formally designated as concentrations.

Concentrations generally require up to 9 credit hours of elective courses. The student should consult with the concentration coordinator for details on specific concentration requirements.

The concentrations to be offered in the 2007–2008 academic year include:

Child & Family Psychology Concentration — Examples of Courses Offered in this Concentration

PP8333	Assessment and Treatment of ADHD (1.5)
PP8703	Advanced Couples Psychotherapy (1.5)
PP8950	Special Topics: Advanced Family and Couples Therapy (1.5)
PP8950	Special Topics: Child and Adolescent Treatment (1.5)
PP8950	Special Topics: Specialized Assessment of Childhood and Adolescent Trauma (1.5)
PP8950	Special Topics: Assessment of Learning Disabilities in Children and Adolescents (1.5)

Clinical Health Psychology Concentration — Examples of Courses Offered in this Concentration

PP8220	Adult Neuropsychological Assessment (1.5)
PP8330	Rehabilitation Psychology (1.5)
PP8646	Introduction to Neuropsychological Assessment (1.5)
PP8661	Eating Disorders (1.5)
PP6675	Introduction to Clinical Hypnosis (1.5)
PP8811	Pediatric Neuropsychology (1.5)
PP8950	Special Topics: Advanced Clinical Hypnosis (1.5)
PP8950	Special Topics: Introduction to Health Psychology I (1.5)
PP8950	Special Topics: Introduction to Health Psychology II (1.5)
PP8950	Special Topics: Advanced Medical and Health Psychology (1.5)
PP8950	Special Topics: Pain Assessment and Treatment (1.5)
PP8950	Special Topics: Medical Terminology (1.5)

Diversity & Multicultural Psychology — Examples of Courses Offered in this Concentration

PP8199	Sexual Orientation Diversity in Clinical Practice (1.5)
PP8629	Psychotherapy and Spirituality (1.5)
PP8950	Special Topics: Advanced Treatment Issues: Racial and Cultural Issues in Practice (1.5)
PP8950	Special Topics: Conceptual and Cultural Factors in Cognitive Assessment (1.5)
PP8950	Special Topics: Psychology of Men (1.5)
PP8950	Special Topics: Psychology of Women (1.5)
PP8950	Special Topics: Psychology of Gay, Lesbian and Bisexual Development (1.5)

**Forensic Psychology Concentration—
Examples of Courses Offered in this Concentration**

PP8158	Sex Offender Treatment (1.5)
PP8193	Correctional Psychology (1.5)
PP8441	Introduction to Forensic Psychology—Civil (1.5)
PP8442	Introduction to Forensic Psychology—Criminal (1.5)
PP8533	Psychology and the Law I (1.5)
PP8534	Psychology and the Law II (1.5)
PP8950	Assessment and Treatment of Juvenile Offenders (1.5)
PP8669	Domestic Violence (1.5)
PP8770	Clinical Assessment of Malingering and Deception (1.5)
PP8950	Special Topics: Competency Assessment (1.5)

Note: New areas of formal concentration may be developed in the future dependent on student and programmatic needs and interests.

Course/Credit Transfer

*Transfer of Courses/Credit into the Doctor of Psychology
in Clinical Psychology Program from Other Institutions*

Like other institutions which offer a doctoral degree, the Argosy University, Schaumburg 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 a transfer of courses in the curriculum. Transfers are not reviewed or granted until the student has been accepted and paid the initial deposit.

For a course to be considered eligible for a 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, Schaumburg, except when students present evidence of ongoing work experience or continuing education in that area, or when students pass a transfer exam for the course.
- The course must have been a graduate level course, taken for graduate-level credit 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 hour 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 a transfer.
- A maximum of twelve courses (36 credit hours) may be waived towards the doctoral program in psychology.
- The school 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.

All transfer requests must be submitted during the first academic year of the student's enrollment. Students petitioning for transfers are 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 and the course as it is offered at Argosy University, Schaumburg. Students may obtain the procedures to be observed in submitting transfer requests from the Student Services Department.

Non-Transferable Courses

In each program at Argosy University, Schaumburg, the requirements to successfully complete certain courses may not be met by transfer of credit based on coursework from other institutions. The following are non-transferable courses in the Clinical Psychology Doctoral program:

Non-Transferable Courses

PP7100	Professionalization Issues: Ethics, Conduct and Law (3)
PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum and Seminar IV
PP8900	Internship (0)
PP8901	Half-Time Internship (0)

**Qualifying for the Master of Arts in Clinical Psychology Degree
as a Doctor of Psychology in Clinical Psychology Student**

Conferral of the Master of Arts in Clinical Psychology degree is not automatic. PsyD in Clinical Psychology program students may petition for the master's degree upon successful completion of the master's program 50 semester credit hours and requirements, substituting the Diagnostic Practicum for the master's practicum and taking the master's Clinical Comprehensive Examination.

**Doctor of Psychology in Clinical Psychology Program —
Argosy University, Seattle
Program Overview**

The Doctor of Psychology (PsyD) in Clinical Psychology program, utilizing a practitioner-scholar model of professional training, has been designed to educate and train students to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum provides for the meaningful integration of theory, training, and practice. The clinical psychology program at Argosy University, Seattle is competency-based and emphasizes the development of attitudes, knowledge, and skills essential to the training of clinical psychologists who are committed to the ethical provision of quality services to diverse populations. Students are prepared to become clinical psychologists through the formal curriculum, which exposes them to the practice of professional psychology in both its breadth and depth. Concomitant professional development is supported through mentoring relationships with practitioner-scholar faculty who embody the integration of knowledge and skills with the ethical and professional attitudes required of clinical psychologists. Specific goals and objectives of the program include the following:

- The preparation of professionals who understand the foundations of Clinical Psychology in the history, concepts, and scientific bases of the discipline of psychology

Students will acquire knowledge of the history of thought and development in the discipline of psychology

Students will acquire knowledge of the history of thought and development in the cognitive and affective bases of human functioning.

Students will acquire knowledge of the biological bases of human functioning.

Students will acquire knowledge of the history of thought and development in the social bases of individual and group behavior.

Students will acquire knowledge of the nature and sequence of human development across the lifespan.

Students will acquire knowledge and demonstrate competence in the foundations of measurement theory and research methods.

- The preparation of professionals who possess a broad foundation of knowledge and skills in the practice of Clinical Psychology

Students will acquire the knowledge and demonstrate the ability to conduct psychological assessments.

Students will acquire the knowledge and demonstrate the ability to conduct competent psychological interventions.

Students will acquire the knowledge and engage in self-development in order to establish and maintain effective and ethical collegial and patient relationships in professional settings.

Students will communicate clinical and research information at a professional level.

- The preparation of professionals who demonstrate awareness, knowledge, and skills for competent practice and advocacy regarding diversity issues and commitment to relevant professional ethics and standards.

Students will acquire personal and professional cultural awareness, knowledge, and skills which will enhance their competence in working effectively with diversity and cultural difference.

Clinical Training Overview

Clinical training involves the supervised out-of-class contact of students with a variety of clinical populations. 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, Seattle students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. PsyD in Clinical Psychology program students generally complete their practicum in the third and fourth years of the program and internship in the fifth year.

Foundation Courses

Argosy University, Seattle requires certain undergraduate courses of all students enrolling in a graduate program in clinical psychology.

Applicants should have completed the following undergraduate courses, or their equivalent, prior to their anticipated date of enrollment:

Abnormal psychology

Tests and measures

Statistics

Students who have not completed these courses prior to admission must complete them no later than the end of their first semester after matriculation. Argosy University offers these foundation courses online. Please note that certain first-year courses may not be taken until the required foundation courses are completed.

Students who have completed one or more of these courses after being admitted to the program must submit an official transcript documenting their completion to the Student Services Department.

Enrollment Requirements

Students are encouraged to be enrolled full-time, which is defined as 9 credit hours in the fall and spring semesters, and 6 credit hours for the summer semester. All doctoral students must enroll for a minimum of 6 credit hours in the fall and spring semesters and 3 credit hours in the summer semester, except during internship. Enrollment for 6 credit hours per

semester is considered full-time for students following a six-year sequence for degree completion. Doctoral students wishing to be enrolled for less than the minimum credit hours must have permission of the program chair.

Additional Standards for Academic Progress

Students must make satisfactory progress toward their degree by maintaining a GPA of 3.0 (on a scale of 4.0). A grade of “NC” (“No Credit”) is considered as equivalent to a grade of “F” for purposes of Academic Warning, dismissal, or Academic Standing matters other than calculation of GPA. This applies to all courses that are graded as “Credit/No Credit” (“CR/NC”). [See the policy concerning retaking courses which follows.] Students must complete the program within seven years after matriculation.

Retaking Courses

Students who receive a grade below “B-” in a required course must retake this course within the next 12 months and must receive a grade of “B-” or better. Core courses in the PsyD in Clinical Psychology program include all courses except electives, which need not be re-taken unless a grade of “F” or “NC” is received. Students who receive a grade of “F” or “NC” in an elective course may either re-take the same course or substitute another elective in order to satisfy the credit hour requirement for electives in the program.

A student who receives a grade of “F” or “No Credit” (“NC”) for any class in a semester is required to meet with his/her advisor no later than the second week of the following semester. The purpose of this meeting is to develop a remediation plan—a set of behaviors, additional learning, and/or remedial work to do during the next semester(s) to bring academic, clinical, and/or professional skills up to the graduate level for professional psychology. It is the student’s responsibility to initiate this process—to set up the appointment with his/her advisor and to begin to develop the remediation plan. Failure to schedule the meeting, or to implement and complete the remediation plan may result in a referral to the Student Professional Development Committee..com

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.

To be eligible for awarding of the Doctor of Psychology in Clinical Psychology degree, students must meet the following requirements:

- Satisfactory completion of 98 semester credit hours (completed before the end of the sixth year of matriculation) that include:
 - 2 credit hours of required Professionalization Group
 - 69 credit hours of required coursework (all required courses are 3 credit hours)
 - 13 credit hours of elective coursework
 - 12 credit hours (across two years) of practicum and practicum seminars
 - 2 credit hours of Dissertation Seminar
- Successful completion of the Clinical Comprehensive Written Examination
- Successful completion of the Clinical Competency Exam (CCE)
- Successful completion of the Psychological Testing Battery Requirement
- Grade point average of at least 3.0 on a scale of 4.0, and a grade of “B-” or better in all required courses
- Successful completion of the dissertation
- Successful completion of a one-year, full-time internship or its equivalent
- Completion of all degree requirements within maximum time frame of seven years, with all coursework and practicum completed by the end of the sixth year
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours, distributed as follows: assessment requirements, 12 credit hours; clinical interventions and psychotherapy requirements, 18 credit hours; consultation and supervision requirements, 3 credit hours; elective requirements, 13 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirements, 6 credit hours; psychology foundations: basic science/psychology requirements, 15 credit hours; psychopathology requirements, 6 credit hours; statistics and research methods requirements, 6 credit hours; practicum and practicum seminar requirements, 12 credit hours; and dissertation seminar requirements, 2 credit hours.

Assessment Requirements—Students Are Required to Take the Following

PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP7381	Projective Personality Assessment (1.5) and
PP7382	Projective Personality Assessment II (1.5)
—or—	
PP8702	Neuropsychological Assessment I (1.5) and
PP8704	Neuropsychological Assessment II (1.5)

Assessment Requirements—12 Credit Hours

Clinical Interventions and Psychotherapy Requirements—Students Are Required to Take the Following

PP8038	Interventions ¹ (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7360	Clinical Psychopharmacology (3)

Students Choose Two of the Following Therapy Courses

PP8010	Cognitive Behavioral Theory and Therapy (3)
PP8020	Person-Centered and Experiential Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)

Students Choose One of the Following Systems Therapy Courses

PP8060	Group Psychotherapy (3)
PP8050	Family and Couples Therapy (3)

Clinical Interventions and Psychotherapy Requirements—18 Credit Hours

¹ Required prerequisite for all further courses in this section.

Consultation and Supervision Requirements—Students Are Required to Take the Following

PP7350	Consultation and Supervision (3)
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Consultation and Supervision Requirements—3 Credit Hours

Ethics and Professional Conduct Requirements—Students Are Required to Take the Following

PP7100	Professional Issues: Ethics, Conduct and Law (3)
PP7112	Professionalization Group I (1)
PP7113	Professionalization Group II (1)

Ethics and Professional Conduct Requirements—5 Credit Hours

Human Development Requirements—Students Are Required to Take the Following

PP7010	Child and Adolescent Development (3)
PP8470	Adult Development and Aging (3)

Human Development Requirements—6 Credit Hours

Psychology Foundations: Basic Science/Psychology Requirements—Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)
PP8645	Introduction to Neuropsychology (3)

Psychology Foundations: Basic Science/Psychology Requirements—15 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

PP7302	Psychopathology I (3)
PP7303	Psychopathology II (3)

Psychopathology Requirements—6 Credit Hours

Statistics and Research Methods Requirements—Students Are Required to Take the Following

PP7204	Statistics and Quantitative Methods I (3)
PP7205	Qualitative Research Methods I (3)

Statistics and Research Methods Requirements—6 Credit Hours

Practicum and Practicum Seminar Requirements—Students Are Required to Take the Following

PP8150	Practicum I (3)
PP8151	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Practicum and Practicum Seminar Requirements—12 Credit Hours

Dissertation Seminar Requirements—Students Are Required to Take the Following

PP8510	Dissertation (1)
PP8514	Dissertation—Extended (1)

Dissertation Seminar Requirements—2 Credit Hours

Internship Requirements—Students Are Required to Take the Following

PP8900	Internship (0)
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Internship Requirements—0 Credit Hours

Students are required to be continuously enrolled for either 12 months (full-time) or 24 months (half-time) of internship credit.

Elective Requirements

13 credit hours of electives are available for advanced general studies or specialization areas.

Professionalization Group Requirements

During the first year, students participate in biweekly 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.

Practicum and Practicum Seminar Requirements

The practicum is the opportunity provided to PsyD in Clinical Psychology program students for clinical field training. The practicum at Argosy University, Seattle offers PsyD in Clinical Psychology students the opportunity to work under supervision with clinical populations in healthcare delivery systems across a wide variety of settings including hospitals, community-based agencies, counseling centers, and correctional facilities. During this phase of their training, students use their classroom knowledge to develop, implement, and assess the efficacy of clinical interventions, and to develop the professional and personal attitudes essential to the identity of a professional psychologist. The practicum is an essential part of clinical training and all students are required to participate in the practicum experience. Liability insurance is included in the tuition and fees for the practicum.

The practicum is a required course series and carries 3 credit hours per semester or 6 credit hours for the academic year. For each practicum sequence, students will spend 15–20 hours per week on fieldwork for 3–4 consecutive academic semesters (in a 10–12 month period), normally beginning in the fall and concluding at the end of the summer I semester. Each academic year of practicum requires 600 hours of training experience. At least 200 of these hours must consist of direct client contact.

A practicum may not be done in a student's place of employment, nor can any practicum credit hours be waived or transferred.¹ Students may not receive financial compensation for practicum work.

Students who come to Argosy University, Seattle with extensive clinical backgrounds are placed in practicum sites in areas where they have an interest and do not have previous experience. Additional information about practicum may be found in the *Practicum Handbook*, available in the commons or from the director of Clinical Training.

Practicum Seminar

The specific content and emphasis of the seminar varies according to the practicum setting and focus of the enrolled students and the professional expertise of the faculty member. Students attend the same seminar, including the same students and faculty member, throughout the year.

Practicum Requirements

All students who enter the practicum application process must be in good academic standing, which means having a minimum grade point average of 3.0 on a scale of 4.0, no "Incompletes," and no grades below a "B-." Additionally, students must not be under investigation by any Argosy University disciplinary committee. Students must demonstrate the readiness to assume a professional role and interact appropriately with clients. Personal adjustment issues, interpersonal difficulties, poor communication skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner.

¹ Exception: Student transfers from other Argosy University campuses may request transfer of practicum credit hours. All requests will be reviewed and ruled on by the director of Clinical Training.

Students on probation or under other disciplinary constraints are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the director of Clinical Training regarding their eligibility to continue practicum.

Practicum Training Sites

Students will complete the required practicums each year at a different practicum site, with the goal of gaining experience across a variety of settings and populations. Argosy University Seattle's current list of approved sites includes state mental health facilities, outpatient clinics, private psychiatric units and community hospitals, treatment centers for developmentally disabled and behavior disordered individuals, neuropsychological specialty sites, and private practice settings.

Students may contact training sites only after approval from the director of Clinical Training. Practicum site supervisors expect that Argosy University, Seattle administrators coordinate all clinical training. Students are expected to follow these guidelines.

Practicum sites vary considerably regarding interviews and selection schedules. Argosy University, Seattle students as well as students from other graduate psychology and social work programs may compete for practicum sites. Students should apply, conduct interviews, and accept and decline practicum positions with the utmost professionalism and ethical conduct.

Practicum Information

It should be noted that any or all educational information in the custody of Argosy University, Seattle, its faculty or staff, which is relevant to a student's performance or enrollment status at Argosy University, may be shared by the director of Clinical Training; practicum instructors; program chair, the American School of Professional Psychology at Argosy University, Seattle; or campus president, Argosy University, Seattle with a practicum site supervisor prior to, during, or after the completion of a practicum.

Clinical Evaluation of Competencies Requirements

All doctoral students are required to successfully complete a Comprehensive Examination (Comps) and a Clinical Competency Examination (CCE). The *Comprehensive Examination Handbook* is available in the commons or from the Comprehensive Exam Coordinator. The *Clinical Competency Handbook* may be found in the commons or is available from the director of Clinical Training.

Dissertation Requirements

Each doctoral student is required to complete a dissertation as a requirement for graduation. The dissertation is intended to be a scholarly work that provides students an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to analyze methodological issues, and to produce an original piece of scholarly work in the field of clinical psychology.

Students are required to successfully complete the defense of their dissertation proposal by February 1 of the year prior to starting internship in the Fall. Further information regarding the dissertation may be found in Argosy University, Seattle's *Dissertation Manual*. Copies of the *Dissertation Manual* are available from the librarian.

Registration for Dissertation

Students must register continuously for 1 credit hour of Dissertation Seminar per semester (fall and spring semesters) in the final year of coursework preceding the internship, and must then register continuously (beginning summer) for 1 credit hour of Dissertation Extended until successful defense of the dissertation. A maximum of 2 dissertation credit hours may count toward the degree.

Dissertation Committee and Process

In general, Argosy University, Seattle envisions the student working in earnest for 10–18 months in order to finish the dissertation. It is suggested that a student should begin to form his/her committee when ready to dedicate time and energy to the dissertation, and in sufficient time to complete the defense of the dissertation proposal before internship. During this period the student works closely with the chairperson in order to develop a proposal and then to complete an acceptable draft that is reviewed by other members of the committee. The chairperson works on a regular basis with the student in order to develop an organized and individualized experience. The chairperson may require the student to come to campus for consultation even if the student is residing out of state. The chairperson of the committee functions as a guide and facilitator to the dissertation process and should be expected to refine and suggest enhancement, rather than to develop or initiate hypotheses. The committee, as well, works with the chairperson in assisting the student-scholar to add dimension and clarity to the process. Students must successfully defend their dissertation proposal (Preliminary Dissertation Defense) by February 1 of the year prior to starting internship in the Fall.

Types of Dissertations

As practitioner-scholars, students are expected to relate this work to the clinical practice of psychology. There are several types of dissertations that students may elect to accomplish. Following are some examples:

- Critical Review and Theoretical Studies
- Studies of a Clinical Problem or Situation
- Case Studies
- Single Subject Design
- Qualitative Research
- Quantitative Studies
- Survey Studies
- Program Evaluation
- Meta-Analytic Reviews

In order to conduct experimental and quasi-experimental studies, research on social systems, or program development/ evaluation, it will be incumbent upon the student to demonstrate to the chairperson of his/her dissertation committee that he/she has the competence and sufficient resources to complete the option selected. In all cases, the student must have the dissertation chair's approval of the type of dissertation selected before proceeding.

Institutional Review Board (IRB)

All students are required to conform to institutional policies regarding research with human participants. Argosy University, Seattle's policies are consistent with standards established by APA for research with human participants. Students must submit an application for review to the Institutional Review Board (IRB) even if they do not plan to collect data using human participants. Data collection cannot begin until IRB approval for the research proposal is obtained.

Internship Requirements

All doctoral students are required to apply through the Association of Psychology Postdoctoral and Internship Centers (APPIC) to complete a one-year (12-month) full-time internship or a two-year (24-month) part-time internship as a condition for graduation. This intensive and supervised contact with clients is intended to provide a culminating clinical training component to the academic experience. Typically, full-time students will begin the internship during their fifth year of enrollment, or following completion of all prerequisites. Information regarding the internship may be found in the Internship Handbook. Questions may be addressed to the director of Clinical Training.

Students must register continuously for internship for the duration of their placement, whether 12-month or 24-month.

Criteria for Internship Sites

Argosy University, Seattle adheres to the requirements established by the Washington State Board of Psychologist Examiners for doctoral internships and APA standards.

Predoctoral internship programs accredited by the American Psychological Association and/or the Association of Psychology Postdoctoral and Internship Centers (APPIC) shall be accepted by the board as meeting the requirements of the program.

Internship Information

It should be noted that any or all educational information in the custody of Argosy University, Seattle, its faculty or staff, which is relevant to a student's performance or enrollment status at Argosy University, Seattle, may be shared by the director of Clinical Training; internship instructors; head, the American School of Professional Psychology at Argosy University, Seattle; or campus president, Argosy University, Seattle with an internship site supervisor prior to, during, or after the completion of an internship.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program— Five-Year Curriculum

Student progress through the PsyD in Clinical Psychology program is intended to be sequential. Certain courses are offered which provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course before a registration for that course can be considered official.

Students may also complete the PsyD in Clinical Psychology program in a six-year or a five-year sequence. Six-year programs of study are available from the student's advisor or from the chair of the clinical psychology program.

Year One

PP7112	Professionalization Group I (1)	PP7113	Professionalization Group II (1)	PP7000	History and Systems (3)
PP7020	Child and Adolescent Development (3)	PP8470	Adult Development and Aging (3)	PP7340	Assessment and Treatment of Diverse Populations (3)
PP7302	Psychopathology I (3)	PP7303	Psychopathology II (3)		
PP8038	Interventions I (3)	PP7100	Professional Issues: Ethics, Conduct, and Law (3)		

Year Two

PP7370	Cognitive Assessment (3)	PP7371	Objective Personality Assessment (3)	PP8050	Family and Couples Therapy* (3)
				— or —	
PP7204	Statistics and Quantitative Methods (3)	PP8030	Psychodynamic Theory and Therapy† (3)	PP8060	Group Psychotherapy* (3)
		— or —			
		PP8010	Cognitive Behavioral Theory and Therapy† (3)		
PP8020	Person-Centered and Experiential Theory and Therapy† (3)	PP7205	Qualitative Research Methods (3)	PP7060	Social Psychology (3)
— or —					
PP8010	Cognitive Behavioral Theory and Therapy† (3)				

Year Three

PP7050	Physiological Psychology (3)	PP8151	Practicum II (3)	Elective (2)
PP7373	Integrative Assessment (3)	PP7360	Clinical Psychopharmacology (3)	Apply by end of summer I to sit for fall (fourth year) Comprehensive Written Examination
PP8150	Practicum I (3)	PP8645	Introduction to Neuropsychology (3)	Elective (3)

* Required to take either Family and Couples Therapy (PP8050) or Group Psychotherapy (PP8060). If both are taken, one substitutes as an elective.

† Required to take two of the following three courses: Cognitive Behavioral Theory and Therapy (PP8010), Person-Centered and Experiential Theory and Therapy (PP8020), Psychodynamic Theory and Therapy (PP8030). If all three are taken, one of the three substitutes for an elective.

Year Four

PP8203	Practicum III (3)	PP8204	Practicum IV (3)	Elective (2)
PP7350	Consultation and Supervision (3)	PP7040	Cognitive and Affective Processes (3)	Deadline for Dissertation Proposal Defense
PP8510	Dissertation (1)	PP8510	Dissertation (1)	
	Elective (3)		Elective (3)	
Sit for Comprehensive Written Examination		Sit for Clinical Competency Examination		
Apply for Internships				
Advanced Assessment Part I: Students choose either:*		Advanced Assessment: Part II: Students choose either:*		
PP7381	Projective Personality Assessment I (1.5)	PP7382	Projective Personality Assessment II (1.5)	
—or—		—or—		
PP8702	Neuropsychological Assessment I (1.5)	PP8704	Neuropsychological Assessment II (1.5)	

Year Five

PP8900	Internship (0)			
	One year full-time or two years half-time (latter involves sixth year)			
PP8514	Dissertation—Extended (1)			
	1 credit hour per semester until final Dissertation Defense†			

* Students must take Part I and Part II of the same advanced assessment sequence, Projective Personality Assessment (PP7372) or Neuropsychological Assessment (PP8648) sequentially.

† Dissertation Extended credit hours do not count toward the 98 credit hours required for graduation.

Course/Credit Transfer

Transfer of Credit to the Doctor of Psychology in Clinical Psychology Program from Other Institutions

Students who have completed graduate coursework at another institution may petition for transfer of courses in the doctoral program up to a maximum of 30 credit hours (ten courses). For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years prior to enrollment at Argosy University, Seattle.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the United States, the appropriate state or national accreditation is required.
- The course submitted for credit transfer of a 3-semester credit hour course must itself be at least 3 semester credit hours.
- The student must have earned a grade of “B” or above in the course.
- Practicum and their associated seminars, Professionalization Groups, Professional Issues: Ethics, Conduct and Law (PP7100), and electives are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work sample faculty and are granted if there is substantive evidence of equivalence in course

content and objectives between the course submitted for transfer and the course as it is offered at Argosy University, Seattle. Students may obtain the procedures for submitting transfer requests from the Student Services Department.

Students who transfer from another Argosy University campus to the Argosy University, Seattle may receive credit for a course taken at the original campus, including professionalization group and practicum, if the course is identical to the one offered at this campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial. Students at Argosy University, Seattle who wish to submit transfer requests for courses taken at another Argosy University campus must do so before or during the first year of enrollment at Argosy University, Seattle.

Qualifying for the Master of Arts in Clinical Psychology Degree as a Doctor of Psychology in Clinical Psychology Program Student

Students who are enrolled in the PsyD in Clinical Psychology program who wish to be awarded the MA in Clinical Psychology degree during their program must meet the following requirements:

- Successful completion of the minimum required number of credit hours for the master’s degree (50 credit hours)
- Successful completion of all courses that are required in the master’s curriculum, even if they exceed the minimum required number of credit hours for the degree
- Successful completion of the Clinical Competency Examination required at the end of the second year of doctoral practicum
- A completed Petition to Graduate submitted to campus administration

**Doctor of Psychology in Clinical Psychology Program —
Argosy University, Tampa
Program Overview**

The Doctor of Psychology (PsyD) in Clinical Psychology program at Argosy University, Tampa has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training and practice. The clinical psychology program emphasizes the development of attitudes, knowledge and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include the preparation of practitioners of psychology who:

- Are capable of delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment
- Understand the biological, psychological and social bases of human functioning
- Are able to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance the applications of psychology throughout their careers
- Are able to assume leadership positions, to work with other disciplines, and to provide training for mental health professionals in healthcare and other organizational systems
- Are prepared to evaluate and use clinical research to enhance applications of psychology

Students enrolled in the PsyD in Clinical Psychology program may choose from many elective courses or may focus on one of four optional concentrations:

- Child & Adolescent Psychology
- Geropsychology
- Marriage/Couples & Family Therapy
- Neuropsychology

Argosy University, Tampa has a strong commitment to training practitioners who demonstrate high levels of professionalism and clinical skill. It is a fundamental requirement of Argosy University, Tampa that all students meet the standards of the profession of psychology. One aspect of that expectation requires that all students adhere to the principles of the *American Psychological Association 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. 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 referred to and reviewed carefully by the appropriate faculty committee.

Option for Independent Study

Additional specialty topics may be available in the form of directed study credit hours. Students interested in a particular topic area are encouraged to approach faculty regarding the development of a directed study course. All directed studies must be approved by the school dean prior to registration. Core curriculum courses that are offered in traditional format during the academic year may not be completed as directed study. Exceptions to this policy must be approved by the Curriculum Committee and administration and will only be considered for extreme circumstances, i.e., required military duty.

Online Courses

Students in the American School of Professional Psychology (ASPP) at Argosy University, Tampa clinical psychology programs are not eligible to complete required coursework online. Students may elect to take additional elective offerings available online through Argosy University's sister campuses.

Foundation Courses

The PsyD in Clinical Psychology program requires students to complete certain undergraduate courses before applying for admission to the program. These courses serve as a foundation to the program and ensure that students are sufficiently familiar with concepts and issues in the field to pursue graduate work.

For students who have completed a BA or BS in undergraduate psychology or an MA or MS in a mental health field, foundation courses will be considered to be met. Other students must have four psychology courses. Two courses must be selected from the following topic areas (one from each list). The remaining two courses may be of the student's choosing.

One course must be selected from the following topic area:

- Introductory of general psychology
- Personality
- Abnormal or psychopathology
- Clinical or counseling psychology

One course must be selected from the following topic area:

- Statistics
- Research methods
- Tests and measurements
- Psychological assessment

All foundation courses must be completed with a grade of "B" or better by the time of matriculation in the program.

Additional Requirements for Academic Progress

Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the sixth year. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Suggested Incremental Time Frame Completion Rates

The minimum amount of academic work that a student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame. The following is the minimum amount of academic work that must be completed by the end of each year in the program.

Suggested Incremental Time Frame Completion Rates

End of Year One	14 credit hours
End of Year Two	27 credit hours
End of Year Three	40 credit hours
End of Year Four	53 credit hours
End of Year Five	68 credit hours
End of Year Six	95 credit hours
End of Year Seven	98 credit hours

Performance Evaluations

Students are encouraged to utilize the process of continuous feedback to enhance both their academic learning and professional development.

End-of-Course Evaluations

At the completion of each course, students are given an end-of-course evaluation in addition to their course grade. Feedback regarding mastery of information, clinical application, and classroom behavior is provided.

End-of-Year Evaluations

At the end of each academic year, faculty present students for an end-of-year evaluation. During the end-of-year evaluation, student progress is discussed by the core academic faculty with special attention to any area(s) of concern identified. Students presented for discussion receive written feedback during a meeting with their academic advisor in the fall semester.

The purpose of this feedback is to review general progress as well as to highlight areas for commendation or those in need of attention. Students may additionally be referred to the Student Professional Development Committee when necessary based on the magnitude or nature of the concerns raised.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- Successful completion of 98 semester credit hours, including practicum
- Successful completion of the Comprehensive Examination
- Successful completion of all sections of the Comprehensive Clinical Evaluation (CCE)—Diagnostic and Intervention
- Successful completion of a one-year, 2000 hour, full-time predoctoral internship
- Successful completion of the Clinical Research Project
- GPA of at least “B” (3.0 on a scale of 4.0) with no grades below “B-” in required coursework
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Award of the Master of Arts Degree

Upon successful completion of the requirements of the MA in Clinical Psychology, students in the PsyD in Psychology program are awarded a Master of Arts in Clinical Psychology degree.

Writing Program

There is a strong emphasis placed on the ability to write professionally throughout the curriculum. Students who recognize a need to strengthen their writing ability are encouraged to enroll in a writing skills course during their first year of enrollment. In addition, students who receive written referrals for more than one semester or by more than one faculty as needing assistance with writing will be required to take a course. Typically, these referrals will occur through notification on the student's mid- or end-of-course evaluation. The student must satisfy this requirement by the end of the semester after receiving notification or they will be prohibited from registering for additional coursework.

Program Requirements

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours, distributed as follows: assessment requirements, 18 credit hours; clinical interventions/psychotherapy requirements, 15 credit hours; diversity requirement, 3 credit hours; elective requirements, 9 credit hours; ethics and professional conduct requirements, 5 credit hours; human development requirement, 3 credit hours; psychological foundations requirements, 12 credit hours; psychopathology requirements, 6 credit hours; scientific inquiry requirements, 6 credit hours; supervision/consultation requirements, 3 credit hours; practicum and practicum seminar requirements, 14 credit hours; and clinical research project requirements, 4 credit hours.

Matriculated students must complete all course requirements in an in-residence format. In addition, all required coursework must be completed with a final grade of “B-” or better.

Assessment Requirements—Students Are Required to Take the Following

PP7365 Clinical Interviewing (3)
 PP7370 Cognitive Assessment (3)
 PP7371 Objective Personality Assessment (3)
 PP7372 Projective Personality Assessment (3)
 PP7373 Integrative Assessment (3)
 PP8701 Geriatric Assessment/Introduction to
 Neuropsychological Screening (3)

–or–

PP8705 Child Assessment (3)

Assessment Requirements—18 Credit Hours

**Clinical Interventions/Psychotherapy Requirements—
Students Are Required to Take the Following**

PP7360 Clinical Psychopharmacology (3)
 PP8038 Interventions I (3)
 PP8039 Interventions II (3)
 PP8041 Integrative Approaches to Therapy (3)
 PP8060 Group Psychotherapy (3)

Clinical Interventions/Psychotherapy Requirements—15 Credit Hours

Diversity Requirements—Students Are Required to Take the Following

PP7340 Issues in the Assessment and Treatment of Diverse Populations (3)

Diversity Requirements—3 Credit Hours

**Ethics and Professional Conduct Requirements—
Students Are Required to Take the Following**

PP7110 Professionalization Group I (1)
 PP7111 Professionalization Group II (1)
 PP7100 Professional Issues: Ethics, Conduct, and Law* (3)

Ethics and Professional Conduct Requirements—5 Credit Hours

** This 3 credit hour course is divided into two 1.5 credit hour segments which must be taken consecutively in the fall and spring semesters.*

**Human Development Requirements—
Students Are Required to Take the Following**

PP7010 Lifespan Development (3)

Human Development Requirements—3 Credit Hours

**Psychological Foundations Requirements—
Students Are Required to Take the Following**

PP7000 History and Systems (3)
 PP7040 Cognition and Affective Processes (3)
 PP7050 Physiological Psychology (3)
 PP7060 Social Psychology (3)

Psychological Foundations Requirements—12 Credit Hours

Psychopathology Requirements—Students Are Required to Take the Following

PP7310 Theories of Psychopathology (3)
 PP7311 Diagnostic Psychopathology (3)

Psychopathology Requirements—6 Credit Hours

Scientific Inquiry Requirements—Students Are Required to Take the Following

PP7200 Statistics and Research I (3)
 PP7201 Statistics and Research II (3)

Scientific Inquiry Requirements—6 Credit Hours

**Supervision/Consultation Requirements—
Students Are Required to Take the Following**

PP7350 Consultation and Supervision (3)

Supervision/Consultation Requirements—3 Credit Hours

**Practicum and Practicum Seminar Requirements—
Students Are Required to Take the Following**

PP8208 Diagnostic Practicum and Seminar I (3)
 PP8209 Diagnostic Practicum and Seminar II (3)
 PP8210 Diagnostic Practicum and Seminar II—Extended (1)
 PP8211 Intervention Practicum and Seminar I (3)
 PP8212 Intervention Practicum and Seminar II (3)
 PP8213 Intervention Practicum and Seminar—Extended (1)

Practicum and Practicum Seminar Requirements—14 Credit Hours

**Clinical Research Project Requirements—
Students Are Required to Take the Following**

PP8500 Clinical Research Project Seminar (1)
 PP8501 Clinical Research Project (1) [for three semesters]

Clinical Research Project Requirements—4 Credit Hours

Elective Requirements

Students are required to complete 9 credit hours of elective coursework.

Professionalization Group Requirements

The Professionalization Groups, which meet on a weekly basis during each of the two regular semesters, provide first-year students with important direction and assistance as they begin their education and training. These groups provide students with an orientation to the field of professional psychology as well as an introduction to key issues in the training and professional development of a clinical psychologist. Additionally, Professionalization Group II offers preparation in the area of scholarly and scientific writing. All students are required to complete both Professionalization Group I and Professionalization Group II during their first year of training.

Practicum and Practicum Seminars

Clinical Training Manual

Specific policies and procedures for all components of clinical training can be found in the *Clinical Training Manual*. This manual is provided to students during their first semester. Students are responsible for maintaining this manual and integrating revisions and updates as they occur. Please see the director of Clinical Training for more information.

General Information

Students enrolled in the PsyD in Clinical Psychology program at Argosy University, Tampa gain practical experience through clinical training. Clinical training is the supervised out-of-class contact of students with a clinical population. Through the 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, ASPP at Argosy University, Tampa students are competent clinicians, possessing effective assessment and intervention skills, and practicing in a highly ethical 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. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks. All students must be covered by professional liability insurance, purchased through the APAIT Insurance. The coverage is mandatory and applies to coursework and practicum, even if the student is otherwise insured. It is the student's responsibility to obtain, document, and maintain the insurance coverage. The coverage must be at the \$1,000,000/\$3,000,000 level.

All PsyD in Clinical Psychology students must complete a Diagnostic Practicum and a Therapy Practicum (800 hours each, usually 20 hours per week for 40 weeks). Pre-practicum and Advanced Practicum experiences are also available. All practicum students are also enrolled in a weekly practicum seminar led by a faculty member which meets throughout the training experience. ASPP at Argosy University, Tampa places students in a wide variety of clinical field sites, according to the interests and needs of the students and availability of practicum sites. Training sites are selected which teach students clinical skills, expose students to relevant treatment populations, and provide supervision by experienced clinicians. The emphasis in training is on the development of the student as a well-rounded and balanced professional. Every effort is made to ensure that students receive competent supervision within a supportive mentoring relationship, and within an environment conducive to learning and ethical professional development.

The practicum period generally begins in September unless a training site has different specific needs. Some sites require a pre-practicum or have earlier start dates depending on site needs. Each practicum takes place in a single agency. A practicum may not be done in a student's place of employment, nor with a past supervisor. Practicum requirements are not waived for any student. All PsyD in Clinical Psychology program students are encouraged to seek a Therapy Practicum site which provides a different type of experience than their Diagnostic Practicum site, in order to enhance the diversity of their training. Students are evaluated in writing once each semester by both the practicum supervisor and the faculty seminar leader. Progress is assessed in four basic areas of clinical functioning:

- Theoretical knowledge base
- Clinical skills
- Ethical and professional attitudes
- Personal and interpersonal skills. Supervisors are encouraged to review their written evaluations with the student and provide feedback regarding the student's clinical strengths and areas needing strengthening.

Doctoral students accumulate a minimum of 1,600 hours of supervised clinical experience before starting the internship. However to be competitive for internship sites, students are strongly encouraged to accumulate as many hours as possible. Students are encouraged to pursue additional training through pre-practicum or specialty practicum experiences in order to meet the student's specific interests in specialized settings. However, only 3 credit hours of additional practicum can be counted towards graduation.

Diagnostic Practicum

The Diagnostic Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. The use of psychological testing instruments continues to distinguish psychologists from other mental health professionals. Competence in the use of these tests remains central to the identity of the clinical psychologist.

Prior to practicum placement, students complete courses dealing with the principles of testing and learn to administer, score and interpret measures of personality, and major intelligence tests. During practicum, students put to use what they have learned in the classroom. Students learn to integrate data gleaned from several testing instruments, generate hypotheses based on patterns of psychological processes observed throughout the assessment process, develop case formulations, and prepare well written and integrated psychological reports. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and psychological assessment.

Required prerequisites for Diagnostic Practicum placement and additional policies and procedures related to practicum training are described in the *Clinical Training Manual*.

Therapy Practicum

The Therapy Practicum teaches intervention skills. Argosy University, Tampa does not favor a particular theoretical orientation. The faculty and curriculum represent many major clinical orientations. Students are encouraged to keep an open mind about their theoretical orientation in order to get the full benefit of this exposure. With time and experience, students will settle into a theoretical orientation and develop the personal style that best suits them as individuals. The Therapy Practicum presents an excellent opportunity for this kind of learning.

Students are cautioned that it is unrealistic to expect that they can participate in the entire spectrum of clinical experiences and therapy modalities in their Therapy Practicum. The Therapy Practicum provides an opportunity for the student to work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. The learning that takes place in such an environment will transfer to other clinical situations and become an integral part of the foundation for sound clinical practice.

Required prerequisites for Therapy Practicum placement and additional policies and procedures related to practicum training are described in the *Clinical Training Manual*.

Pre-Practicum Experience

The pre-practicum experience is designed to offer direct clinical training experiences to students with limited mental health exposure prior to applying for regular practicum training. Additionally, direct observational experience is possible. The out-of-class training is with a clinical population in an approved mental health setting. The goal of the training experience is to allow students who have completed a portion of their assessment classes an opportunity to interview clients, administer formal assessment instruments, score and interpret data, and complete written reports. Therapy experiences may also be arranged. The work will be supervised by a licensed clinical psychologist. More experienced students may serve as coaches to the pre-practicum student during the training.

The pre-practicum experience will usually be completed during a single semester and generally consists of 5–10 hours per week on-site. Pre-practicum experiences are requested by the student, or may be recommended or required by the Clinical Training Committee. The student will be evaluated by the supervisor using the same form that is listed in the *Clinical Training Manual* for practicum students and will attend a concurrent seminar during the training.

Required prerequisites for prepracticum placement and additional policies and procedures related to pre-practicum training are described in the *Clinical Training Manual*.

Advanced and Supplemental Practicum

Students may choose to do a practicum beyond the required Diagnostic and Therapy Practicum in order to gain additional experience with specialized populations. Each student must consult with his/her advisor in order to review and alter his/her degree plan as required in order to take a specialty practicum. The practicum site is obtained through the Clinical Training Department. The student will be evaluated by the supervisor using the same form that is listed in the *Clinical Training Manual* and must attend a concurrent seminar during the training. Required prerequisites for specialty practicum placement and additional policies and procedures related to specialty practicum training are described in the *Clinical Training Manual*.

Clinical Evaluation Competency Requirements— Clinical Evaluation Sequence (CES)

The Clinical Evaluation Sequence (CES) is a series of competency based examinations designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. The examinations take place at designated times prior to the student becoming eligible for progression in the program and internship. The CES monitors the growth and development of the student's acquisition of appropriate skill levels for clinical practice. Demonstrating competency on each section of the CES is a prerequisite for advancing to the next level of training. Students prepare to demonstrate competency by integrating classroom theoretical work with clinical experience acquired during the practicum. The four sections of the CES and procedures for their passage are as follows:

Diagnostic Scoring Competency Students meet the requirement by passing three ASPP at Argosy University, Tampa assessment courses with a grade of "B-" or better and demonstrating adequate competency on specific skills in each class (Cognitive Assessment (PP7370), Objective Personality Assessment (PP7371), and Projective Personality Assessment (PP7372).

Diagnostic Interpretation Competency Students meet the requirement by passing Integrative Assessment with a grade of "B-" or better and demonstrating adequate competency on specific skills in the class.

Comprehensive Clinical Evaluation-Diagnostic (CCE-D)

The Diagnostic Practicum Seminar and the practicum help the student develop the necessary competency in diagnostic interviewing and psychological report writing. The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-D can be found in the *Clinical Training Manual*.

Comprehensive Clinical Evaluation-Intervention (CCE-I)

The Therapy Practicum Seminar and practicum helps the student develop the necessary skills in psychotherapy and case analysis. The student demonstrates the competency by successfully completing both a written and an oral presentation of a client case. Specific requirements for the CCE-I can be found in the *Clinical Training Manual*.

Comprehensive Examination Requirements

All students will be required to successfully pass the academic Comprehensive Examination in order to progress in the PsyD Clinical Psychology program. This examination is offered twice a year and is a multiple choice exam modeled in format and content after the EPPP national licensing exam for psychologists. Students must successfully pass the Comps Exam prior to commencing Intervention Practicum and Seminar I. The Comps Exam will be graded on a "Pass/Fail" basis with successful completion of 70 percent of the items required to achieve a passing grade. Students who fail the Comprehensive Examination will be permitted to sit for a second administration. Students who fail to achieve a "Pass" on their second attempt will not be allowed to progress in the program. Due to the comprehensive nature of this exam, students are encouraged to complete the relevant coursework prior to registering for the first administration. The Examination may include content from the following content areas: professional ethics, personality theory and psychopathology, history and systems, physiological psychology, developmental, social psychology, cognition and affect, statistics and research methods, diversity, and psychological assessment.

Clinical Research Project Requirements

General Information

All students in the doctoral program are required to develop a Clinical Research Project as a requirement for graduation. The Clinical Research Project 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. Students are expected to apply theoretical and scientific knowledge to the examination of a meaningful question related to the clinical practice of psychology. Specific policies and procedures for all components of the Clinical Research Project process can be found in the *Clinical Research Project Manual*. This manual is provided to students during their first semester. Students are responsible for maintaining this manual and integrating revisions and updates as they occur.

Registration

Students begin the CRP with the Clinical Research Project Seminar. Students are then required to complete a minimum of 3 credit hours of CRP over a minimum of three semesters at 1 credit hour each. Students may not take more than 1 credit hour of CRP per semester. Once the CRP has commenced, students must continuously register for 1 credit hour of CRP per semester until their project is completed.

Internship Requirements

Successfully completing an Argosy University, Tampa approved pre-doctoral internship is required to graduate with a PsyD in Clinical Psychology. The internship is a year-long, organized training experience which is completed at a site within the United States or Canada. Argosy University, Tampa encourages all of its students to obtain internships affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) and, where possible, American Psychological Association (APA) approved internships. The Argosy University, Tampa Training Committee must approve all other internship programs.

Before applying for internship, the Clinical Training Department reviews the student's academic and training file. The review focuses on an intern applicant's strengths and training needs, as stated by practicum supervisors, practicum seminar leaders, and course instructors. The Clinical Training Department assesses whether the student has acquired solid theoretical knowledge, effective clinical skills, and appropriate professional attitudes needed to proceed with the internship process.

The student initiates and follows through with all internship application procedures. The Clinical Training Department assists in the process in a number of ways, such as supplying internship information and resource materials, providing documentation of eligibility, and ensuring adherence to APPIC internship selection procedures. Once a student is placed in an internship site, Argosy University, Tampa monitors the student's progress through mid-year and final evaluation forms completed by the internship supervisor.

In addition, interns evaluate their internship across a number of criteria in order to assess the quality of the training experience they received. Specific policies and procedures for internship training are described in the *Clinical Training Manual*.

**Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—
Five-Year Curriculum: General/No Specified Concentration**

Student progress through the PsyD in Clinical Psychology program is intended to be sequential. Certain courses are offered which provide a theoretical and practical foundation for courses that will follow in subsequent years. In addition, certain advanced courses require the student to have the background of more basic courses in order to benefit fully from the course experience. Students must satisfy all stated prerequisites for a course (or seek permission of the instructor) before a registration for that course can be considered official.

Students are generally encouraged to follow a five-year completion plan in their doctoral studies. Students interested in pursuing an accelerated four-year completion plan must petition the Curriculum Committee, through their advisor, for approval. Students may additionally elect to follow a decelerated six-year plan, which should be determined in conjunction with their academic advisor. Students not following a prescribed degree plan must submit a degree completion plan to their faculty advisor.

Year One

PP7365	Clinical Interviewing (3)	PP7371	Objective Personality Assessment (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3) [Summer A]
PP7370	Cognitive Assessment (3)	PP7372	Projective Personality Assessment (3)	PP7010	Lifespan Development (3) [Summer B]
PP7310	Theories of Psychopathology (3)	PP7311	Diagnostic Psychopathology (3)		
PP7100	Professional Issues: Ethics, Conduct, and Law (1.5)	PP7100	Professional Issues: Ethics, Conduct, and Law (1.5)		
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

PP7373	Integrative Assessment (3)	Restricted Elective: PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening (3) — or — PP8705 Child Assessment (3)	PP7000	History and Systems (3) [Summer A]	
PP8038	Interventions I (3)	PP8039 Interventions II (3)	PP8210	Diagnostic Practicum and Seminar Extension* (1) [Summer A]	
PP7040	Cognition and Affective Processes (3)	PP8209 Diagnostic Practicum and Seminar II (3)	PP7060	Social Psychology (3) [Summer A]	
PP8208	Diagnostic Practicum and Seminar I (3)				

Year Three

PP8041	Integrative Approaches to Therapy (3)	PP7201	Statistics and Research II (3)	PP8213	Intervention Practicum and Seminar Extension* (1)
PP7200	Statistics and Research I (3)	PP7350	Consultation and Supervision (3)	PP8501	Clinical Research Project (1)
PP7050	Physiological Psychology (3)	PP8212	Intervention Practicum and Seminar II (3)	PP8060	Group Psychotherapy (3)
PP8211	Intervention Practicum and Seminar I (3)	PP8500	Clinical Research Project Seminar (1)		

Year Four

	Elective (3)		Elective (3)
PP8501	Clinical Research Project (1)	PP8501	Clinical Research Project (1)
	Supplemental Practicum [§] (1.5)		Supplemental Practicum [§] (1.5)
		PP7350	Consultation and Supervision (3)

Year Five

Internship

* Practicum Extensions may be taken either the semester before or the semester following the practicum year depending on site requirements.

§ Students may elect to fulfill these 3 credit hours via any combination of Supplemental Practicum credit hours or by taking a 3-credit hour advanced elective course. The format indicated here is strongly recommended.

Concentrations in the Doctor of Psychology in Clinical Psychology Program

Students may choose to fulfill their elective credit hour requirements by completing an optional area of concentrated study in one of the following areas:

- Child & Adolescent Psychology
- Geropsychology
- Marriage/Couples & Family Therapy
- Neuropsychology

Students who choose to take a concentration receive a list of recommended courses at the campus.

Students are encouraged to supplement this education by completing an additional specialty practicum in their area of interest as well as focusing their Clinical Research Project on a related topic. Students are not required to choose an area of concentration, and may choose to complete a generalized plan of study.

Faculty Advisors

Faculty advisors are available for consultation regarding student professional development, academic and training progress and other school and professional development issues.

Students are required to meet with their faculty advisor at least once each semester, for purposes of registration. It is our belief that the process of becoming a psychologist requires more than just classroom hours and practicum experience. Therefore, students are strongly encouraged to meet more often with their advisor to review their progress through the program, to discuss their performance in classes, seminars and training sites as well as for more general discussions regarding their professional direction and aspirations. Certain advising meetings may be documented in the form of a memo to the student's file. In those cases, a copy will be sent to the student as well. Registration and Add/Drop Request Forms require faculty advisor signatures.

Changing Faculty Advisors

If a student wishes to change advisors, he/she should discuss this with the current advisor and the prospective advisor. If all parties agree to the change, the student must complete and return to Student Services a Change of Advisor Form. This form requires the signatures of the student, the current advisor, and the new advisor.

Clinical Practice Policy

We recognize the responsibility in preparing clinical psychologists to ensure that this training protects the best interest of the public. It is entirely consistent with our training goals to require that students do not engage in professional activities that may infringe upon a primary commitment to training, have a negative impact on the quality of service provided, or are inconsistent with ethical and legal standards. Therefore, the participation of students in outside work activities should be secondary to training and should also uphold and be consistent with the legal and ethical standards of the profession.

While enrolled in the doctoral program, students are specifically prohibited from being involved in private practice or the delivery of professional services unless the following standards are met:

- Appropriate state registration, certification, credentialing or licensure relevant to the practice and delivery of mental health services
- Written notification of practice to, and approval by, the training director with the provision of evidence of appropriate credentialing
- Service delivery is within the scope of the highest degree or credential obtained and does not incorporate knowledge or skills learned through involvement with the doctoral program.

Failure to comply with these policies will result in referral to the Student Conduct Committee and may be grounds for dismissal from the program.

Policy Regarding Appropriate Subjects for Student Practice Assessment Informed Consent

All subjects used for Psychological Assessment must sign the appropriate consent form (available through any assessment course instructor) that must be submitted along with the report on a given subject. Students may not assess members of their immediate family, friends, University Employees, or other persons who might be involved in dual roles with the student assessor. Classmates may be appropriate for role play assessments. Assessment of the family and friends of fellow students may be appropriate as long as two conditions are met:

- That such testing does not constitute a dual relationship as delineated in the *APA Code of Ethics*
- That no feedback regarding the assessment results are provided to any subjects or their parents

Students should consult their instructor if there are any questions about the suitability of a given subject.

Guidelines for the Disposal of Confidential Materials

Students should shred rather than discard the following types of documents when they are not being retained for future use:

- Documents containing the names of any client or volunteer
- Documents containing client or volunteer information, even if there is no identifying information (e.g., protocols)
- Copies of used test forms

Copies of interview, interpretation, raw data or notes related to client or volunteer assessments.

Course/Credit Transfer

Transfer of Courses/Credit to the PsyD in Clinical Psychology Program from an Institution Other Than Argosy University

The clinical psychology programs do not automatically accept graduate credit from other institutions. Students who have taken graduate courses elsewhere may petition to have these courses apply towards the clinical curriculum. Transfer of a course implies that both the requirements to take that particular course have been met and that the credit for the course will be applied to the master's degree. Transfers will be considered only for courses that are offered in the clinical psychology programs. The total

number of hours of a course submitted for transfer must meet or exceed the total number of hours of the Argosy University, Tampa course. Requests for course transfers must be submitted during the student's first year of study.

A maximum of 24 credit hours may be transferred and applied to the PsyD in Clinical Psychology program. Students are advised, however, that only under unusual circumstances would more than one or two courses be transferred.

Transfer will be considered for graduate courses:

- Completed with a grade of "B" or higher
- Completed prior to admission to Argosy University, Tampa
- Earned within the five years of matriculation in the clinical psychology programs

The program does not accept for transfer any credit earned as military credit, credit by examination, credit by correspondence, credit for life experience, or graduate credit from non-accredited institution.

Transfer of credits will not be considered for courses completed elsewhere after admission to Argosy University, Tampa.

The following is a list of courses that are not considered eligible for transfer:

Non-Transferable Courses

PP7110	Professionalization Group I (3)
PP7111	Professionalization Group II (3)
PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (3)
PP7371	Objective Personality Assessment (3)
PP7372	Projective Personality Assessment (3)
PP7373	Integrative Assessment (3)
PP8038	Interventions I (3)
PP8039	Interventions II (3)
PP8041	Integrative Approaches to Therapy (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Note: Students who transfer from another Argosy University campus may have these courses transferred at the discretion of the Curriculum and Training Committee.

Petition for Course Transfer Forms are available from the Student Services Department and should be submitted to the chair of the Curriculum Committee. A student must complete one form for each course for which transfer consideration is requested.

When completing a Petition for Course Transfer Form, a student should attach documentation that will facilitate a determination as to whether the submitted course is consistent with a course required in the clinical program.

Doctor of Psychology in Clinical Psychology Program — Argosy University, Twin Cities Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students so that they can function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum provides for the meaningful integration of theory, research, and practice. To prepare students for entry-level practice as clinical psychologists, the doctoral program in clinical psychology at the American School of Professional Psychology (ASPP) at Argosy University, Twin Cities provides a competency-based program, which teaches:

- Knowledge in the history and systems of psychology; the theoretical and empirical foundations of clinical psychology, including the developmental, biopsychosocial, cognitive, and affective bases of behavior; and the scientific methodology which serves as the basis for empirically based clinical practice.
- Skills in the identification, assessment, and diagnosis of clinical problems; in problem remediation and application of empirically supported intervention procedures; and in the critical review of empirical literature and objective evaluation of clinical outcomes.
- Attitudes consistent with the ethical principles governing professional clinical practice including concern for client welfare and respect for client diversity.
- Skills in interpersonal functioning and the development of therapeutic relationships in a clinical setting.

Students in the PsyD in Clinical Psychology program may choose one of four optional concentrations:

- Child and Family
- Forensic
- Health and Neuropsychology
- Trauma

Clinical Training Overview

Clinical training is the supervised, out-of-class work in clinical settings. Through this contact, students apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional psychologist. By the end of clinical training, Argosy University, Twin Cities students possess effective assessment and intervention skills, and practice in a highly ethical manner.

During their clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in multiple ways by multiple faculty members and field supervisors. In order to advance to the next level of clinical training, the student must pass certain courses, complete practicum and internship, and demonstrate competency in specific clinical tasks.

Foundation Courses

15 credit hours of undergraduate courses, at least 3 of which must be earned in statistics, must be completed prior to enrolling in the PsyD in Clinical Psychology Program. This coursework serves as a foundation for graduate courses at ASPP at Argosy University, Twin Cities. Any graduate course used to fulfill the foundation course requirements may not also be used to transfer graduate course credits in the ASPP at Argosy University, Twin Cities PsyD in Clinical Psychology program.

The undergraduate foundation courses must be completed before the student formally begins a graduate program in clinical psychology at Argosy University, Twin Cities. It is the student's responsibility to provide an updated transcript to document the fulfillment of the foundation course requirements.

Enrollment Requirements

Additional Requirements for Academic Progress

Students must complete the program within seven years after matriculation, with the practicum completed by the end of the fourth year. Students are required to be in full-time residence in the program for a minimum of one academic year of pre-internship enrollment. Students are expected to maintain full time enrollment in the program until all course requirements have been completed. The continuous registration policy will be enforced for all students who have completed all coursework except for the Clinical Research Project.. Such students must be continuously enrolled for 1 credit hour of Clinical Research Project until the paper has been successfully completed and a grade has been submitted.

Extensions allowing enrollment beyond the seven year limit may only be granted by the program chair. Such extensions will only be granted under extenuating circumstances to allow completion of all degree requirements within a short period of time.

Additional Academic Standards and Student Evaluation

Students in the PsyD in Clinical Psychology program are in training to fill the professional role of a licensed psychologist. As such, their performance and competence will be evaluated across a number of dimensions. In addition to performance on traditional academic tasks and requirements, the student's cognitive, emotional, psychological and interpersonal functioning and development will be reviewed and evaluated. Students are also required to conform to ethical standards which govern the behavior of professional psychologists.

Graduation Requirements

Students who are admitted into the Doctor of Psychology (PsyD) in Clinical Psychology program will be responsible for completing the program requirements that are in effect at the time of their admission. The school retains the right to modify these requirements in accordance with the demands of the profession of psychology.

To be eligible for graduation, students must meet the following requirements.

- The satisfactory completion of 98 semester credit hours.
The total credit hours must include:
 - 66 credit hours of required courses
 - 2 credit hours of Professionalization Group
 - 12 credit hours (two years) of practicum and practicum seminar groups
 - A minimum of 15 credit hours of general electives
 - 3 credit hours of Clinical Research Project
- Successful completion of the Comprehensive Examination no later than the beginning of the fifth year
- Successful completion of all sections of the Clinical Competency Examination (CCE)
- Successful completion of a 2,000-hour internship, in not less than 12 and not more than 24 months
- Successful completion of the Clinical Research Project
- GPA of at least "B" (3.0 on a scale of 4.0)
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Date of Graduation

The official date of graduation is the date all of the above requirements are first met. Note that the Clinical Research Project is not completed until the bound copy has been accepted by the library. Student Services will enter the date all degree requirements are completed on the student's transcript. This is the degree completion date students must list for licensure and other purposes.

Writing Program

The ability to communicate clearly, effectively and professionally in writing is essential for the competent practice of clinical psychology. Writing skills are assessed across the clinical psychology curriculum. Based on written work submitted for classes and other program requirements, students who experience difficulty in written communication may be identified by the faculty. In these cases, remediation may be required which may include taking one or more writing courses, workshops, and/or working with a writing mentor or professor. Required writing courses will not count toward graduation requirements.

Program Requirements

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours, distributed as follows: required courses, 66 credit hours; elective requirements, 15 credit hours; professionalization group requirements, 2 credit hours; practicum and practicum seminar requirements, 12 credit hours; and clinical research requirements, 3 credit hours.

All courses other than electives are considered core courses.

Students are required to retake a core course if they receive a grade below “B-.” The course must be retaken no later than the end of the next calendar year with an earned grade of “B-” or better.

Required Courses — Students Are Required to Take the Following

PP6150	Introduction to Diverse Populations†§ (3)
PP6300	Professional Issues: Ethics, Conduct, and Law*§ (3)
PP7000	History and Systems§ (3)
PP7010	Lifespan Development†§ (3)
PP7040	Cognition and Affective Processes§ (3)
PP7050	Physiological Psychology§ (3)
PP7060	Social Psychology (3)
PP7164	Capstone Integrative Seminar (3)
PP7200	Statistics and Research I§ (3)
PP7201	Statistics and Research II§ (3)
PP7300	Psychopathology I†§ (3)
PP7301	Psychopathology II†§ (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations*§ (3)
PP7350	Consultation and Supervision (3)
PP7370	Cognitive Assessment†§ (3)
PP7371	Objective Personality Assessment*§ (3)
PP7372	Projective Personality Assessment*§ (3)
PP8010	Cognitive Behavioral Theory and Therapy*§ (3)
PP8020	Person-Centered and Experiential Theory and Therapy*§ (3)
PP8030	Psychodynamic Theory and Therapy*§ (3)
PP8051	Systems Theory and Therapy (3)
PP8100	Assessment and Treatment of Children and Families*§ (3)

Required Courses — 66 Credit Hours

Professionalization Group Requirements — Students Are Required to Take the Following

PP7110	Professionalization Group I†§ (1)
PP7111	Professionalization Group II†§ (1)

Professionalization Group Requirements — 2 Credit Hours

Practicum and Practicum Seminar Requirements — Students Are Required to Take the Following

PP8201	Practicum I — Assessment*§ (3)
PP8202	Practicum II — Assessment*§ (3)
PP8203	Practicum III — Therapy (3)
PP8204	Practicum IV — Therapy (3)

Practicum and Practicum Seminar Requirements — 12 Credit Hours

† Required for Practicum I and II.

‡ Required for Practicum III and IV.

§ Required for the Comprehensive Exam.

Clinical Research Project Requirements — Students Are Required to Take the Following

PP8500	Clinical Research Project Seminar (1)
PP8502	Clinical Research Project II (1)
PP8503	Clinical Research Project III (1)

Clinical Research Project Requirements — 3 Credit Hours

Internship Requirements — Students Are Required to Take the Following

PP8980 Internship (0)

Internship Requirements — 0 Credit Hours

Elective Requirements

Students are required to take 15 credit hours of electives chosen in consultation with their advisor.

Professionalization Group Requirements

The Professionalization Group is a required experience for first-year students. The Professionalization Group meets once a week for an hour during the first two semesters the student is in the program. The Professionalization Group is designed to provide:

- An orientation to the PsyD in Clinical Psychology program at Argosy University, Twin Cities
- An orientation to the profession of psychology
- The opportunity to get to know other first-year students

Professionalization Groups are led by a core faculty, who will provide a syllabus for the class. The Professionalization Group leader is automatically assigned as the academic advisor for entering students. For a more complete description of the advising process, see *Advisor Assignment*, later in this section.

Practicum and Practicum Seminar Requirements

Completion of two practicum, the first focusing on assessment and the second focusing on interventions, must be completed for the doctoral program. Each of the two practicum must meet each of the following requirements:

- The practicum must include 600 hours of documented clinical experience.
- Students will spend approximately 20 hours per week on practicum duties.
- The practicum must extend over a minimum period of nine months.
- Students must attend a practicum seminar during the fall and spring semesters. Practicum seminars meet weekly while classes are in session.
- Students must enroll for the 3-credit hour courses Practicum I (PP6400) and II (PP6401) while in the Assessment Practicum, and the courses Practicum III (PP8203) and IV (PP8204) while in the Therapy Practicum.

ASPP maintains a wide variety of clinical field sites, meeting the interests and needs of the students and the availability of training sites. Most practicum begin in September and end in May, although some sites may require work during the summer as well as throughout the academic year. Each practicum takes place in a single agency, and the student changes agencies from the Assessment Practicum to the Therapy Practicum. A practicum may not be done in a student's place of employment. The Training Department places students with extensive clinical backgrounds in practicum sites where they have not had previous clinical experience. All students on practicum are covered by professional liability insurance purchased through the school. This coverage is mandatory, even if the student is otherwise insured.

All practicum sites must be approved by director of Practicum Training, and students must work through the Training Department throughout the practicum process. The Training Department will provide students with a list of potential practicum sites to which they may apply. However, students must be accepted by the site for training at that site. Argosy University does not guarantee practicum placement. Most practicum sites are located in the Twin Cities metropolitan area, however in some cases the student may need to travel outside of the Twin Cities metropolitan area to obtain practicum training.

Eligibility for Practicum

All students entering the practicum application process must be in good standing. Students should carefully plan to complete all required courses before the beginning of practicum. Exceptions to prerequisites for the practicum are rarely considered, and must be approved by the director of Practicum Training. Students must have been enrolled as a matriculated student at Argosy University, Twin Cities for a minimum of two semesters before beginning a practicum. Course prerequisites for practicum are indicated on the list of course requirements elsewhere in this catalog.

Students will not be allowed to apply for practicum if there is concern about their ability to function competently and professionally at the training site. Students who are on probation are not permitted to apply for practicum. Exceptions to this policy may be granted by the director of Practicum Training. Students who have received a grade below a “B-” in prerequisite core clinical courses may not begin practicum until the course(s) have been retaken and a satisfactory grade has been earned. The departmental Student Professional Development Committee may stipulate that a student delay application for practicum as part of an overall remediation plan for the student.

Practicum Training Sites

The Argosy University, Twin Cities list of approved practicum sites includes a wide variety of training locations: mental health centers, psychiatric hospitals, schools, college counseling centers, outpatient clinics, treatment centers for the developmentally disabled, chemical dependency treatment programs, plus a variety of specialized programs, such as eating disorders programs, pain programs, and rehabilitation centers. If a student is interested in a clinical area not on the list of approved sites, the Training Department will attempt to develop such a site. The Training Department welcomes student and faculty input on the development of practicum sites.

Students are expected to receive at least two hours of supervision per week. These supervisory hours should be regularly scheduled and continue throughout the training year. Argosy University, Twin Cities has no financial obligation with its training sites. The student, Argosy University, Twin Cities, and the training site enter into a relationship in which the student delivers service in exchange for clinical supervision.

Once a student has accepted a practicum site, the site supervisor, student, and associate director of Training will complete the Practicum Assignment Agreement. By accepting a practicum site, a student makes a professional and ethical commitment to a site; students must conduct themselves accordingly.

Practicum Application Process

Detailed procedures for the practicum application process are provided in the *Practicum Policies and Procedures* handouts which are distributed to students as they begin the application process.

Students are matched to practicum sites through a process of mutual selection. Students give the Training Department up to six sites that they believe match their training interests. The Training Department reviews each student’s selections and weighs these selections with the student’s training needs and site availability. The Training Department then assigns each student three or four sites to which to apply. Students are expected to apply to all sites assigned; failure to do so may result in the student’s not being placed for the practicum.

Students may only apply to practicum sites assigned by the Training Department. Practicum site supervisors expect that applicants have been referred to them by the Training Department and that all clinical training is coordinated through the school. Students who do not follow these guidelines can expect disciplinary action.

Practicum sites vary considerably in how and when they interview and select students. ASPP at Argosy University, Twin Cities students, as well as students from other graduate programs, compete for practicum sites. Students should apply, conduct interviews, and accept/decline practicum positions with the utmost professionalism.

When students receive an offer, they may ask that site supervisor for a reasonable period of time to complete interviewing at other sites; reasonable means several days to two weeks. Once a student accepts an offer, that acceptance is binding. The student should then notify other sites of his or her withdrawal from candidacy and thank them for their consideration.

Students must inform the Training Department immediately after accepting a practicum site and complete the Practicum Assignment Agreement. This form identifies the student, the site, the supervisor, and the days and times the student will be on-site. The student is responsible for completing this form and returning it to the Training Department. Changes in training sites are not to be made without prior approval of the director of Practicum Training.

Practicum Seminar Requirements

All practicum students are required to attend a practicum seminar. This seminar is a tuition-free, “No Credit,” one and a quarter hour meeting, occurring weekly during the fall and spring Semesters (September through mid-April). Attendance at the practicum seminar is required.

Students regularly present tapes and diagnostic reports in order to reach the competency necessary to pass the diagnostic interviewing and case formulation section of the Clinical Competency Examination (CCE).

Assessment Practicum Requirements

The Assessment Practicum teaches students clinical assessment techniques and diagnostic formulation, so that appropriate clinical services can be recommended. By the end of the practicum, students are expected to be able to demonstrate the necessary psychological knowledge base, the basic clinical assessment skills, and the appropriate professional attitudes necessary to perform effective diagnostic interviewing and assessment. The practicum supervisor evaluates the student's progress on these criterion areas of competency.

Practicum sites vary in the kinds of interviews conducted, psychological tests administered, and populations served. However, all students in the assessment practicum are expected to gain experience in interviewing, psychological testing, and psychological report writing. Students should complete a minimum of 12 comprehensive written psychological reports over the course of the practicum.

Therapy Practicum Requirements

The Therapy Practicum teaches intervention skills. ASPP at Argosy University, Twin Cities does not favor a particular theoretical orientation: The faculty and curriculum represent many major clinical orientations. Students are encouraged to keep an open mind about their theoretical orientation in order to get the full benefit of this exposure. With time and experience, students will settle into a theoretical orientation and develop the personal style that best suits them as individuals.

Students are cautioned that it is unrealistic to expect that they can participate in the entire spectrum of clinical experiences and therapy modalities in their Therapy Practicum; nor will this one practicum decide their clinical futures. The therapy practicum involves a "goodness of fit," namely, the ability of the student to adjust to and work in an established program in a way that is mutually beneficial to the training site and to the student's professional growth. The learning that takes place in such an environment will transfer to other clinical situations and become an integral part of the foundation for sound clinical practice.

Because of the different treatment philosophies at each practicum site, students are encouraged to consult the practicum resource materials and the Training Department in order to select the practicum site best matching their training interests. Students can also use the application interview with the site supervisors to learn as much as possible about the practicum site. Students should pay attention to their relationship with the site supervisor. The supervisory relationship provides an excellent opportunity for students to discover a great deal about themselves and their impact on others. "Goodness of fit" in the practicum also applies to the match between supervisor and student.

Optional First-Year Practicum Requirements

There are opportunities to gain practicum hours before your required assessment practicum. This may be done during the student's first year at ASPP at Argosy University, Twin Cities. There are first year practicum sites that have been approved by the Training Department. Students who have not had much experience in psychology are highly encouraged to do a first year practicum.

- The practicum must be done in consultation with the Training Department.
- A Practicum Assignment Agreement is required and must be on file at Argosy University, Twin Cities prior to starting the practicum. Progress will be evaluated each semester. The student will also evaluate the practicum site each semester.
- A seminar is not required for first-year practicum but the student must meet with a designated faculty member once a month. The supervision of the practicum will be done by the site supervisor.

Optional Advanced Practicum Requirements

Students may opt to do a practicum beyond the required Diagnostic and Therapy Practicum to seek additional assessment or therapy training to strengthen certain areas or to increase the breadth of their training. The faculty encourage students to seek advanced clinical training. Advanced practicum must include a minimum of 150 hours on site normally spread over a 15 week period. Weekly supervision must be provided by the sponsoring agency.

In addition to the requirements listed above:

- The advanced practicum must be obtained in consultation with the Training Department.
- The student must be in good standing (unless the practicum is required by the SPDC).
- The student is required to register for 1 credit hour each semester.
- The student is required to have a completed Advanced Practicum Agreement on file at Argosy University, Twin Cities. Progress will be evaluated each semester. The student will also evaluate his/her practicum experience each semester.
- The advanced student is required to attend an advanced practicum seminar.

Evaluation of Student Progress in Practicum

Student performance in the practicum is assessed in basic areas of clinical functioning, including:

- Theoretical knowledge base
- Clinical skills
- Professional/ethical attitudes and behavior.

Performance at the practicum site is evaluated each semester by the assigned practicum site supervisor. Performance in the practicum seminar is evaluated each semester by the seminar leader. These evaluations must be completed using the approved forms, and will review both strengths and weaknesses.

If students are having practicum problems, they should consult first with their site supervisor, then with the seminar leader, and finally with the director of Practicum Training. Practicum supervisors are also encouraged to immediately contact the Training Department with any concerns about their student.

All practicum are graded on a “Credit” (“CR”) or “No Credit” (“NC”) basis. Students are initially assigned a grade of “Progressing” (“PR”) for their practicum work each semester. The final grade of “CR” or “NC” is assigned by the director of Practicum Training when all documentation in support of the student’s practicum experience (assessment or therapy) has been received and reviewed. Required documentation includes:

- Practicum supervisor evaluations
 - Faculty seminar leader evaluations
 - CCE evaluations completed by the faculty seminar leader.
- Unsatisfactory ratings on any of these evaluations may be grounds for granting a grade of “NC” for the practicum. Students may not receive partial credit for a practicum. If a student receives a grade of “NC” for a practicum the entire practicum must be repeated.

Comprehensive Examination Requirements

All doctoral students are required to successfully complete a Comprehensive Examination. The successful completion of this examination marks the official acceptance of the matriculated student as a doctoral candidate. The Comprehensive Examination covers material in the courses and required during the first two or three years of study at Argosy University, Twin Cities. The examination requires students to integrate the material from those years into a form demonstrating both mastery of the factual and conceptual material and the ability to apply what they have learned in a coherent and practical manner. Response to the examination should also demonstrate the ability to think critically about issues in clinical psychology.

Comprehensive Examination Prerequisites

To be able to sit for the Comprehensive Examination, the student must have successfully completed or transferred all the prerequisite courses listed in this catalog. Students taking the Comprehensive Examination must be in good standing and have a grade point average (GPA) of 3.0.

Procedures for Comprehensive Examination

Students are required to take the Comprehensive Examination no later than the beginning of the fifth year after matriculation. This exam must be completed one year prior to the student’s internship year (i.e., not in the summer immediately prior to their internship starting in the fall). The Comprehensive Examination consists of a take-home examination. The examination is offered once a year. Students interested in taking the Comprehensive Examination should fill out the request form to do so during the semester prior to taking the exam. Students are allowed three opportunities to take and pass the Comprehensive Examination. After the third failure, a student is automatically dismissed from the program. Detailed guidelines for completing the Comprehensive Examination, as well as grading procedures, are contained in the *Comprehensive Examination Guidelines* booklet.

Clinical Competency Evaluation (CCE) Requirements

The CCE constitutes a series of competency based competency-based checkpoints designed to evaluate the student’s mastery of major clinical assessment and intervention skills. These evaluations take place at designated times prior to the student becoming eligible for internship. The CCE requirements monitor the growth of the student’s acquisition of clinical skills. Demonstration of competency at each CCE task is a prerequisite for advancing to the next level of training.

Specific CCE checkpoints are built into the curriculum as requirements for the two practicum seminars and in the Comprehensive Examination.

Assessment Practicum Checkpoint

Competencies Assessment integration and report writing, oral case presentation, diagnostic interviewing, application of ethical principles and issues in assessment, critical self self-evaluation.

Therapy Practicum Checkpoint

Competencies Basic relationship and counseling skills, oral and written therapy case presentation, application of ethical principles and issues in interventions, critical self evaluation.

Comprehensive Examination Checkpoint

Competency Ability to apply knowledge gained in the first two years of coursework to clinical situations

Grading of the Clinical Competency Examination

Practicum seminar leaders will distribute material about how to complete the assessment and psychotherapy CCE tasks and the criteria for passage. Students work with their seminar leaders and re-submit CCE material until mastery is achieved. Seminar leaders refer students who are unable to achieve mastery to the training director for remediation. Each CCE task must be completed before advancing to the next level of training.

Clinical Research Project Requirements

ASPP requires each doctoral student to develop a Clinical Research Project as a requirement for graduation. The primary purpose of the Clinical Research Project is to refine the skills necessary for the production of a scholarly piece of work in an area of clinical psychology. In the course of conducting the project, students are expected to deepen their knowledge about a particular area of clinical psychology, to enhance their critical thinking and writing skills, to develop and apply skills in research methodology, and to experience a working relationship with a faculty mentor. Detailed requirements for completing the Clinical Research Project is found in the *Argosy University, Twin Cities CRP Manual*.

Procedures

Doctoral students should plan to begin work on the Clinical Research Project during the second year of classwork. Complete information about procedures for completing this project is given in the *Clinical Dissertation Manual*. Students will follow procedures delineated in the *Clinical Dissertation Manual*. The final bound version of the Clinical Research Project is considered a published document, and is housed permanently in the library. As such it must conform to the editorial standards outlined in the *Clinical Dissertation Style Manual*.

Students who have completed their internship but have not completed the Clinical Research Project must register for Clinical Research Project—Extended (PP8504) each semester, including summer, until the Clinical Research Project is completed or the seven-year limit is reached. Students registered for Clinical Research Project—Extended (PP8504) must file a Clinical Research Project Progress Report by the end of each semester in order to be eligible to register the next semester. Students who have passed the seven-year limit for completing all degree requirements must secure the permission of the Program Chair in order to register.

Internship Requirements

The internship is typically completed during the fourth or fifth year of graduate studies, after all coursework is finished. The internship must be completed within the overall seven-year time limit for completing the doctoral program. Internships normally require a full-time commitment for 12 months, although half-time internships extending for twenty four months are possible.

A student may not apply for an internship without the approval of the director of Internship Training. All internships must be approved by the director of Internship Training.

The following requirements must be met before a student may submit internship applications:

- The student must be in good standing in the program, and have a grade point average (GPA) of at least 3.0 (on a scale of 4.0).
- All coursework must either be completed or scheduled to be completed prior to the anticipated start of the internship.
- The Comprehensive Examination must be successfully passed.
- An approved Clinical Research Project proposal must have received Departmental Approval.
- Approval to apply for internship(s) must be granted by the director of Internship Training.

In addition to the above requirements, the following requirements must be met before the student begins the internship. If these requirements are not met, the student may be withdrawn from the internship:

- Satisfactory completion of all required courses, with no grades of “Incomplete” or “In Progress” on the students record. (Clinical Research Project II (PP8502) and III (PP8503) are an exception to this requirement)
- Successful completion of all parts of the Clinical Competency Examinations (CCE).
- The Clinical Research Project Proposal must be reviewed by the Institutional Review Board (IRB).

Internship Application Procedures

Before a student applies for internship, the director of Internship Training reviews the student’s academic and training file. This review focuses on an intern applicant’s strengths and training needs, as stated by practicum supervisors, practicum seminar leaders, and course instructors. The director of Training assesses whether the student has acquired solid theoretical knowledge, effective clinical skills, and appropriate professional attitudes.

All intern applicants review their training interests and needs with the director of Internship Training. Each student assesses his or her areas of professional competence and develops a one page personal statement. The director of Internship Training writes a letter of recommendation based on the review of the student’s files and the students’ assessment of his/her own strengths and weaknesses.

Students are required to first apply to sites participating in the National Match Service and listed with APPIC. All applications for local or non-APPIC sites must be made through and with the approval of the director of Internship Training. No student may apply for an internship without prior approval from the director of Internship Training.

It is the student’s responsibility to initiate and follow through with all internship application procedures. The director of Internship Training assists in this process in a number of ways:

- Supplying internship information and resource materials
- Advising students on choice of sites
- Writing letters of recommendation
- Providing students with the Association of Psychology Postdoctoral and Internship Centers (APPIC) internship selection procedures

Uniform Standards for ASPP at Argosy University, Twin Cities Internships

Successfully completing an ASPP at Argosy University, Twin Cities approved pre-doctoral internship is required for graduating with the degree of doctor of psychology in clinical psychology.

ASPP at Argosy University, Twin Cities encourages all of its students to obtain American Psychological Association approved internships. Non-APA approved internships affiliated with the APPIC are acceptable.

The director of Internship Training must review and approve all other internship programs.

Standards for ASPP at Argosy University, Twin Cities approved internships are listed in the *ASPP at Argosy University, Twin Cities Internship Manual*.

Following Internship Acceptance

Interns vary in their needs and goals for their internship. The director of Internship Training meets with each student to focus on individual training strengths, weaknesses, and goals. Students develop a statement identifying their training strengths and weaknesses and establishing training goals. Together with the student, the director of Internship Training develops the underpinnings of a learning contract that meets the learning objectives of each intern. This is in keeping with the philosophy that the internship year is primarily a training period, as opposed to a year of work in which delivery of services is primary. This process ensures that students develop the knowledge, skills, and attitudes necessary to be a competent professional.

The final learning contract is developed at the site within the first 45 days of the internship. This is sent to the school for final review and approval.

The director of Internship Training maintains contact with internship sites and supervisors throughout the training period. During these contacts, the Training Department reviews the student's progress, based on the learning contract developed by the student and the director of Training. Site visits may be made as needed.

At least twice a year, the director of Internship Training sends an Evaluation Form to the internship supervisor. The supervisor assesses the student's progress, competence, and performance in terms of the learning objectives and other factors of importance to the internship site. The director of Internship Training reviews these forms, monitoring ratings, progress, and areas of difficulty. All evaluations are kept as part of the student's permanent training record.

At the end of the internship, a Certificate of Completion and a Final Evaluation Form are forwarded to the director of Intern Training. Once received, the director of Intern Training notifies the director of Student Services. At that point, the student's credit hours will be updated to reflect completion of the internship requirement. The internship is not considered finished until the Certificate of Completion is received by the director of Intern Training, even if a final evaluation of the student has been received.

The director of Internship Training periodically reports to the Training Department on internship remediation needs of students, and to the Training Committee on internship remediation needs of internship sites.

Students who fail the internship, or who need to leave early for any reason, such as health concerns, must repeat the entire 2000-hour internship. Additional information about the details of the internship process are provided in the *Internship Procedures Manual*. This document is distributed to students as they begin the internship application process.

Concentrations in the Doctor of Psychology in Clinical Psychology Program

Students in the PsyD in Clinical Psychology program may choose one of four optional concentrations. Requirements for the concentrations are listed below.

Child and Family Concentration

The Child and Family Concentration is designed for students who wish to work with children, adolescents and their families. The primary focus of the concentration is on work with children. The concentration is not designed to develop competency in couples counseling. The required core course in Assessment and Treatment of Children and Families (PP8100) is a prerequisite for all courses in the concentration.

Child and Family Concentration Requirements— Students Are Required to Take the Following

PP8610	Play Therapy (3)
PP8611	Developmental Psychopathology (3)
Students Choose a Combination of the Following for a Total of 6 Credit Hours	
PP8042	Integrated Approaches to Child and Family Treatment (3)
PP8119	Family Violence Across the Life Cycle: Cross Cultural Perspectives (3)
PP8333	Assessment and Diagnosis of ADHD (1.5)
PP8950	Special Topics: Attachment Disorders (1)

Child and Family Psychology Concentration Requirements—12 Credit Hours*

**Students may select courses from the Marriage and Family Therapy curriculum upon the approval of his or her advisor.*

Forensic Concentration

The Forensic Psychology concentration is designed to acquaint students with major areas in which law and psychology interact. The goal of the program is to familiarize students with the application of child and adult assessment techniques to both criminal and civil cases, as well as to the emerging area of assessment for the hiring of police and governmental law enforcement personnel. Graduates will understand fundamental principles in assessment of individuals involved in both criminal justice and civil legal proceedings. Graduates also will be conversant with the role of diversity factors in the assessment of forensic related populations.

Forensic Concentration Requirements— Students Are Required to Take the Following

PP8620	Introduction to Forensic Psychology (3)
PP8621	Treatment of Forensic Populations (3)
PP8627	Assessment of Forensic Populations (3)
Students Choose a Combination of the Following for a Total of 3 Credit Hours	
PP8159	Sex Offender Evaluation and Treatment (3)
PP8180	Forensic Issues and Assessment of Abuse Populations (3)
PP8193	Correctional Psychology (1.5)
PP8950	Special Topics: Expert Testimony (1)
PP8119	Family Violence Across the Life Cycle: Cross Cultural Perspectives (3)

Forensic Concentration Requirements—12 Credit Hours

Health and Neuropsychology Concentration

The Health and Neuropsychology concentration is designed for students who wish to practice in a health-care setting and/or plan to work closely with other medical professionals. The concentration is designed to allow a focus on either health psychology or on neuropsychological assessment, depending on the selection of elective coursework and training settings.

Health and Neuropsychology Concentration Requirements— Students Are Required to Take the Following

PP8601	Clinical Health Psychology I (3)
PP8645	Introduction to Neuropsychology (3)
Students choose two of the following	
PP8602	Clinical Health Psychology II (3)
PP8646	Introduction to Neuropsychological Assessment (3)
PP8648	Neuropsychological Assessment (3)
PP8655	Skills Laboratory in Health Psychology (3)

Health and Neuropsychology Concentration Requirements—12 Credit Hours

Trauma Concentration

This concentration provides specialized course work and clinical experience in working with victims of trauma. The concentration requires course work on the psychological and neurological impact of different kinds of trauma, as well as the assessment and treatment of individuals who have been impacted by trauma.

Trauma Concentration Requirements—Students Are Required to Take the Following

PP8015	Psychology and Trauma (3)
PP8119	Family Violence Across the Life Cycle: Cross Cultural Perspectives (3)
Elective or electives totaling 3 credit hours upon the advisor approval.	
Students Choose One of the Following	
PP8180	Forensic Issues and Assessment of Abuse Populations (3)
PP8950	Special Topics: Treatment Techniques for Abuse and Trauma (3)

Trauma Concentration Requirements—12 Credit Hours

Training and Research Requirements for All Concentrations

Students are strongly encouraged to select a CRP topic related to the area of concentration and work with an advisor with appropriate expertise in this area.

Students are strongly encouraged to seek at least one training experience (practicum, advanced practicum or internship) involving work in the area of concentration.

Students are minimally required to obtain either training experience or research experience in the area of concentration.

Advisor Assignment

First-Year Students

The Professionalization Group leader serves as advisor for all first-year students in the program.

Second-Year Through Internship Students

Option One Anytime after the first year, the student may choose an advisor from among the faculty. This individual will remain the student's advisor until changed by the student, or until the student completes his/her internship. Both the student and the faculty member must agree to this advising relationship, and either can terminate the relationship at any time.

Option Two (Default Procedure) If the student has not designated an advisor when he or she starts the Assessment Practicum, the Assessment Practicum seminar leader will assume advising duties.

If the student has not designated an advisor when he or she starts the Therapy Practicum, the Therapy Practicum leader will assume advising duties.

Beyond Internship

If the student completes the internship, but has not completed the Clinical Research Project, the chair of the Clinical Research Project Committee will assume advising duties. If a Clinical Research Project chair has not been identified, the student's previous advisor will remain in that role until the Clinical Research Project proposal is approved.

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 Integrative Paper.

Course/Credit Transfer

Transfer of Courses/Credit in Clinical Psychology Program from Other Graduate Programs

Students who have completed graduate coursework at another institution may petition for transfer of courses in the PsyD in Clinical Psychology program up to a maximum of 30 credit hours (10 courses). For a course to be considered eligible for transfer, the following conditions must be met:

- Courses used to waive a required course must be equivalent in content to the course being waived. It is the responsibility of the applicant to document course equivalency.
- The course must have been taken no more than five years prior to enrollment at Argosy University, Twin Cities, unless the student can present evidence of ongoing work experience or continuing education in that area, or passes an approved examination for the course.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the United States, the appropriate state or national accreditation is required.

- The course submitted for credit transfer of a 3-credit hour course must itself be at least 3 credit hours.
- The student must have earned a grade of “B” or above in the course.
- Practicum, practicum seminars and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first semester of enrollment in the program. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. No transfer credit will be given for courses taken elsewhere after matriculation into a degree program at Argosy University, Twin Cities.

Transfer of Courses/Credit from Another Argosy University Campus

Students who transfer from another Argosy University campus to the Twin Cities campus may receive credit for a course taken at the original campus, including professionalization group and practicum, if the course is identical to the one offered at this campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial.

Doctor of Psychology in Clinical Psychology Program — Argosy University, Washington DC Program Overview

The Doctor of Psychology (PsyD) in Clinical Psychology program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. The PsyD in Clinical Psychology program at Argosy University, Washington DC emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services.

Students enrolled in the PsyD in Clinical Psychology program may choose one of four optional concentrations:

- Child & Family Psychology
- Diversity & Multicultural Psychology
- Forensic Psychology
- Health & Neuropsychology

Training Model

The program follows a practitioner-scholar model and is based on the competencies developed by the National Council of Schools and programs in Professional Psychology. The curriculum provides students with a broad array of theoretical perspectives, in preparation for the general practice of clinical psychology. Required courses expose students to assessment and intervention strategies that are based on psychodynamic, cognitive, and systemic approaches. As a group, the program faculty is also representative of this diversity. Rather than being immersed in a single theoretical perspective, students are encouraged to consider these alternative perspectives, to critically

evaluate the full range of theories and associated practices, and to be able to apply multiple theoretical perspectives to clinical issues. Opportunities are available for students to develop expertise in a number of specialized areas, including the provision of services to specific populations such as children and families, and areas of application such as forensics and health neuropsychology.

The PsyD in Clinical Psychology program is a five-year program with an option for an accelerated four year progression. Three full-time academic years (or the equivalent thereof) are dedicated to graduate coursework, including two years of practicum training during the second and the third academic years. The fourth academic year allows students to complete advanced elective courses, engage in an Advanced Practicum (if desired), and complete the Clinical Research Project (CRP). The fifth academic year is devoted to an internship in clinical psychology.

There is also an option for the completion of the master's in clinical psychology degree en route to the PsyD in Clinical Psychology degree for students who enter the program with a bachelor's or a master's degree in an area other than clinical psychology.

Eligibility for Licensure and Credentialing

This doctoral program is accredited by the APA (see section 1, “Accreditation and Programs”) and meets the Association of State and Provincial Psychology Boards/National Register of Health Service Providers in Psychology *Guidelines for Defining Doctoral Degrees in Psychology*. Therefore, graduates of this program who decide to apply for licensing as psychologists typically will meet the educational requirements for licensing. In each jurisdiction, however, there may be additional requirements that must be satisfied. It is the student's responsibility to determine the requirements for professional licensure in the state in which they wish to practice. For exact information, please contact the state or provincial licensing board in the jurisdiction in which you plan to apply.

Once licensed, graduates are eligible to apply for credentialing as a Health Service Provider in Psychology. Graduation from a designated program ensures that the program you completed meets the educational requirements for listing in the National Register. However, there are additional requirements that must be satisfied prior to being listed in the National Register of Health Service Providers in Psychology. For further information, consult the National Register's Web site: www.nationalregister.com

Clinical Training Overview

The PsyD in Clinical Psychology program has been designed to educate and train students so that they may eventually be able to function effectively as clinical psychologists. To ensure that students are prepared adequately, the curriculum provides for the meaningful integration of theory, training, and practice. The clinical psychology program at Argosy University, Washington DC emphasizes the development of attitudes,

knowledge, and skills essential in the formation of professional psychologists who are committed to the ethical provision of quality services. Specific objectives of the program include:

The preparation of practitioners of psychology capable of ethically delivering diagnostic and therapeutic services effectively to diverse populations of clients in need of such treatment.

- Students will acquire an understanding of the current body of knowledge in applied areas of psychology that serve as foundations for clinical practice.
- Students will value diversity, broadly defined as issues related to gender, age, sexual orientation, race and ethnicity, national origin, religion, physical ability, and social economic status, and will work effectively with diverse clients.
- Students will understand the principles of assessment as well as understand and competently use specific techniques.
- Students will draw from a broad range of theoretical orientations and therapeutic techniques to promote, support, sustain, or enhance positive functioning and a sense of well-being in clients.
- Graduates will engage in the delivery of diagnostic and therapeutic services with diverse populations of clients in need of such treatment.

The preparation of practitioners of psychology who understand the biological, psychological, and social bases of human functioning.

- Students will be familiar with the current body of knowledge in biological, psychological, and social bases of human functioning.

The preparation of practitioners of psychology who are prepared to evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance applications of psychology.

- Students will engage in critical and disciplined thought as they acquire and organize clinical information.
- Students will be able to critically evaluate the existing theoretical and research literature in psychology.
- Graduates will evaluate and use the existing and evolving body of knowledge and methods in the practice and science of psychology to enhance their practice.

The preparation of practitioners of psychology who are capable of exercising leadership in health care delivery systems and in the training of mental health professionals capable of expanding the role of psychologists within society and working with individuals from other disciplines as part of a professional team.

- Students will acquire the attitudes as well as entry-level knowledge and skills that will enable them to engage in the continued development necessary to succeed in the above listed areas.

Foundation Courses

Argosy University, Washington DC requires applicants to successfully complete, with a “C” or better, five undergraduate courses that serve as a basic foundation for program coursework. Several of these courses serve as direct prerequisites to Argosy University, Washington DC courses. The five foundation courses are the following:

- Abnormal psychology or maladaptive behavior
- General psychology
- Statistics or research methods

Applicants who have not completed these courses prior to admission must complete them no later than the end of the first academic year of enrollment or before the course for which they are a prerequisite. It is recommended that applicants complete these courses prior to admission. Missing prerequisite courses may prohibit students from enrolling in the required first-year curriculum that, in turn, may delay the start of practicum. Additionally, students who plan to enroll full-time may be unable to do so every semester if all prerequisite courses are not completed prior to matriculation. This may have implications for financial aid and, for international students, visa status.

Admission Requirements for the Postdoctoral Respecialization Certificate in Clinical Psychology

Application to the Postdoctoral Respecialization Certificate can be made at any time. There is no application deadline.

The application requires submission of the following materials:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal statement
- Official transcripts from institution where doctorate was obtained
- Three completed Applicant Recommendation Forms

Postdoctoral Respecialization Certificate applicants are required to have received a doctorate in psychology from a regionally accredited institution, a nationally accredited institution approved by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution. Postdoctoral Respecialization Certificate applicants will also be required to interview with the Admissions Committee and the program chair.

Enrollment Requirements

Students must enroll for the equivalent of 9 credit hours during the fall and spring semester and 6 credit hours during the summer semesters. One exception is during and after internship. Doctoral students are required to be continuously enrolled in fall, spring, and summer I semesters, unless temporarily withdrawn from the University. Doctoral students wishing to be enrolled for less than 9 credit hours during the fall and spring semesters or less than 6 credit hours during the summer semester will be considered part-time. Students are required to be in full-time residence in the program for a minimum of one academic year of pre-internship enrollment for graduation.

Additional Standards for Academic Progress

Students must make satisfactory progress toward their degree by maintaining a GPA of 3.0 (on a scale of 4.0). Students must complete the program within seven years after matriculation, with all coursework and practicum completed by the end of the fifth year.

Students who have taken a temporary withdrawal will have the maximum time frame for completion of the program extended for the length of the leave period, up to a period of one year. The leave period will not be counted in the determination of the student's year in the program.

Student Advisement

Faculty Advisors

For the clinical psychology programs, faculty members serve as advisors to those students who have been or are in their professionalization groups. Faculty advisors are available for consultation on student professional development, academic and training progress, and other University or professional issues.

Students are required to meet with their faculty advisors at least once each semester, usually once following the receipt of grades and again for purposes of registration. Students are encouraged to meet as often as necessary with their advisor to review their progress through the program and to discuss their performance in classes, seminars, and training sites. Faculty will file a memo in the student's academic file indicating the date of the meeting and, if appropriate, a summary of the meeting. Course Add/Drop Request Forms require faculty advisor signatures.

Students are required to meet with their faculty advisor when directed to do so by the Student Professional Development Committee (SPDC). This would occur when a student is experiencing academic, clinical, or personal difficulties.

Changing Faculty Advisors

A student may initiate a request for a change of advisor only after completing one full academic year. If a student wishes to change advisors, she or he should discuss this with the current advisor, and if permitted, the prospective advisor. If all parties agree to the change, the student must then obtain, complete, and return a Change of Status Form to the Office of the Registrar with signatures from the student, the original advisor, the coordinator of clinical psychology program, the new advisor, and the program chair.

Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- 98 semester credit hours, of which 88 credit hours must be completed by the end of the fifth year of matriculation. The total credit hours must include:
 - 70 credit hours of required courses
 - 12 credit hours (two years) of practicum and practicum seminar groups
 - A minimum of 12 credit hours of electives
 - 4 credit hours of Clinical Research Project
- Successful completion of all sections of the Clinical Presentation Evaluation (CPE)
- Successful completion of the Clinical Competence Examination (CCE) no later than the end of the fifth year after matriculation
- Successful completion of a one year, full-time internship or its equivalent
- Successful completion of the Clinical Research Project
- Grade point average (GPA) of at least "B" (3.0 on a scale of 4.0)
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Commencement and Petition to Graduate

Argosy University, Washington DC 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 form and fees to the Office Registrar at least eight weeks prior to the date of commencement or anticipated completion date. In addition, all graduation requirements with the exception of the internship must be completed eight weeks prior to the commencement, including submission of a bound copy of the Clinical Research Project to the Office of the Registrar.

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. In most states, graduates may begin counting postdoctoral supervision hours for licensing after the date that all degree requirements have been met.

Writing Program

Students have the option of taking a professional writing course at Argosy University, Washington DC. Faculty can recommend or require the course or another writing development option to students. If required, the student must enroll in this course the following semester. The course does not count toward the credits required for graduation, though students are encouraged to take it.

Program Requirements

The PsyD in Clinical Psychology program requires the satisfactory completion of 98 semester credit hours, distributed as follows: assessment requirement, 14 credit hours; bases course requirement, 12 credit hours; individual differences requirement, 9 credit hours; interventions requirement, 24 credit hours; methodology requirement, 6 credit hours; elective requirement, 12 credit hours; professional issues requirement, 5 credit hours; practicum requirement, 12 credit hours; and Clinical Research Project requirement, 4 credit hours.

All courses other than electives are considered core courses. Students are required to retake a core course if they receive a grade below “B-.” The course must be retaken no later than the end of the next calendar year with an earned grade of “B-” or better.

Assessment Requirement*—Students Are Required to Take the Following

PP7365	Clinical Interviewing Techniques (3)
PP7370	Cognitive Assessment (4)
PP7373	Integrative Assessment (3)
PP7520	Personality Assessment (4)

Assessment Requirement—14 Credit Hours

Bases Course Requirement*—Students Are Required to Take the Following

PP7000	History and Systems (3)
PP7040	Cognition and Affective Processes (3)
PP7050	Physiological Psychology (3)
PP7060	Social Psychology (3)

Bases Course Requirement—12 Credit Hours

Individual Differences Requirement*—Students Are Required to Take the Following

PP7010	Lifespan Development (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7501	Adult Psychopathology (3)

Individual Differences Requirement—9 Credit Hours

Interventions Requirement*—Students Are Required to Take the Following

PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP7360	Clinical Psychopharmacology (3)
PP7550	Consultation in Diverse Settings (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8037	Principles and Practice of Psychotherapy (3)
PP8041	Integrative Approaches to Therapy (3)
PP8050	Family and Couples Therapy (3)

Interventions Requirement—24 Credit Hours

Methodology Requirement*—Students Are Required to Take the Following

PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)

Methodology Requirement—6 Credit Hours

**Indicates core courses.*

Professional Issues Requirement*—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 Requirement—5 Credit Hours

**Indicates core courses.*

Practicum Requirement—Students Are Required to Take the Following

PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Practicum Requirement—12 Credit Hours

Clinical Research Project Requirement—Students Are Required to Take the Following

PP8502	Clinical Research Project (1)
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Clinical Research Project Requirement—Minimum 4 Credit Hours

Elective Requirement

Students may wish to take elective courses in an area of concentration. Only the elective courses required for a concentration will be offered yearly. Annual electives vary from year to year. Some examples of electives are included in the table below.

Elective Requirement—Students Choose Four

PP7349	Career Assessment and Counseling (3)
PP7374	Assessment: Advanced Rorschach (3)
PP8011	Advanced Cognitive Behavioral Psychotherapy (3)
PP8034	Advanced Experiential Psychotherapy and Supervision (3)
PP8060	Group Psychotherapy (3)
PP8102	Advanced Family and Couples Therapy (3)
PP8175	Child and Adolescent Therapy (3)
PP8185	Social Psychology and Difference (3)
PP8620	Introduction to Forensic Psychology (3)
PP8627	Assessment of Forensic Populations (3)
PP8645	Introduction to Neuropsychology (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)
PP8665	Medical Psychology (3)
PP8711	Child Maltreatment (3)
PP8715	Geropsychology (3)
PP8717	Psychology of Gender (3)
PP8646	Introduction to Neuropsychological Assessment (3)

Elective Requirement—12 Credit Hours

Professionalization Group Requirement

The Professionalization Group, which meets on a weekly basis, will provide first-year students with important direction and assistance as they begin their education and training. This group assists students with an orientation to the field as well as an introduction to key issues in the training and development of a clinical psychologist.

Practicum Requirement

The practicum is the first opportunity provided to students for clinical field training. During practicum training, students are given the opportunity of working under supervision with a clinical population within a mental health delivery system. Students learn to apply their theoretical knowledge, implement, develop, and assess the efficacy of clinical techniques, and develop the professional attitudes important for the identity of a professional psychologist. The practicum is, thus, an essential part of clinical training and all students are required to participate in the practicum experience.

Full-time students are normally placed in practicum during their second and third years of study. Students must begin practicum when they meet the eligibility requirements. For registration purposes, the practicum and seminar are treated like a course. The practicum/seminar carries 3 credit hours per semester and 6 credit hours per academic year. Practicum usually begin in September and continue through mid-June. Some sites require a 12-month versus an academic year commitment. Students are required to complete a minimum of 600 hours each academic year they are enrolled in a required practicum.

A practicum may not take place in a student's place of employment, nor is any student exempt from the practicum requirements. Students with extensive clinical backgrounds are placed in practicum sites where they have an interest and do not have previous experience.

Doctoral students complete two training sequences focusing on assessment or psychotherapy skills, or an integration of the two. Psychological assessment should cover the comprehensive evaluation of clients, including initial intake work, diagnostic interviewing of collateral informants as indicated, appropriate psychological testing, and the development of specific clinical treatment recommendations that evolve from a case formulation of the client's problems. Psychotherapy skills include development of an appropriate therapeutic relationship, problem resolution, and implementation and evaluation of a treatment plan. Work in maintenance of therapeutic gains and prevention is strongly encouraged. In keeping with the broad based approach of the Argosy University, Washington DC program, it is expected that students experience diversity during the course of the year: in the kinds of clients seen, in the clinical interventions used, and in exposure to multidisciplinary input in the delivery of mental health services. Students are also expected to gain understanding of the impact of individual as well as larger systems' issues in the lives of their clients.

Psychological Tests Policy

The use of psychological assessment instruments continues to be one skill area that distinguishes psychologists from other mental health professionals. Competence in the use of these tests remains important to the identity of the clinical psychologist.

Accordingly, doctoral students are expected to refine their skills in this area by completing a minimum of eight psychological test batteries. This testing experience allows for the integration of prior coursework in the principles of testing, the administration, scoring, and interpretation of objective and projective personality instruments, and major tests of cognitive ability. A qualifying test battery should include techniques designed to assess cognitive functioning as well as structured or unstructured instruments that tap personality or social adaptability, and are age appropriate and fitting to the referral question. Some sites administer instruments specific to a given treatment population. Students are encouraged to learn these test instruments as well as the more "traditional" techniques.

Practicum Seminar Requirement

All students enrolled in a practicum must also be concurrently enrolled in a practicum seminar. The seminar meets weekly through the fall and spring semester. Students enrolled in a summer session II practicum must also register for a practicum seminar. The seminar allows time for the student to reflect on various practicum experiences and to acquire additional skills and attitudes useful in field training and in preparation for the clinical presentation evaluation and the clinical competency examination. The specific content and emphasis of the seminar varies according to the practicum setting, the focus of the enrolled students, and the professional expertise of the faculty member.

Practicum Prerequisite

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 scale of 4.0, and have completed the academic planning which will allow for all the practicum prerequisite courses to be completed prior to the beginning of the practicum. No student may begin a practicum without being in attendance at an Argosy University campus for a minimum of two semesters. Academic warning status will not render the student ineligible for participation in the practicum experience.

To be eligible for the Practicum I sequence, a student must have successfully completed or transferred the following:

Practicum I Prerequisite

PP7110	Professionalization Group I (1)
PP7111	Professionalization Group II (1)
PP7330	Child and Adolescent Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (4)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (4)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8037	Principles and Practice of Psychotherapy (3)

Prerequisites for the Practicum II sequence include:

- Successful completion of the Practicum I sequence and the Diagnostic Interview and Clinical Presentation Evaluation (CPE)
- Good academic standing
- Completion or transfer of the following:

Practicum II Prerequisite

PP7010	Lifespan Development (3)
PP7200	Statistics and Research I (3)
PP7201	Statistics and Research II (3)
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PP8030	Psychodynamic Theory and Therapy (3)
PP8050	Family and Couples Therapy (3)

Internship Requirement

All doctoral students are required to complete a one-year (12-month) internship as a condition for graduation. The student must complete at least 2000 hours of internship training. This intensive and supervised contact with clients is essential for giving greater breadth and depth to the student's overall academic experience. Typically, students will begin the internship during their fourth or fifth year, depending on the student's progress through the curriculum. The internship must be completed by the end of the seventh year after entrance to the PsyD in Clinical Psychology program.

Internship Prerequisites

Students must complete the following requirements to be eligible to apply for internship:

- The student must be in good academic standing (3.0 on a scale of 4.0 with no more than two grades below "B-" and not on or eligible for probation).
- The student must have successfully completed all sections of the Clinical Competence Examination.
- The student must have an approved Clinical Research Project proposal.
- The student must have completed both required practicum or be enrolled in the Practicum II sequence.
- The Clinical Training Department must approve the proposed internship sites. All students are encouraged to obtain an APA-approved Internship. Internships not APA-approved but affiliated with the Association of Psychology Postdoctoral and Internship Centers (APPIC) are acceptable to Argosy University, Washington DC. Any other internship program must be approved by the Clinical Training Committee upon submission of documentation of the site's internship program and a rationale for the site's inclusion on the student's application list.

The following additional requirements must be met before a student may begin an internship:

- The student must have successfully completed all coursework and practicum with no grades of "Incomplete."
- The student must have completed four semesters of CRP enrollment.
- The student must be in good academic standing (3.0 on a scale of 4.0 with no more than two grades below "B-" and not on or eligible for probation).

Clinical Presentation Evaluation Requirement

The Clinical Presentation Evaluation (CPE) is a series of competency-based examinations designed to evaluate doctoral clinical psychology students' mastery of major clinical assessment and therapeutic skills.

Students prepare to demonstrate competency by integrating theoretical work and applied bases from the classroom with clinical experience acquired during the practicum. Students are expected to demonstrate competence both conceptually and in application. Thus, successfully completing coursework and practicum, alone, does not guarantee passing a given CPE task.

Description of Clinical Presentation Evaluation

There are a total of four Clinical Presentation Evaluations (CPE). They are described in the four sections listed below. Sections One and Two must be completed prior to beginning the Practicum I sequence. All sections must be completed prior to applying for internship.

Section One

Diagnostic Administration and Scoring The student meets this requirement by successfully completing Cognitive Assessment (PP7370) and Personality Assessment (PP7520) with a grade of "B-" or better and passing a Presentation Evaluation in each course. The Presentation Evaluation is comprised of:

- A video taped administration (WISC-IV or WAIS-III for Cognitive Assessment, Rorschach for Personality Assessment)
- Scoring
- Interpretation, analysis of a protocol, and a submitted written report. The CPE must be passed in order for the student to receive a passing grade in the course, regardless of the grades received on other assignments for the course. Students will have two opportunities to pass the CPE during the offering of the course. A core faculty member will review a second CPE. The faculty member evaluators will reach a consensus regarding the pass or failure of the examination. If the CPE is failed, the highest grade a student can receive for the course is a "C+." Once it is determined that a "B-" or better has been achieved on the CPE, the grade on the examination may be weighed with other assignments to calculate the final grade, as specified on the course syllabus.

If requesting to transfer either Cognitive Assessment (PP7370) or Personality Assessment (PP7520,) a comparable course that meets all the transfer requirements must be approved and the CPE as described above must be passed. The student will have one opportunity to pass the CPE for transfer, and should consult with the program chair prior to beginning the examination. Failure to pass the CPE requires the student to enroll in the appropriate course (Cognitive Assessment or Personality Assessment).

Successful passage of the Diagnostic Administration and Scoring Presentation Evaluation and passage or transfer of Cognitive Assessment (PP7370) and Personality Assessment (PP7520) is a prerequisite for Practicum I.

Section Two

Diagnostic Interpretation The student meets this requirement by passing Integrative Assessment (PP7373) with a grade of “B-” or better. This course includes a presentation evaluation that must be passed in order to pass the course.

Section Three

Diagnostic Interview and Case Formulation Competency This competency is demonstrated during the spring semester of practicum sequence I. The student demonstrates this competency by successfully completing three related tasks.

- *Observation component* The practicum seminar leader observes the student performing a diagnostic interview and judges whether the student is demonstrating competency in interviewing. The seminar leader may directly observe the student interviewing a client or the student may submit a video or audiotape of an interview. With the approval of the seminar leader, a student may substitute a role-played interview of a faculty member.
- *Written component* The seminar leader reviews the student's diagnostic report of the observed case, as well as the student's self-critique of the interview with the client and judges whether the report demonstrates competency in case formulation.
- *Oral presentation component* The student presents the case in the practicum seminar and fields questions from the seminar members. The seminar leader judges whether the student can present a case in a cogent, organized manner.

Although the student may be supervised on the case presented, she or he must not be supervised on the particular interview presented for the CPE. The interview and case formulation should offer a view of the student's independent clinical work. The interview should last no more than 60 minutes.

This CPE must be passed in order for the student to receive credit for the final semester of practicum seminar and the overall practicum experience. Students will have two opportunities to pass the CPE during the spring semester. This includes one re-write if the written report of a satisfactory interview is deemed unsatisfactory, or a second CPE with a new client if the initial interview is deemed unacceptable. A second presentation evaluation failure will be reviewed independently by another program faculty member.

The faculty evaluators will reach a final consensus regarding the passage or failure of the evaluation. Failure on either of these second attempts means failure of the practicum seminar for the semester and no credit for the practicum experience. This failure will be considered a course failure for purposes of determining the student's standing in the program. A student that has failed the CPE but otherwise is in good standing, will be referred to the Clinical Training Committee to develop recommendations for a remediation plan for the SPDC.

Section Four

Scientific Inquiry The student meets this requirement in Statistics and Research I (PP7200). The CPE is integrated in the course and students are required to pass the CPE in order to successfully pass the course. If requesting to transfer Statistics and Research I (PP7200), a comparable course that meets all the transfer requirements must be approved and the CPE as described above must be passed. The student will have one opportunity to pass the CPE for transfer, and should consult with the program chair prior to beginning the examination. Failure to pass the CPE requires the student to enroll in Statistics and Research I (PP7200).

Clinical Competence Comprehensive Examination Requirements

At the conclusion of three years of professional studies and training in psychology, Argosy University and the clinical psychology faculty expect that students should be prepared and able to integrate the material they have learned into a cohesive and demonstrable form, characterized by breadth, depth, refined organization, and differentiated thinking required for successful completion of the Clinical Competence Comprehensive Examination. The examination is given to:

- Assist students with conceptual development, assimilation, and application of theory, clinical experience, and research learned from a curriculum in professional studies in psychology, into an organized, diverse, yet integrated body of knowledge;
- Identify and affirm those students who have developed this knowledge base and who can apply it successfully;
- Identify students who have neither mastered nor developed this body of knowledge, and therefore cannot successfully apply it; and to assist these students with remediation in order to facilitate successful mastery;
- Evaluate the success of the teaching and curriculum of the program.

All doctoral students are required to successfully complete the Comprehensive Examination. The successful passage of this examination marks the official acceptance of the matriculated student as a doctoral candidate. The examination must be passed prior to applying for internship.

The Comprehensive Examination is administered during the late summer on two separate days. During the first day, students will be provided case material including a videotape of a clinical interview. Students will be expected to accurately diagnose the case and provide a detailed case formulation from two theoretical perspectives and Treatment Plan based on one of the formulations. The formulation, and questions related to the formulation, allows the student an opportunity to demonstrate his or her understanding of the theory and ability to integrate the theory with the clinical material to provide cogent understanding of the case. At the end of the first day, students will be provided a working diagnosis for the case. The second day of the examination will be scheduled approximately one week after the first day. During the second day, students will have to answer questions relevant to the case they reviewed on Day One. The questions will be designed to assess students' understanding and

knowledge of the required courses as well as their ability to apply this knowledge to case materials. The questions on the second day will encompass the areas of assessment, diversity, professional ethics, scientific inquiry, treatment efficacy, and the scientific bases of psychology, psychopharmacology, lifespan development, cognitive and affective processes, and physiological psychology.

Eligibility

Five-Year Track

Students will normally schedule to take their Comprehensive Examination at the end of their third year. To be eligible to take the exam, students must have successfully completed all of the courses in the first two years of the program and the following third-year courses prior to the examination: Physiological Psychology (PP7050), Clinical Psychopharmacology (PP7360), Cognition and Affect (PP7040), and Professional Issues: Ethics, Conduct, and Law (PP7100). Students must submit a Comprehensive Examination Request Form to the program chair during the spring semester at a date designated by the program chair. Students must take their comprehensive examination at their earliest eligibility and must successfully complete the exam by their fifth year of matriculation.

Four-Year Track

Students on the Four-Year Track of the program will schedule to take their Comprehensive Examination at the end of their second year. To be eligible to take the exam, students must have successfully completed all of the courses in the first two years of courses outlined in the recommended course sequence for the Four-Year Track. These students must pass the Diagnostic Interview and Case Formulation CPE to be eligible to take the Comprehensive Exam. This option is recommended primarily to students entering the doctoral program with a master's degree in psychology that included supervised clinical experience. Students requesting to take the examination within the Four-Year Track timetable must submit a request form to the program chair during the spring semester at a date designated by the program chair.

In the event that a student fails the Comprehensive Examination, it is the responsibility of the student to seek remediation and he/she must retake the exam the following year. The remediation plan needs to be approved by the student's advisor by the end of October and registered with the program chair by the end of the fall semester following the failure. A student failing the Comprehensive Examination twice is automatically dismissed from the program.

Clinical Research Project Requirement

The Clinical Research Project (CRP) is the final step in the more formal research training sequence. The primary training objective of the CRP process is to help students develop the skills needed to become critical consumers of the literature in psychology and understand how to apply their knowledge to their experiences in clinical practice, and other roles they will assume as professionals. The CRP, which students work on during their last year prior to internship, provides them with the opportunity to do an independent piece of scholarship. This scholarly project demonstrates students' ability to:

- Articulate a clearly operationalized clinical question or set of questions.
- Critically evaluate and synthesize the relevant theoretical, clinical, and empirical (qualitative and quantitative) literature across a range of studies.
- Analyze collected data in light of the organizing question(s) and the prevailing knowledge in the area chosen for study.
- Write a scholarly and professional viewpoint informed by the literature or investigation.

By becoming competent users of the psychological literature and critical thinkers about professional issues, students ground their work in the current scientific foundations of clinical psychology. In addition, they acquire the requisite tools to keep abreast of the evolving body of scientific and professional knowledge and, thereby, keep their work up to date throughout their professional careers.

Students select the type of CRP with the approval of the chairperson and the CRP Committee. It should be noted that students may need to seek additional training (e.g., advanced statistics courses or computer applications) or resources external to the school (e.g., statistical consultation, research subjects) to complete other CRP options such as an empirical project. Students will be required to develop a plan identifying training and resource needs as part of their CRP proposal.

Grading the Clinical Research Project

Registering for a CRP is like registering for a course. Students will be graded "Progressing" or "No Credit" ("PR," "NC") by the chairperson based on the work the student has completed that semester. "Credit" ("CR") is given only when the CRP is complete.

CRPs are not graded; they are either accepted or not accepted by the CRP committee. Students must have an accepted CRP in order to fulfill the requirements for the degree and are reminded that all requirements must be fulfilled within seven years of entry into the program.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Five-Year Curriculum

Student progress through the clinical psychology program at Argosy University, Washington DC 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. This catalog and registration materials contain the prerequisites for any given course.

Year One

PP7501	Adult Psychopathology (3)	PP7330	Child and Adolescent Psychopathology (3)	PP8037	Principles and Practice of Psychotherapy (3)
PP7365	Clinical Interviewing (3)	PP8010	Cognitive and Behavioral Theory and Therapy (3)Mu	PP7373	Integrative Assessment (3) [summer I]
PP7370	Cognitive Assessment (4)	PP7520	Personality Assessment (4)	PP7010	Lifespan Development* (3) [summer II]
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3) [summer I]
PP8030	Psychodynamic Theory and Therapy (3)				
PP7010	Lifespan Development* (3)	PP8050	Family and Couples Therapy (3)		
PP8201	Practicum I (3)	PP8201	Practicum II (3)		

Year Three

PP7050	Physiological Psychology (3)	PP7360	Clinical Psychopharmacology (3)	Elective* (3) [summer I]	
PP7100	Professional Issues: Ethics, Conduct and Law (3)	PP7040	Cognition and Affective Processes (3)	(CCE) [summer II]	
PP8202	Practicum III (3)	PP8202	Practicum IV (3)	PP8502	Clinical Research Project (1)
		PP8502	Clinical Research Project (1)		

Year Four

PP8041	Integrative Approaches to Therapy (3)	PP7350	Consultation and Supervision (3)	Elective (3) [summer I]
PP7000	History and Systems (3)	PP7060	Social Psychology (3)	
	Elective (3)		Elective (3)	
PP8502	Clinical Research Project (1)	PP8502	CRP (1)	

Year Five

PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0) [summer I]
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* Can either be taken during the summer II semester of the first year or the fall semester of the second year.

† Not required for the CCE.

Completing the Doctor of Psychology in Clinical Psychology Program in Four Years

First-year students may be eligible for a four-year curriculum that will require three years of coursework followed by an internship rather than four years of coursework and an internship. Curriculum guidelines for the four-year program are available from the Office of the Registrar. Generally, no additional approval is necessary prior to beginning the four-year program. Students will need to gain the consent of their advisors prior to applying for a fourth-year internship.

Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program—Four-Year Curriculum

Year One

PP7501	Adult Psychopathology (3)	PP7330	Child and Adolescent Psychopathology (3)	PP7373	Integrative Assessment (3) [summer I]
PP7365	Clinical Interviewing (3)	PP8010	Cognitive and Behavioral Theory and Therapy (3)	PP7010	Lifespan Development (3) [summer II]
PP7370	Cognitive Assessment (4)	PP7520	Personality Assessment (4)	PP8037	Principles and Practice of Psychotherapy (3)
PP7010	Lifespan Development* (3)	PP7040	Cognition and Affective Processes (3)	PP7050	Physiological Psychology (3)
PP7110	Professionalization Group I (1)	PP7111	Professionalization Group II (1)		

Year Two

PP7100	Professional Issues: Ethics, Conduct and Law (3)	PP8050	Family and Couples Therapy (3)	PP7340	Issues in the Assessment and Treatment of Diverse Populations (3) [summer I]
PP7050	Physiological Psychology (3)	PP7360	Clinical Psychopharmacology (3)		Elective† (3) [summer I]
PP7200	Statistics and Research Methods I (3)	PP7201	Statistics and Research Methods II (3)	PP8502	CRP (1)
PP8201	Practicum I (3)	PP8201	Practicum II (3)		CCE [summer II]
PP8030	Psychodynamic Theory and Therapy (3)	PP8502	CRP (1)		

Year Three

PP8041	Integrative Approaches to Therapy (3)	PP7350	Consultation and Supervision (3)		Elective (3) [summer I]
PP7000	History and Systems (3)	PP7060	Social Psychology (3)		
	Elective (3)		Elective (3)		
PP8202	Practicum III (3)	PP8202	Practicum IV (3)		
PP8502	CRP (1)	PP8502	CRP (1)		

Year Four

PP8900	Internship (0)	PP8900	Internship (0)	PP8900	Internship (0) [summer I]
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* Can be taken during the summer I semester of the first year.

† Can either be taken during the summer II semester of the first year or the fall semester of the second year.

‡ Not required for CCE.

Concentrations in the Doctor of Psychology in Clinical Psychology Program

In addition to providing depth in elective distributions, Argosy University, Washington DC offers students the option of concentrating elective courses in one of four specific areas. These correspond to areas of interest and expertise of the Argosy University, Washington DC faculty.

The four concentrations achieve a specific training focus by the addition of particular elective courses, as listed below, to required courses that already address the specific focus. Additionally, the topic of the student's Clinical Research Project is required to be within the concentration of interest for the four concentrations. The availability of any practicum, however, is dependent on both community resources and the student's competitiveness for a particular practicum site.

Child & Family Psychology Concentration Requirements

The Child & Family Psychology concentration is designed to help students focus their elective choices and Clinical Research project in the areas of child and adolescent psychopathology, assessment, and therapy. Students are also expected to take additional courses in family and couples therapy. This concentration requires the completion of 9 elective credit hours and the Clinical Research Project.

Child & Family Psychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Program Curriculum

PP7330	Child and Adolescent Psychopathology (3)
PP7365	Clinical Interviewing (3)
PP7370	Cognitive Assessment (4)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (4)
PP8050	Family and Couples Therapy (3)

Required for Concentration

PP8102	Advanced Family and Couples Therapy (3)
—or—	
PP8175	Child and Adolescent Therapy (3)
—or—	
PP8610	Play Therapy (3)

Students Choose at Least Two from the Following*

PP7049	Evaluation and Treatment of Diverse Families† (3)
PP8170	Juvenile/Child Forensic Psychology† (3)
PP8450	Advanced Child Neuropsychology† (3)
PP8605	Issues in Pediatric Psychology† (3)
PP8705	Child and Adolescent Assessment (3)
PP8711	Child Maltreatment

Child & Family Psychology Concentration Requirements—9 Credit Hours

* Not all electives are offered each year. This list is representative and other electives may be offered.

† Course applies to more than one concentration.

Diversity & Multicultural Psychology Concentration Requirements

The Diversity & Multicultural Psychology concentration is intended for students working with issues of individual differences and cultural issues such as race, ethnicity, religion, sexual orientation, gender, socioeconomic class, and ability. Courses are designed to cover assessment, therapy, and consultation with diverse populations. The Diversity & Multicultural Psychology concentration requires the completion of 9 elective credit hours and the Clinical Research Project.

Diversity & Multicultural Psychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Program Curriculum

PP7100	Professional Issues: Ethics, Conduct, and Law (3) [Diversity issues are integrated throughout curriculum.]
PP7340	Issues in the Assessment and Treatment of Diverse Populations (3)
Student Choose at Least Three from the Following	
PP7047	Diversity Issues in Clinical Health Psychology† (3)
PP7343	Delivering Psychological Services to Vulnerable Populations (3)
PP8160	Introduction to Clinical Practice with Gay, Lesbian, Bisexual, And Transgendered Clients (3)
PP8950	Special Topics: Psychology and Spirituality (3)
PP8715	Geropsychology* (3)

Diversity & Multicultural Psychology Concentration Requirements—9 Credit Hours

* Not all electives are offered each year. This list is representative and other electives may be offered.

Forensic Psychology Concentration Requirements

The Forensic Psychology concentration is designed to help students focus their elective choices and Clinical Research Project in the area of forensic psychology, including knowledge of the legal system; the practice of psychology in the judicial forum; and the relationship between law, psychology, and the mental health system. The completion of 9 elective credit hours and the Clinical Research Project is required for this concentration.

Forensic Psychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Program Curriculum

PP7100	Professional Ethics (3)
PP7330	Child and Adolescent Psychopathology (3)
PP7365	Diagnostic and Clinical Interviewing Techniques (3)
PP7370	Cognitive Assessment (4)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP7520	Personality Assessment (3)
PP7350	Consultation and Supervision (3)
PP8620	Forensic Psychology (3)

Required for Concentration

PP8620	Introduction to Forensic Psychology 2 (3)
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Student Choose at Least Two from the Following*

FP6901	Sex Offender Evaluation and Treatment [Virginia Certification] (3)
PP8170	Juvenile/Child Forensic Psychology† (3)
PP8180	Forensic Issues and Assessment of Abuse Populations (3)
PP8627	Assessment of Forensic Populations (3)
PP8650	Assessment and Treatment of Substance Use Disorders (3)

Forensic Psychology Concentration Requirements—9 Credit Hours

* Not all electives are offered each year. This list is representative and other electives may be offered.

Health & Neuropsychology Concentration Requirements

The Health & Neuropsychology concentration is for students who wish to gain additional academic experience in neuropsychology and/or health psychology. These elective courses provide students experience with a wide variety of tests used in neuropsychology assessment and treatment. Students can also elect to take courses that focus on health related issues such as medical or pediatric psychology. Nine elective credit hours and the Clinical Research Project are required for the Health & Neuropsychology concentration.

Health & Neuropsychology Concentration Requirements— Students Are Required to Take the Following as Part of the PsyD in Clinical Psychology Program Curriculum

PP7050	Physiological Psychology (3)
PP7365	Clinical Psychopharmacology (3)
PP7350	Consultation and Supervision (3)
PP8010	Cognitive-Behavioral Theory and Therapy (3)
PP8050	Family and Couples Therapy (3)
Required for Concentration	
PP8645	Introduction to Neuropsychology (3)
—or—	
PP8665	Medical Psychology (3)
Examples of Possible Electives*— Student Choose at Least Two from the Following	
PP8450	Advanced Child Neuropsychology† (3)
PP8646	Introduction to Neuropsychological Assessment I (3)
PP8605	Issues in Pediatric Psychology† (3)
PP8715	Geropsychology† (3)

Health & Neuropsychology Concentration Requirements—9 Credit Hours

* Not all electives are offered each year.

† Course applies to more than one concentration.

Note: Electives are often listed as Special Topics (PP8950).

Qualifying for the Master of Arts in Clinical Psychology Degree as a PsyD in Clinical Psychology Student

Doctoral students in the clinical psychology program who wish to earn the master's degree in clinical psychology while working toward the doctorate must petition for the degree and complete an Integrative Paper (IP) and all of the coursework for the first two years of the Five-Year Track.

Course/Credit Transfer

In addition to the institutional requirements, Argosy University, Washington DC requires that all graduate work submitted for transfer be completed within the last five years. If coursework was completed more than five years prior to admission, then the student must provide evidence that they have remained current with the course's subject area (e.g., attendance of continuing education workshops, supervision). Students may only transfer a total of 30 semester credit hours into the PsyD in Clinical Psychology program.

Non-Transferable Courses

The following is a list of other courses that may not be transferred to the PsyD in Clinical Psychology program at Argosy University, Washington DC unless the courses were taken within the Argosy University system and the course numbers are identical.

Non-Transferable Courses

PP7100	Professional Issues: Ethics, Conduct, and Law (3)
PP7110	Professionalization Group I (0)
PP7111	Professionalization Group II (0)
PP7330	Child and Adolescent Psychopathology (3)
PP7373	Integrative Assessment (3)
PP7501	Adult Psychopathology (3)
PP8201	Practicum I (3)
PP8202	Practicum II (3)
PP8203	Practicum III (3)
PP8204	Practicum IV (3)

Students requesting to transfer Cognitive Assessment (PP7370) or Personality Assessment (PP7520) must have both an approved course that meets the course transfer requirements and must pass a competency examination.

Two or more courses may be combined to transfer one Argosy University, Washington DC course if all other conditions are met. The total number of hours of the courses submitted for transfer must meet or exceed the total number of hours for the courses being transferred.

Students wanting to transfer credit should complete a Course Transfer Form for each course and submit them to the Office of the Registrar. The Office of the Registrar will do an initial review and forward the request to appropriate faculty for decision. Students will be notified of faculty decisions and approvals will be recorded on transcripts. If a request is denied, all material will be returned to the student. Students may resubmit with additional information.

Transfer of Electives

The Doctor of Psychology in Clinical Psychology program at Argosy University, Washington DC requires 12 credit hours of electives. One elective course (3 credit hours maximum) may be transferred from a non-Argosy University program. The course must meet all of the other transfer requirements and must have been taken in a program that is explicitly labeled as psychology. Consistent with the practitioner-scholar orientation of the PsyD in Clinical Psychology program, the course must include appropriate theoretical, empirical, and practical knowledge and skills. According to Argosy University policy, transfer requests must be submitted during the first academic year of the student's enrollment. Transfer courses from other Argosy University campuses will follow the usual transfer policy.

Transfer of Courses/Credit to the Master of Arts in Professional Counseling Program from the Doctor of Psychology in Clinical Psychology Program

Course transfers into the Master of Arts in Professional Counseling program are evaluated on an individual bases. All course transfers must be approved by the program chair.

DOCTOR OF PSYCHOLOGY IN SCHOOL PSYCHOLOGY PROGRAM Argosy University, Phoenix

The Doctor of Psychology (PsyD) in School Psychology program is designed to prepare students to meet the criteria for state certification as school psychologists, and to prepare them to become nationally certified school psychologists in accordance with criteria developed by the National Association of School Psychologists (NASP). The program emphasizes the development of attitudes, knowledge, and skills essential to the training of school psychologists who are committed to the ethical provision of quality services.

Using objectives built on the training standards by NASP, students will gain knowledge and skills in the areas of:

- Data-based decision-making and accountability
- Consultation and collaboration
- Effective instruction and development of cognitive/academic skills
- Socialization and development of life skills
- Student diversity in development and learning
- School and systems organization, policy development and climate
- Prevention, crisis intervention, and mental health
- Home/school/community collaboration
- Research and program evaluation
- School psychology practice and development
- Information technology

This program prepares students to become leaders in district school psychology departments, as well as trainers in school psychology university programs. Graduates of this program may also be eligible for licensure as psychologists at the state level, as well as certified school psychologists, which may enable them to provide school psychology services as independent consultants in private practice.

The program faculty ensure through direct instruction, assessment, and supervision that students acquire competencies in each of the following areas: psychological and educational foundations, cognitive, academic and personality assessment, psychoeducational interventions, statistics and research methodology, research initiatives, practicum experiences and professional school psychology coursework.

School Psychology Clinical Training Overview

School psychology clinical training involves the coursework and supervised out-of-class contact of graduate students with children, youth, and families. Through this contact, Argosy University students will apply their theoretical knowledge, implement clinical techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a school psychologist. By the end of their clinical training in school psychology, students will possess effective assessment and intervention skills, so that they can practice in a highly skilled manner.

During the school psychology clinical training, students advance through progressively challenging levels of training. At each level, a student's progress is assessed in various ways by faculty members and site supervisors on the skills delineated above. Students generally complete 12 credit hours of practicum and a 1500-hour internship.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.25 (on a scale of 4.0) in work leading to the bachelor's degree or any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department of the campus to which application is being made. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or personal accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Foundation Courses

Applicants should have completed the following five foundation courses or their equivalent with a grade of "B-" or better prior to the anticipated date of enrollment in the PsyD in School Psychology program:

- Abnormal psychology
- General psychology
- Tests and measures or psychological assessment
- Statistics or research methods
- Personality theories

Applicants are expected to meet the foundation course requirements by the end of the first year of coursework.

Application Deadlines

Fall Admission

January 15	Priority deadline
May 15	Final deadline (applications may be accepted after this date dependent on space availability)

Spring Admission (Argosy University, Phoenix Only)

November 15	Final deadline
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Summer I Admission (Argosy University, Phoenix Only)

April 15	Final Deadline (applications may be accepted after this date dependent on space availability)
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Summer II Admission (Argosy University, Phoenix Only)

June 15	Final Deadline (applications may be accepted after this date dependent on space availability)
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Graduation Requirements

Students admitted into the Doctor of Psychology in School Psychology program will be responsible for completing the requirements that are in effect at the time of their admission. Argosy University retains the right to modify these requirements in accordance with the demands of the profession of school psychology.

To be eligible for awarding of the PsyD in School Psychology degree, students must meet the following requirements:

- Satisfactory completion of 98 semester credit hours which include:
 - 77 credit hours of required coursework
 - 6 credit hours of elective coursework
 - 12 credit hours of practicum and practicum seminar
 - 3 credit hours of School Psychology Research Project
- Successful completion of the required practicum
- Successful completion of the School Psychology Evaluation Competency (SPEC)
- Successful completion of the School Psychology Intervention Competency Examination (SPICE)
- A minimum grade point average of at least 3.0 (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Successful completion of the School Psychology Research Project
- Successful completion of a full year 1500-hour internship
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Non-Academic Competence Policy

Argosy University subscribes to the policy of the Student Competence Task Force of the Council of Chairs of Training Councils. This means that the faculty, training staff, and site supervisors of Argosy University have a professional, ethical, and potentially legal obligation to:

- Evaluate the interpersonal competence and emotional well-being of student trainees who are under their supervision, and who provide services to clients and consumers, and
- Ensure—insofar as possible—that the trainees who complete their programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner.

Because of this commitment, Argosy University strives not to "pass along" students with issues or problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

Therefore, within a developmental framework and with due regard for the inherent power difference between students and faculty, students and trainees should know that their faculty, training staff, and supervisors will evaluate their competence in areas other than coursework, seminars, scholarship, comprehensive examinations, or related program requirements. These evaluative areas include, but are not limited to, demonstration of the following:

- Sufficient interpersonal and professional competence (e.g., the ways in which students relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories)
- Sufficient openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning.
- Sufficient ability to resolve problems or issues that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by participating in personal therapy in order to resolve problems or issues).

The policy in its entirety can be found at http://www.appic.org/downloads/CCTC_Comprehensive_Ev82AA3.pdf

Writing Program

The Writing program helps students master the skills of writing psychological and research reports in an accurate, informative, and professional manner. All new students are required to complete a writing assessment at the time of orientation to evaluate their writing skills and needs in the areas of organization, clarity, and professional writing style. Based on the results of the writing assessment, students may be required to enroll in a tutorial in the Writing program, where they work one-on-one with an advanced student in developing their skills.

In addition, the student will be required to take the writing tutorial if any instructor indicates that it is required, if two instructors recommend it during the same semester, or upon three recommendations for it by instructors accumulating over more than one semester. The writing tutorial may be required more than once. The student instructors work closely with the faculty in order to link the writing program to the actual work requirements of the classes in which the student is enrolled. All students have the option of voluntarily enrolling in the Professional Writing Tutorial at any time. The tutorial does not count toward credits required for graduation, though students are encouraged to take it.

Program Requirements

The PsyD in School Psychology program requires the successful completion of 98 semester credit hours, distributed as follows: assessment and intervention requirements, 27 credit hours; consultation and clinical knowledge requirements, 18 credit hours; elective requirements, 6 credit hours; professional roles and issues requirements, 11 credit hours; psychological foundations requirements, 15 credit hours; science and scholarship requirements, 9 credit hours; and practicum and practicum seminar requirements, 12 credit hours.

Assessment Intervention Requirements— Students Are Required to Take the Following

PS7331	Psychological Assessment Children and Adolescents (3)
PS7370	Cognitive Assessment (3)
PS7373	Integrative Assessment (3)
PS7385	Personality Assessment (3)
PS8000	Learning and Advanced Interventions (3)
PS8010	Cognitive Behavioral Therapy (3)
PS8050	Family and Couples Therapy (3)
PS8060	Group Psychotherapy (3)
PS8646	Introduction to Neuropsychological Assessment (3)

Assessment Intervention Requirements—27 Credit Hours

Consultation and Clinical Knowledge Requirements— Students Are Required to Take the Following

PS7070	Foundation of Exceptional Student Education (3)
PS7330	Child and Adolescent Psychopathology (3)
PS7340	Issues in the Assessment and Treatment of Diverse Populations (3)
PS7360	Clinical Psychopharmacology (3)
PS8100	School Consultation and Supervision: Theory and Procedure (3)
PS8710	Child Psychotherapy (3)

Consultation and Clinical Knowledge Requirements—18 Credit Hours

Professional Roles and Issues Requirements— Students Are Required to Take the Following

PS7000	History and Systems (3)
PS7009	Introduction to School Psychology: Ethics, History and Practice (3)
PS7100	Professional Issues: Ethics, Conduct and Law (3)
PS7110	Professionalization Group I (1)
PS7111	Professionalization Group II (1)

Professional Roles and Issues Requirements—11 Credit Hours

Psychological Foundations Requirements— Students Are Required to Take the Following

PS7010	Lifespan Development (3)
PS7040	Cognition and Affective Processes (3)
PS7050	Physiological Psychology (3)
PS7060	Social Psychology (3)
PS7080	School Organization and Curriculum (3)

Psychological Foundations Requirements—15 Credit Hours

Science and Scholarship Requirements— Students Are Required to Take the Following

PS7200	Statistics and Research I (3)
PS7201	Statistics and Research II (3)
PS8501	School Psychology Research Project I (1)
PS8502	School Psychology Research Project II (1)
PS8503	School Psychology Research Project III (1)

Science and Scholarship Requirements—9 Credit Hours

Practicum and Practicum Seminar Requirements— Students Are Required to Take the Following

PS8201	Practicum and Seminar I (3)
PS8202	Practicum and Seminar II (3)
PS8203	Practicum and Seminar III (3)
PS8204	Practicum and Seminar IV (3)

Practicum and Practicum Seminar Requirements—12 Credit Hours

Internship Requirement—Students Are Required to Take the Following

PS8900	Internship—Doctoral (0)
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Internship Requirement—0 Credit Hours

Elective Requirements

Students in the PsyD in School Psychology program are required to complete 6 credit hours of electives, to be approved by the campus dean or program chair prior to enrollment in the class.

Professionalization Group Requirements

During their first year, students participate in weekly Professionalization Groups that focus on topics related to professional school psychology. Through readings and discussions led by a faculty member, students begin to develop a professional identity and become familiar with current issues in school psychology. The groups provide a comfortable environment in which students can freely exchange concerns, questions and issues relevant to their studies and their future careers. The faculty member who leads the student's Professionalization Groups also serves as his/her academic advisor.

Practicum and Practicum Seminar Requirements

The goal of the practicum, or field work, experience is to assist students in relating their knowledge in a practical setting by learning professional skills that make them a school psychology professional. The objective of the practicum is to learn the knowledge and skills. The learning objectives that are used are the same as the requirements for the National School Psychology Certification System of the National Association of School Psychologists.

Eligibility Requirements for Practicum

All students who enter the practicum application process must be in good academic standing, have a minimum GPA of 3.0 (on a scale of 4.0).

Students must demonstrate readiness to assume a professional role and interact appropriately with children, youth and parents. Personal adjustment issues, interpersonal difficulties, poor communications skills, or other behavioral problems may reflect on a student's ability to interact with clients in a competent and ethical manner. Students on probation are not eligible to make application to practicum or to begin practicum. Students placed on probation during practicum must petition the director of Clinical Training regarding their eligibility to continue practicum.

Practicum Prerequisites

To be eligible for Practicum and Seminar I (PS8201), students must have successfully completed (or transferred, if applicable) the following courses or equivalent (unless special arrangements have been made with the campus dean or program chair of the School Psychology program):

Practicum Prerequisites

PS7009	Introduction to School Psychology: Ethics, History and Practice (3)
PS7010	Lifespan Development (3)
PS7110	Professionalization Group (1)
PS7111	Professionalization Group (1)
PS7331	Psychological Assessment of Children and Adolescents (3)
PS7370	Cognitive Assessment (3)
PS7385	Personality Assessment (3)
PS8010	Cognitive Behavioral Therapy (3)

To be eligible for Practicum III (PS8203), [the second year of practicum], students must have fulfilled the following requirements:

- Successful completion of the SPEC
- Successful completion of Practicum and Practicum Seminar I (PS8201)/Practicum and Practicum Seminar II (PS8202)
- Good academic standing

Practicum Seminar

All students enrolled in the practicum must also attend the practicum seminar. The content of the practicum seminar varies according to the learning outcomes and practicum site of the enrolled students and the learning outcomes for the year. Concurrent enrollment in practicum seminars is mandatory.

Practicum Experiences

The PsyD in School Psychology student takes 12 credit hours with a minimum of 1000 hours of practicum. The majority of the direct experiences will be in the schools, however, students are encouraged to attend professional development opportunities, including membership in professional organizations and attending professional presentations that are related to school psychology. Of this, 6 credit hours can be transferred from the master's-level practicum experiences. If the student took a school psychology master's-level internship at Argosy University, Phoenix or Argosy University, Hawai'i, the program chair can waive an additional 6 of practicum if the experience is deemed equivalent.

A practicum may not be done in a student's place of employment. All students placed on practicum must be covered by professional liability insurance, purchased through Argosy University. This coverage is mandatory even if the student is otherwise insured. Payment for insurance coverage is made through the Student Services Department at the time of registration.

Advanced Practicum

Students may opt to complete practicum hours beyond the required 12 credit hours of practicum. To be eligible for Advanced Practicum, students must be in good academic standing, have completed 12 credit hours of required practicum, and successfully completed the School Psychology Intervention Competency Examination (SPICE) or the equivalent (e.g., be certified as a psychologist).

The requirements for Advanced Practicum are the same as those for the first two years of school psychology practicum. Students are expected to provide services consistent with those provided by professional psychologists in school and clinical settings, including assessment, interventions, consultations, research, program development and evaluation, and outreach/educational services.

6 credit hours of Advanced Practicum are equivalent to one 3-credit hour general elective in the doctoral program.

Practicum Evaluation

Students are expected to demonstrate mastery of their educational and psychological knowledge base, demonstrate mastery of assessment and intervention skills, and demonstrate appropriate professional attitudes throughout the practicum. The summary evaluations of student progress will be based on these criteria as the student progressively becomes more competent. The student will keep a portfolio to demonstrate this growth.

The formative evaluations are done by site supervisors and fieldwork leaders (seminar leaders) after each practicum. The summative evaluations are done through the evaluation of the students portfolio and two major outcome measures: the School Psychology Evaluation Competency (SPEC) and the School Psychology Intervention Competency Examination (SPICE).

National School Psychology Certification System Requirements

All students must take the National School Psychology Certification test to become nationally certified.

School Psychology Evaluation Competency Examination (SPEC) Requirements

The School Psychology Evaluation Competency Examination (SPEC) requires each student to present a diagnostic interview and conceptual analysis in writing resulting in a case formulation, diagnostic formulation, and recommendations for treatment relevant to the case conceptualization. The purpose of the SPEC is to monitor the growth and development of the student's competency in school psychology problem-solving in diagnosis and proposed delivery of services, direct and indirect.

The SPEC ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied skills in class and in supervised clinical field training. Faculty evaluators assess the student's fund of knowledge regarding the foundation of school psychology, the student's ability to manage a clinical interview, and the student's ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment

recommendations based on their case formulation. Students must pass the SPEC prior to beginning the second year of practicum. The SPEC is taken during the spring semester of the student's first practicum year.

The SPEC requirement is met by submitting a tape and transcript or other approved sample of a psychodiagnostic interview that the student has conducted with a client, and a diagnostics case formulation report, including self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision, or critique.

Students should refer to the *School Psychology Evaluation Competency Examination* document for complete information concerning the requirements and process for completing the SPEC.

School Psychology Intervention Competency Examination (SPICE) Requirements

The School Psychology Intervention Competency Examination (SPICE) requires each student to make a presentation of either a direct or indirect intervention. A direct intervention should include a summary detailing the assessment of the client's needs, plans for remediation, implementation of treatment and evaluation of progress or improvement. An indirect intervention should include consultation, the assessment of needs/risks, planning of an intervention program, the implementation and evaluation of the program's successor or benefits. Following successful passage of the written analysis and work sample, the student schedules an oral defense with her/his seminar faculty and an additional faculty member. During the oral defense, the students answers questions based, in part, upon SPICE materials. Additionally, the student's fund of knowledge regarding foundations in clinical psychology will be assessed.

The SPICE requirement is met by submitting a tape and transcript, or other approved sample, including self-critique. This tape cannot have been submitted either in the school or outside of it for review, supervision, or critique.

A student is ineligible for internship until he/she has passed the SPICE. In the event of a failure, the examination may be re-taken once. If the written component of the SPICE is passed, an oral examination is scheduled. Failure of either the written or the oral component of the SPICE constitutes a failure of the SPICE.

Students should refer to the *School Psychology Intervention Competency Examination* document for complete information concerning the requirements and process for completing the SPEC.

School Psychology Research Project Requirements

Each doctoral student is required to develop a School Psychology Research Project (SPRP) as a requirement for graduation. The SPRP is intended to provide students with an opportunity to deepen their knowledge and thought about a particular clinical area, to demonstrate the ability to analyze methodological issues, and to produce an original piece of scholarly work in the field of school psychology.

The philosophy of the doctoral program faculty with respect to research, research skills and the SPRP is consistent throughout the program. The program model is the scholar-practitioner model in which students are expected to learn to understand research and use research findings as a primary resource for their professional work. Students are expected to read current research articles and understand the methods and statistics, draw appropriate conclusions from research, and critique research interns of internal and external validity. All of these skills are important and necessary when integrating information in the field and, more generally, in being a qualified school psychologist. Types of projects that are acceptable for the SPRP include a broad range of qualitative and quantitative methods, such as empirical research including archival studies, case studies, literature reviews, program development, and program evaluation. Students should refer to the *School Psychology Project Manual* for complete information concerning the requirements and process for completing the SPRP.

Students must register for a minimum of 3 credit hours of SPRP during one, two, or three semesters. If the SPRP has not been successfully completed after the completion of 3 credit hours, students must continuously register for 1 credit hour per semester until it is completed. Students must be registered for SPRP when they defend their proposal, while they are using faculty committee time, and Argosy University resources, and when they defend the final project. Students must complete the SPRP prior to beginning the internship.

Internship Requirements

The internship serves as a Capstone Course, where theory and practice are demonstrated. Students in the school psychology program demonstrate knowledge and skills that reflect the professional and ethical standards of the field. The internship allows students to provide the full range of school psychological services to pupils in regular and special education in school and clinical settings.

The internship involves direct and indirect services to students and their families in conjunction with school personnel and related mental health professionals. Some internship sites may be paid.

1500 hours of internship are required in the PsyD in School Psychology program. Students may complete a 2,000-hour internship, if they desire. At least 600 hours of the internship must be spent in the schools. The remaining hours of the internship may be spent in clinical settings with children, youth, and their families.

This requirement for the School Psychology program cannot be obtained in more than two placements. Internships are an invaluable culminating experience for school psychology students, providing the opportunity to work with a variety of children and adolescents with and without disabilities in both regular and special education, and in clinical settings.

The internship experience allows students to integrate all of their previously learned skills and knowledge in a comprehensive service delivery system. The internship sites must meet state and national professional and ethical guidelines. Typically, full-time students will begin the internship during their fifth year of enrollment.

Eligibility Requirements for Internship

To be eligible to begin internship, students must be in good academic standing, and must have completed all program requirements, including the following:

- Successful completion of the School Psychology Evaluation Competency Examination
- Successful completion of the School Psychology Intervention Competency Examination
- Successful completion of all coursework, with no grades of "Incomplete"
- Successful completion and defense of the School Psychology Research Project (SPRP)

Students should consult their campus dean or program chair about the Internship Applications and the specific application procedures.

Evaluation and Remediation of the Internship

Internship supervisors complete a mid-year and final internship progress report. These forms are an evaluation of the student's progress, competence, and performance relative to the learning objectives as well as other factors of importance to the internship site program. These forms are carefully reviewed by the Training Department and/or program chair to make certain that the student is meeting the minimum standards for academic progress.

The Training Department and/or the program chair of the School Psychology program actively work to address areas of significant difficulty. If the student is in need of remediation at any point of the internship, the Argosy University Training Committee and/or program chair will work with the internship site to develop and/or implement a remediation plan. At the completion of the internship year, the Training Department and/or program chair make the final determination as to whether or not the internship requirements have been met. If post-internship remedial work is required, the student, the Training Department, the program chair, and the internship site supervisor will develop a written contract specifying the areas needing improvement, methods by which such improvement will be achieved, and criteria by which improvement will be measured. The process of consultation and approval by the Training Department and the program chair and/or the hearing of student appeals by the Appeals Board apply to internship remediation.

Course/Credit Transfer*Courses Taken at Other Institutions*

Students who have completed graduate coursework at another institution may petition for a transfer of courses in the PsyD in School Psychology program up to a maximum of 10 courses (30 credit hours). Complete information on course/credit transfer criteria can be found in section 7, “Academic Policies and Procedures.”

Practicum, practicum seminars, and the first-year Professionalization Group are not eligible for transfer.

All course transfer requests must be submitted to the Student Services Department before or during the first year of enrollment in the program. Request forms are available from the Student Services Department. A separate form must be submitted for each course request. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples. The request will be reviewed and a decision rendered within four weeks of the request. If approved, the transferred course and credit will appear on the student’s transcript as a “transfer course” under the corresponding course number and title.

Transfer of Courses/Credit Earned in the Doctor of Psychology in Clinical Psychology Program Practicum into the Doctor of Psychology in School Psychology Program

In some cases, practicum hours and the practicum seminar taken while the student was in-residence in the Argosy University PsyD in Clinical Psychology program (including sport-exercise psychology) may be transferred into the PsyD in School Psychology program if the functions performed at the practicum site were primarily those of a school psychologist and/or the populations served were primarily children and/or adolescents and their families. The student must have been supervised by a licensed psychologist, and have completed 500 hours of service at each practicum. Half of the practicum hours must have been in direct service. The accompanying competency examination(s) that were completed in the PsyD in Clinical Psychology program, if passed, may be substituted for the School Psychology Competency Examination(s), if the campus dean or program chair ascertain that the examination is acceptable and that the student has attained the required competencies for the field of school psychology.

Counselor Education Programs

MASTER OF ARTS IN COMMUNITY COUNSELING PROGRAM **Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Sarasota; Argosy University, Schaumburg; Argosy University, Washington DC**

The Master of Arts (MA) in Community Counseling program at Argosy University is designed to provide students with a sound foundation for the practice of community counseling, with a multifaceted focus on developmental and preventive mental health services. The program introduces students to the basic skills of counseling, integrating individual, group, family, and organizational interventions. The program emphasizes development of the attitudes, knowledge, and skills required for the ethical provision of quality professional counseling services. As such, the program is committed to educating and training students to enter the counseling profession as ethical, effective, skilled, and culturally competent practitioners, able to work in a variety of settings with diverse client populations. This goal is achieved through a curriculum designed to integrate foundational counseling skills, counseling theories, and clinical field experiences taught by experienced practitioners.

Since licensing may change and often varies from state to state, students should verify the current requirements of the state in which they plan to become licensed.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of course work (including graduate work)
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Admissions Notification

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are required to contact the Admissions Department prior to reapplying.

Graduation Requirements

Students admitted into the MA in Community Counseling program are responsible for completing the program requirements in effect at the time of admission. The school retains the right to modify these requirements in accordance with the demands of the counseling profession. Coursework and degree requirements should be completed in the order recommended by the department administration. Academic advisors must approve any changes. To be eligible for graduation, students must meet the following requirements:

- Completion of 48 semester credit hours
- GPA of at least 3.0 (on a scale of 4.0)
- Successful completion of the Comprehensive Examination
- Successful completion of all practicum and internship requirements and assessments
- Completion of all requirements within four years of matriculation into the program
Note: Students who have temporarily withdrawn from the University will have the maximum amount of years, plus the length of the approved leave (not to exceed one year) to complete the program.
- A completed Petition to Graduate submitted to campus administration

Academic Progress Requirements

To make satisfactory progress toward a degree, students must:

- Maintain a grade point average (GPA) of 3.0 on a scale of 4.0
- Complete the program requirements within the stated limits

Academic dismissal will occur if a student fails to raise a low GPA to 3.0 or higher within two semesters. Refer to your campus-specific program description for additional information regarding academic dismissal.

Program Outcomes

Professional Identity Value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing

Social and Cultural Diversity Apply core theory and research of the cultural context of relationships, issues, and trends in a multicultural and diverse society to the counseling profession

Human Growth and Development Interpret and apply core theory and research of the nature and needs of individuals at all developmental levels

Career Development Apply core theory and research of career development, the psychology of work, and related factors

Helping Relationships Ethically and effectively deliver a range of counseling and consultation services

Group Work Understand the theoretical and experiential foundations of group purpose, development, and dynamics; will apply group counseling methods and skills

Assessment Understand principles of testing and measurement, and will apply both individual and group methods of assessment and evaluation

Research and Program Evaluation Understand methods and roles of research, statistical analysis, needs assessment and program evaluation

Communication Communicate clearly and effectively, both orally and in written communication

Interpersonal Effectiveness Students will develop and improve positive relationship skills via effective communication, respect for others, appreciation of diversity and cultural sensitivity, and awareness of their impact on others.

Endorsement Policy

Argosy University faculty will endorse students for professional placement and licensure only if they have completed all formal coursework, including all practicum/internship requirements. Recommendations for job placement, both oral and written, will be specific to the practice of counseling.

Program Formats

Argosy University offers a variety of program formats. Refer to the campus-specific program descriptions for more detail.

Practicum/Internship and Seminar Requirements

The practicum/internship are an essential part of the MA in Community Counseling program. These are supervised field training experiences within a mental health services system. A required, essential component of the degree program, students are supervised by experienced clinicians who teach relevant skills, provide supervision of on-going work, and serve as role models of professional identity and behavior.

Training may not be done in a student's place of employment, nor is any student exempt from the practicum/internship requirements. Students with extensive clinical backgrounds are encouraged to consider training sites in areas where they have an interest and do not have previous experience. Detailed guidelines and application materials are available from the program.

All students who enter the practicum/internship application process must be in good academic standing, have a minimum grade point average of 3.0 on a scale of 4.0, and have completed all the practicum prerequisite courses prior to the beginning of training with a "B-" or better.

All students enrolled in a practicum/internship are concurrently enrolled in a seminar. The seminar meets throughout the placement and allows the student to reflect on various training experiences while acquiring additional skills and attitudes. Specific seminar content and emphasis varies according to the training setting, focus of the enrolled students, and the professional expertise of the faculty member.

The goals of the training seminar are:

- Development of counseling and case formulation skills
- Provision of information and consultation to supplement the experiences provided at the practicum/internship site
- Assistance developing a professional style for case presentations
- Improved ability to provide and receive feedback in an effective manner
- Discussion of ethical issues as they pertain to specific counseling cases
- Preparation for the campus-specific capstone assessments

Practicum/Internship Evaluation

The goal of the experience is to train competent counselors capable of effective counseling and therapeutic intervention. Student evaluation during field training includes: theoretical knowledge, counseling skills, and professional attitude. A thorough review of site and seminar evaluations is conducted by the Community Counseling Program. An overall grade of "Credit" (CR) or "No Credit" (NC) is included in the student's academic record along with a comprehensive overview of the student's practicum/internship experience.

Professional Conduct

Students are expected to adhere to professional standards outlined by the American Counseling Association (ACA) Code of Ethics.

Additionally, students are expected to demonstrate professional behavior:

- Interpersonal interactions with others,
- Appropriate self-awareness and self-evaluation,
- Openness to professional feedback and supervision, and
- Ability to resolve problems effectively and professionally.

Students who fail to demonstrate professional behavior may be subject to a variety of campus-specific interventions up to and including referral to the Student Professional Development Committee (SPDC) and/or Student Conduct Committee (SCC). Outcomes may include advisement, remediation, or dismissal from the program.

Students will receive feedback regarding personal, academic and professional strengths, weaknesses, and performance as they progress through the program.

Writing Program

Students are expected to be proficient in written and oral communication and to produce written work consistent with accepted standards in the field. Those who are identified by faculty as needing further development of writing skills will be required to address identified deficits.

Student Advisement

The department assigns advisors to students enrolled in the MA in Community Counseling program. The advisor is available for consultation on student professional development, academic/training progress, and professional issues.

Students are encouraged to meet with an advisor as often as necessary to review progress through the program and to discuss performance in classes, seminars, and practicum/internship.

Comprehensive Examination Requirements

All MA in Community Counseling students are required to successfully complete a Comprehensive Examination. The information tested by the exam covers the end-of-program learning outcomes required of students in the Community Counseling program. Students must have successfully completed all required coursework, with the exception of practicum and internship, to be eligible to take the Comprehensive Exam. Additional information regarding registration, qualification, format, and dates of the exam can be obtained from the MA in Community Counseling program.

A student who fails the Comprehensive Exam is required to contact his/her academic advisor who will assist in developing a remediation plan. Any student who fails the Comprehensive Examination a third time is automatically dismissed from the program.

Course/Credit Transfer

For information about course/credit transfers, please refer to section seven, "Academic Policies and Procedures."

**Master of Arts in Community Counseling Program —
Argosy University, Atlanta
Program Overview**

The Master of Arts (MA) in Community Counseling at Argosy University, Atlanta is a 48 credit-hour program designed to provide students with a solid foundation for the practice of professional counseling. The program's curriculum integrates theoretical and conceptual foundations of professional counseling with training in appropriate client intervention and advocacy skills. The program emphasizes the development of attitudes, knowledge, and skills that are essential for professional counselors who are committed to the ethical provision of quality services. Students completing this program meet the academic requirements toward licensure as Licensed Professional Counselors (LPCs) in Georgia.

Students also have an option of completing an additional five-course Marriage & Family Therapy concentration or certificate. The addition of these five courses to the core curriculum of the Community Counseling program allows students to meet the academic requirements toward licensure as a Licensed Marriage and Family Therapist in Georgia.

Mission Statement

The Master of Arts in Community Counseling program is committed to preparing students to enter a professional career as master's-level counseling practitioners who can function ethically and effectively with demonstrated knowledge of social and cultural diversity. This goal is achieved through a curriculum designed to integrate counseling and advocacy skills, theoretical foundations of professional counseling, and practicum/internship field experience into a set of professional competencies that students can utilize with diverse client populations.

Classes for new students conveniently begin several times a year, allowing students to enter the program throughout the year. New classes start each fall, spring, and summer semester. Contact the Admissions Department for details concerning entrance times.

Eligibility for Licensure

Graduates of the MA in Community Counseling program may wish to pursue licensure as a Licensed Professional Counselor (LPC) in Georgia. Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students interested in pursuing licensure in states other than Georgia should contact their state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Internet Web site: www.counseling.org.

Program Formats

The Atlanta campus offers two primary program formats for students: Weekend Format and Evening Format. Certain electives are also offered in a blended/evening format.

Weekend Format

Students take one course at a time (each lasting 7.5 weeks) and meet on-campus for two intensive weekends with the instructor (Friday, 6 p.m. – 10 p.m.; Saturday, 9 a.m. – 5 p.m.; and Sunday, 9 a.m. – 3 p.m.). Throughout the 7.5 week session, students also interact with classmates and the instructor weekly through the Internet using a Web site-based learning platform.

Evening Format

In-Residence/Evening Students take one course at a time (each lasting 7.5 weeks) and meet two evenings per week on campus from 6 p.m. – 9 p.m.

Students completing the MA in Community Counseling program with a concentration or certificate in Marriage and Family Therapy may wish to review MFT licensure information on the Web site maintained by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists at <http://sos.georgia.gov/plb/counselors/>

Enrollment Requirements

Students in the program should be enrolled in two 3-credit hour classes per semester. Students may enroll in the practicum/ internship alone. Students should confirm minimum enrollment requirements for financial aid and international student status with the appropriate Student Services representative.

Additional Requirements for Academic Progress

Students must maintain a cumulative grade point average (GPA) of 3.0 (on a scale of 4.0). Academic dismissal will occur in the following situations:

- A student fails to raise a GPA that is under 3.0 to a 3.0 or higher within two semesters
- A student achieves a GPA below 3.0 at the end of the first four courses
- A student receives two grades lower than a “B-” within the first four courses
- A student receives three grades lower than a “B-” at any time throughout the program

Students who earn a grade below a “B-” in any course are required to retake the course.

Listed below is the minimum amount of work that a student must complete by the end of each year following matriculation to successfully complete the program (except for students taking a temporary withdrawal from the University).

Argosy University, Atlanta students are required to complete 48 credit hours. A suggested incremental time frame is listed below. Curriculum changes may result in a change in the completion timeline.

Suggested Incremental Time Frame Completion Rates*

End of Year One	12 credit hours
End of Year Two	24 credit hours
End of Year Three	36 credit hours
End of Year Four	48 credit hours

** The suggested 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.*

Attendance Policy

Any excessive amount of class time missed will negatively impact the student’s grade:

- Weekend Students—More than 3 hours will result in automatic loss of one full letter grade. More than 6 hours missed will result in automatic failure.
- Evening Students—More than 6 hours missed will result in automatic loss of one full letter grade. More than 8 hours missed will result in automatic failure.

Students should notify the instructor concerning any anticipated absences. If an excessive amount of class time is missed due to an emergency situation, the student will likely be advised to withdraw from the course.

Accelerated Learning Track

At Argosy University, Atlanta, the curriculum of the Master of Arts in Community Counseling program is designed to be taken one course at a time, meaning that students are typically eligible to begin their practicum/ internship training in the third year of the program. However, students who have demonstrated an exemplary academic record and advanced interpersonal skills may petition for approval for the Accelerated Learning Track in order to begin practicum/ internship training as early as the second year in the Community Counseling program. If approval for the Accelerated Learning Track is granted, the student will be permitted, under the guidance and direction of his or her academic advisor, to accelerate the rate at which academic courses are completed—that is, they will be permitted to take more than one course at a time—in order to meet the eligibility requirements for field training by the anticipated practicum/ internship start date. Students should consult with their academic advisor for additional information on the Accelerated Learning Track.

Writing Program

Writing competency is essential for successful completion of any coursework at Argosy University, Atlanta. Students who do not demonstrate adequate writing skills may be referred to take a writing skills course at any time during the program. Any student who receives a Professional Writing Course Referral Form should register for, and successfully complete, a developmental writing course by the end of the second full semester following the semester in which the referral was received. Academic Writing Skills (CE6140) is offered as an online course. Please see your academic advisor for more details. Argosy University, Atlanta also has a Writing Lab available (by appointment) at no cost to students that can be utilized for specific areas of writing difficulty.

Graduation Requirements

Completion of 48 semester credit hours by the end of the fourth year of matriculation. The total credit hours must include:

- 36 credit hours of required courses
- 3 credit hours of one elective courses
- 9 credit hours (completed over 10 months) of required practicum/internship and seminar groups

Program Requirements

Initial Four Courses Requirement

The first four courses of the MA in Community Counseling program must be satisfactorily completed before a student is allowed to take additional courses in the program.

Initial Four Courses Requirement—Students Must Complete the Following Courses Before Taking Additional Courses in the Program

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6104	Counseling Skills I (3)
PC6107	Foundations of Community Counseling (3) [Must be taken first]

Initial Four Courses Requirement—12 Credit Hours

All four courses must be successfully completed in order for a student to continue in the program. After successful completion, each student's academic record will be reviewed. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and have satisfactory faculty evaluations will be considered for continuation in the program.

Any of the four courses in which a grade below "B-" is received must be repeated. Any student who receives two grades below "B-" in the first four courses (including grades received on courses retaken) will be automatically dismissed from the program.

Students who achieve a GPA below 3.0 at the end of their first four courses will be dismissed from the program.

Within the first four courses, students are required to take only one course at a time. Following successful completion of the first four courses, students may choose to take more than one course at a time. Any student wishing to do this must seek approval from his/her advisor.

Program Requirements

The MA in Community Counseling program requires the satisfactory completion of 48 semester credit hours, distributed as follows; required courses, 36 credit hours; elective courses, 3 credit hours; and practicum/internship requirements, 9 credit hours.

Required Courses—Students Are Required to Take the Following

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6107	Foundations of Community Counseling (3) [Must be taken first]
PC6300	Professional and Ethical Issues (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)

Required Courses—36 Credit Hours

Elective Courses—Students Are Required to Take the Following

Elective* (3)

Elective Courses—3 Credit Hours

* The elective should come from the Community Counseling course offerings.

Practicum/Internship Requirements—Students Are Required to Take the Following

PC6410	Counseling Practicum (3)
PC6415	Counseling Internship (3)
PC6415	Counseling Internship (3)

Practicum/Internship Requirements—9 Credit Hours

Note: Course calendars for a given year may be obtained through the program. Students will be given details of their particular course sequence upon admission to the program.

Marriage and Family Therapy

Concentration or Certificate Requirements

The Marriage and Family Therapy concentration or certificate is appropriate for students in the MA in Community Counseling program who wish to obtain the academic requirements for licensure as a Marriage and Family Therapist (MFT) in Georgia.

Students completing this coursework will have the option after graduation to work toward licensure as a Licensed Professional Counselor (LPC), Licensed Marriage and Family Therapist (LMFT), or both.

The Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists have approved all courses in the Marriage & Family Therapy concentration or certificate.

Students who choose to extend the program by adding the Marriage and Family Therapy concentration or certificate will continue to be eligible for financial aid until coursework requirements are completed. The difference in awarding the master's degree in community counseling with the designation of a concentration or a certificate lies in the timing of course completion. If all Marriage and Family Therapy concentration courses are completed prior to or by the completion of all community counseling program requirements, students receive a degree of "MA in Community Counseling with a concentration in Marriage & Family Therapy." If some or all of the Marriage & Family Therapy concentration courses are not completed until after the community counseling program requirements have been fulfilled, students are granted the MA in Community Counseling degree at the time that they complete the community counseling program requirements, and then receive a Marriage & Family Therapy Certificate after completion of the five required Marriage & Family Therapy courses.

Students are encouraged to complete the community counseling program required coursework prior to starting the Marriage & Family Therapy concentration courses, but are eligible to begin the Marriage & Family Therapy coursework after successfully completing the first eight courses of the program (PC6107, PC6000, PC6003, PC6104, PC6025, PC6105, PC6505, and PC6300). Students should contact an academic advisor for additional information on this option.

Students who wish to pursue a concentration or certificate in Marriage & Family Therapy must complete the following required courses in addition to the coursework required for the community counseling program.

**Marriage & Family Concentration/Certificate Requirements—
Students Are Required to Take the Following**

PC6020	Theories of Family Process and Development (3)
PC6022	Family Therapy Counseling Skills (3)
PC6200	Human Sexuality (3)
PC6440	Child and Adolescent Counseling (3)
PC6700	Couples and Family Counseling (3)

Marriage & Family Concentration Requirements—15 Credit Hours

Individuals who have a graduate degree in counseling or a counseling-related field from other schools may also apply for admission to the Marriage & Family Therapy certificate program through the Admissions Department.

Important Note: For many, this certificate may fulfill the additional academic coursework requirements for Georgia licensure as a Marriage and Family Therapist. However, applicants should contact the Georgia Composite Board to determine if the courses completed in their graduate degree program plus the MFT Certificate will meet the state licensing requirements.

Students wishing to pursue licensure in Georgia after graduation may wish to review information on the Web site maintained by the Georgia Composite Board of Professional Counselors, Social Workers, and Marriage and Family Therapists at <http://sos.georgia.gov/plb/counselors/>

Additional Practicum and Internship Requirements

For detailed information regarding the practicum/internship sequence, please contact the Community Counseling director of Training for a complete Practicum/Internship Handbook.

Clinical Evaluation Conference Requirements

The Clinical Evaluation Conference (CEC) normally takes place during the final term of internship seminar. The CEC evaluates the growth and development of clinical competency in accordance with the standards of Argosy University, Atlanta, and ensures acquisition of the appropriate skill levels for subsequent supervised clinical practice. The CEC assesses competency in assessment, case formulation, treatment planning and implementation and writing skills.

Course/Credit Transfer

A maximum of three courses—9 credit hours—may be transferred into the MA in Community Counseling program. Students wishing to transfer course credit from another graduate program must submit the required Course Waiver Form and supporting documentation to Student Services. The request must then be approved by a designated program representative. equired courses that may not be transferred into the MA in Community Counseling program at Argosy University, Atlanta are listed below:

Non-Transferable Courses

PC6000	Counseling Theory
PC6003	Abnormal Psychology
PC6104	Counseling Skills I
PC6105	Counseling Skills II
PC6107	Foundations of Community Counseling
PC6410	Counseling Practicum
PC6415	Counseling Internship
PC6505	Group Counseling

Recommended Course Sequence for the Master of Arts in Community Counseling Program

Students in the MA in Community Counseling program must complete a minimum of 48 credit hours of coursework, including 9 credit hours of supervised clinical training experience. Students can begin the program in any of the three semesters, in either Session I or Session II. Each semester contains two 7.5 week sessions, and courses are typically taken one at a time during a session. The first four courses of the program (PC6107, PC6000, PC6003, and PC6104) must be successfully completed before continuing on to later courses. The suggested course sequence for students appears below.

Year One

PC6107	Foundations of Community Counseling (3) [Must be taken first]	PC6003	Abnormal Psychology (3)	PC6105	Counseling Skills II (3)
PC6000	Counseling Theory (3)	PC6104	Counseling Skills I (3)	PC6300	Professional and Ethical Issues (3)

Year Two

PC6505	Group Counseling (3)	PC6025	Human Growth and Development (3)	PC6521	Research and Program Evaluation (3)
PC6511	Social & Cultural Diversity (3)	PC6600	Career & Lifestyle Counseling (3)	PC6525	Appraisal and Assessment (3)

Year Three

PC6410	Counseling Practicum (3)	PC6415	Counseling Internship (3)	PC6415	Counseling Internship (3)
	Elective Course (3)				

**Master of Arts in Community Counseling Program —
Argosy University, Chicago
Mission Statement**

The mission of the Master of Arts in Community Counseling program at Argosy University, Chicago is to create a learning environment that promotes academic excellence, professional competence, and personal integrity. This mission is achieved through a curriculum that integrates counseling skills, theoretical foundations of counseling, and clinical field experience into appropriate interaction and intervention skills for utilization in a variety of settings with diverse client populations. We serve a diverse student body from urban, suburban, and rural areas who are intrinsically motivated to help others. The program actively engages faculty and students in the preparation of counselors who meet the needs of diverse communities.

The purpose of the Master of Arts in Community Counseling program is to deliver the core learning experiences established by academic program accreditation and the licensure board of the State of Illinois to assure that students completing the program are competent, ethical counselors prepared for post-graduate positions and professional counseling licensure.

Course Delivery Format

In order to offer a flexible and effective learning experience, nearly all courses are offered in a 7.5 week blended online/on-campus format. The online component is meant to supplement the content delivered in the face-to-face campus meetings (two weekends per course as follows Friday 6 p.m. – 9 p.m., Saturday 9 a.m. – 5 p.m., and Sunday 9 a.m. – 4 p.m.) and provides weekly contact with the instructor of the course. Students can expect weekly discussion questions that offer opportunities to interact with fellow students and course faculty, as well as the opportunity to engage with faculty and other students in activities meant to deepen and enhance the learning experience. In addition, faculty may use the Web-based learning environment to provide supplemental resources and reading material.

The weekend class format offers students a deep immersion in the course material, while allowing them to maintain their many life responsibilities. There are only two exceptions to the weekend/blended format: 1) the course entitled Counseling Skills which meets one night per week from 6 to 8:30 p.m. over the full 15 week semester with no blended format; and 2) the practicum and internship seminars which meet on campus every other week with intervening weeks having a blended/online component; practicum and internship are continuous experiences taking place over the course of two and one half concurrent semesters).

Program Starting Times

Classes for new students conveniently begin four times a year. New classes start each fall (September), spring (January), and summer term I (May) and summer term II (June). Applications are accepted at any time. Contact the Admissions Department for details concerning entrance times.

Eligibility for Licensure

Graduates of the master's in Community Counseling program are eligible to pursue licensure in Illinois as a Licensed Professional Counselor (LPC). Upon completion of educational requirements, two years of post-masters supervised practice is required for licensure as a Licensed Clinical Professional Counselor (LCPC). For more information and application materials please contact the Illinois Department of Financial and Professional Regulation, 320 West Washington Street, Springfield, IL 62786, 217.785.0800, or www.idfpr.com.

Student-At-Large Status

Students are allowed to take up to three courses in the MA Community Counseling curriculum as a student-at-large (SAL). Some courses relating to the clinical skills of counseling may be restricted depending on the student's prior education. The following seminars and clinical training courses are excluded for SALs:

Excluded Courses

PC6104	Counseling Skills I
PC6410	Practicum Seminar
PC6415	Internship Seminar

Enrollment Requirements

Students in the program normally enroll in three 3-credit hour classes per semester, and must fulfill clinical training prerequisite coursework in order to meet program requirements for initial clinical training placements.

While on practicum and internship, students may enroll in classes and the practicum/internship seminar each semester, or they may enroll in the practicum/internship alone if they have already completed all other coursework.

Additional Requirements for Academic Progress

Students in the program are required to complete 48 credit hours. The suggested minimum amount of work that a student should complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Time Frame Completion Rates

End of Year One	12 credit hours
End of Year Two	24 credit hours
End of Year Three	36 credit hours
End of Year Four	48 credit hours

Professional Identity

Students are strongly encouraged to identify with the counseling profession through participation in professional organizations. The American Counseling Association (ACA) and the Illinois Counseling Association (ICA) are ideal sources for support for your ongoing professional development and for learning more about the counseling profession at a national and statewide level.

Additional Graduation Requirements

In addition to the graduation requirements listed above, students at Argosy University, Chicago must also:

- Successfully complete the practicum and internship

Program Requirements

The MA in Community Counseling program requires the satisfactory completion of 48 semester credit hours distributed as follows: core counseling requirements, 42 credit hours; and practicum and internship requirements, 6 credit hours.

Core Counseling Requirements—Students Are Required to Take the Following

PC6000	Counseling Theory* (3)
PC6005	Maladaptive Behavior and Psychopathology* (3)
PC6025	Human Growth and Development* (3)
PC6104	Counseling Skills I* (3)
PC6300	Professional and Ethical Issues* (3)
PC6420	Community Mental Health (3)
PC6440	Child and Adolescent Counseling (3)
PC6505	Group Counseling*† (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)
PC6700	Couples and Family Counseling*† (3)
PC6900	Substance Abuse Counseling (3)

Core Counseling Requirements—42 Credit Hours

Course/Credit Transfer

Transfer of Courses/Credit to the Doctor of Clinical Psychology Program from the Master of Arts in Community Counseling Program

Argosy University, Chicago currently recognizes the following courses as transfer course credit from the MA in Community Counseling program into the PsyD in Clinical Psychology program:

Master of Arts in Community Counseling Program

PC6505	Group Counseling
PC6700	Couples and Family Counseling
PC6511	Social and Cultural Diversity
PC6440	Child and Adolescent Counseling
PC6104	Counseling Skills I

Clinical Training Requirements— Students Are Required to Take the Following

PC6410	Counseling Practicum (3)
PC6415	Counseling Internship (3)

Practicum and Internship Requirements—6 Credit Hours

* Denotes practicum prerequisite. These courses are generally taken in the first year of study and considered a foundation for the other courses of the program. First-year students are encouraged to consult with their advisor before taking courses that are not first-year courses.

† Either Group Counseling (PC6505) or Couples and Family Counseling (PC6700) may be taken prior to practicum/internship.

Recommended Course Sequence

All coursework is scheduled according to a specific sequence. Students should make every effort to follow the recommended sequence depending on the semester of entry to the program. The course sequence can be obtained through the Admissions Department, your faculty advisor, or the program chair.

Doctor of Psychology in Clinical Psychology Program

PP8060	Group Psychotherapy
PP8050	Family and Couples Therapy
	Diversity Elective
PP8175	Child and Adolescent Therapy
PP7365	Clinical Interviewing

Transfer of Courses/Credit from Other Institutions

In each program at Argosy University, Chicago, the requirements to successfully complete certain courses may not be met by transfer of credit based on coursework from other institutions. The following are non-transferable courses in the MA in Community Counseling program:

Non-Transferable Courses

PC6410	Counseling Practicum (3)
PC6415	Counseling Internship (3)

**Master of Arts in Community Counseling Program —
Argosy University, Dallas
Program Overview**

The Master of Arts (MA) in Community Counseling program at Argosy University, Dallas is designed to prepare students for the practice of professional counseling. The program promotes the development of attitudes, knowledge, and skills essential to becoming thoughtful, skilled, and ethical professionals who can provide counseling services in a wide variety of government, community, and private settings. Graduates meet the academic requirements for one or more Texas state license exams.

Mission Statement

The Argosy University, Dallas Community Counseling Program mission is to create a learning environment that promotes academic excellence, professional competence, and personal integrity. We serve a diverse student body from urban, suburban, and rural areas who are intrinsically motivated to help others. The program actively engages faculty and students in the preparation of counselors who meet the needs of a dynamic and diverse community. The purpose of the program is to deliver those core learning experiences established by academic program accrediting and state licensure boards to assure that students completing our program are competent, ethical counselors prepared for post-graduate positions on the path to Professional Counseling licensure.

Course Delivery Formats

The MA in Community Counseling program is intended to make graduate training accessible to professionals who are employed full-time. Courses are offered in multiple formats. The primary course format is the weekend format. In the weekend format, courses are offered on Friday evenings from 5:30 p.m. – 10:00 p.m. and Saturdays 9:00 a.m. – 6:00 p.m. Each course meets on alternate weekends with classes meeting on three weekends and the final examination on a subsequent Friday evening or Saturday morning.

Additional formats include:

- Weeknight format: class meets for 15 weeks, one evening per week, for 3 hours
- Blended format which combines two weekends on campus blended with an online component.

It generally takes a mix of program course formats to complete the program. There is no fully weekend or fully weeknight format of course offerings.

Syllabi are made available prior to the first class meeting. Each semester has two, 7.5 week sessions.

Eligibility for Licensure

As of the date of this publication, licensure in Texas requires a master's degree in counseling, successful completion of licensure exams, and 3,000 hours post-master's supervised work experience. The 48-credit hour MA in Community Counseling program includes the required core coursework for licensure.

Students interested in pursuing this licensure will need to complete their degree program, take a Texas jurisprudence exam, take the National Counselor Exam (NCE), and apply for a temporary license (LPCI–I is for Intern) in order to accumulate their 3,000 hours of supervised post-graduate experience. Much of the supervised experience may be obtained through employment in the field after completing the master's degree. Licensure regulations are subject to change and are determined by the Texas State Board of Examiners of Professional Counseling. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students are strongly encouraged to become familiar with the regulations governing professional counselor licensure. These regulations are available directly from the regulatory board.

Texas State Board of Examiners of Professional Counselors
Texas Department of State Health Services MC-1982
1100 West 49th Street
Austin, Texas 78756-3183, USA

E-mail: lpc@dshs.state.tx.us

Telephone: 512.834.6658

Fax: 512.834.6677

Web site: <http://www.dshs.state.tx.us/counselor/>

Faculty Advisement

Students are assigned an academic advisor upon admission to the MA in Community Counseling program. Academic advisors are available to discuss matters related to professional development and progress in the program. Students are strongly encouraged to consult with their advisors when they have questions and problems in these areas.

Enrollment Requirements

Once matriculated into the program, students must remain continuously enrolled for at least 3 credit hours per semester—fall, spring, and summer—unless they formally request a temporary withdrawal through the Student Services Department. Students are expected to remain enrolled full-time (at least 6 credit hours or in practicum) each semester, and should meet with their advisors if they are considering less than full-time enrollment.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward earning their degree by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0. Students who receive a grade below "B-" in any course must repeat the course.

Students must complete all coursework in a maximum time frame of four years. Students who take an approved temporary withdrawal will have four years plus the length of time that they were not enrolled, not to exceed one year, to complete the program. Under special circumstances, students who take more than 48 credit hours may receive permission from the campus dean or program chair for the MA in Community Counseling program to take more than four years to do the extra coursework.

Students are required to complete 48 credit hours (39 credit hours of required courses and 9 credit hours of practicum and practicum seminar). The minimum amount of work that a student must complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Time Frame Completion Rates

End of Year One	12 credit hours
End of Year Two	24 credit hours
End of Year Three	36 credit hours
End of Year Four	48 credit hours

Graduation Requirements

Students who are admitted into the MA in Community Counseling program are responsible for completing the program requirements in effect at the time of their admission. However, Argosy University, Dallas retains the right to modify these requirements in accordance with the demands of the counseling profession.

To be eligible for graduation, students must:

- Complete 48 semester credit hours by the end of the fourth year of matriculation. The total credit hours must include:
42 credit hours of required courses
6 credit hours of practicum and practicum seminar
- Successfully complete the Counselor Competency Examination (CCE) and Comprehensive Examination.
- Have a grade point average of at least 3.0 on a scale of 4.0
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The MA in Community Counseling program requires the successful completion of 48 semester credit hours, distributed as follows: required courses, 42 credit hours; and practicum and practicum seminar requirements, 6 credit hours.

Students Are Required to Take the Following

PC6000	Counseling Theory (3)
PC6005	Maladaptive Behavior and Psychopathology (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6300	Professional and Ethical Issues (3)
PC6420	Community Mental Health (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)
PC6700	Couples and Family Counseling (3)
PC6900	Substance Abuse Counseling (3)

Required Courses—42 Credit Hours

**Practicum and Practicum Internship Seminar Requirements—
Students Are Required to Take the Following**

PC6410	Counseling Practicum (2)
PC6415	Counseling Internship (2)*

Practicum and Practicum Internship Seminar Requirements—
6 Credit Hours

* *Counseling Internship and Seminar (PC6415) is repeated for two semesters for a total of 4 credit hours*

Practicum and Practicum Internship Seminar Requirements

Practicum and Internship experiences are a required and essential part of counselor training. They provide students with the opportunity to practice and learn counseling and other professional skills under the guidance of an appropriately licensed supervisor. Practicum and internship students apply their theoretical knowledge, implement and develop clinical techniques based on this knowledge, and develop the professional and personal attitudes important to counseling practice. All students enrolled in the practicum and internship are concurrently enrolled in a seminar.

Practicum Eligibility

To begin practicum, students must be in good academic standing, have a minimum grade point average of 3.0 on a 4.0 scale, received permission from their program chair or Clinical Training Committee, and have successfully completed or transferred the following courses:

Practicum Prerequisites

PC6000	Counseling Theory (3)
PC6005	Maladaptive Behavior and Psychopathology (3)
PC6511	Social and Cultural Foundations (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6300	Professional and Ethical Issues (3)
PC6505	Group Counseling (3)

No student may begin a practicum without being in the MA in Community Counseling program for a minimum of three semesters. Students who are on academic probation are not allowed to participate in practicum or enroll in an additional practicum until they are returned to good academic standing.

The *Counseling Training Manual* is available from the Clinical Training Department or the program chair of the MA of Community Counseling program. This manual describes the practicum process, procedures, and requirements in detail.

Counselor Competency Examination Requirements

All MA in Community Counseling program students must successfully complete the Counselor Competency Examination (CCE). The CCE assesses basic counseling competencies, including the ability to manage a counseling session, conceptualize a case, and make recommendations for treatment. Students are evaluated on a tape of a counseling session, transcript, and a written document that includes a self-critique. The CCE is completed during the last Internship Seminar. It is graded Pass or Fail. All revisions must be completed within one semester of the original CCE. Additional information regarding registration, qualification, format, and dates of the exam are addressed in the *CCE Manual* available from the director of Clinical Training or program chair of the MA in Community Counseling program.

Comprehensive Examination Requirements

All MA in Community Counseling program students are required to successfully complete a Comprehensive Examination. The knowledge tested by the exam covers all material from all MA in Community Counseling program courses. The Comprehensive Examination is generally held three times a year. Students must have successfully completed all required coursework, with the exception of practicum, and be in good standing to be eligible to take the Comprehensive Exam. Additional information regarding registration, qualification, format, and dates of the exam are available from the director of Clinical Training or the program chair of the MA in Community Counseling program.

Students are allowed to take the Comprehensive Examination a total of three times. Students who fail the Comprehensive Exam receive information from the program chair concerning their performance on the examination and assistance from faculty in acquiring experiences and learning aimed at enabling them pass the exam.

Student-At-Large Status

Students are allowed to take up to three courses in the MA Community Counseling curriculum as a student-at-large (SAL). Some courses relating to the clinical skills of counseling may be restricted depending on the student's prior education. The following seminars and clinical training courses are excluded for SAL enrollment:

Excluded Courses

PC6104	Counseling Skills I
PC6105	Counseling Skills II
PC6505	Group Counseling
PC6410	Practicum Seminar
PC6415	Internship Seminar

Course/Credit Transfer

Transfer of Courses/Credit to the Master of Arts in Community Counseling Program From Another Institution

Students who have completed graduate coursework at another institution may petition for transfer of courses to the MA in Community Counseling program. A maximum of 9 credit hours may be transferred. For a course to be considered eligible for transfer, the following conditions must be met:

- The course must have been taken no more than five years prior to enrollment at Argosy University, Dallas, unless the student can present evidence of ongoing work experience or continuing education in that area.
- The course must have been a graduate-level course, taken for graduate-level credit at a regionally accredited institution. In the case of an institution outside of the United States, the appropriate state or national accreditation is required.
- The course submitted for transfer of a 3-credit hour course must itself be at least 3-credit hours.
- The student must have earned a grade of "B" or above in the course.
- Practicum and Professional and Ethical Issues (PC6300) are not eligible for transfer.
- Courses are accepted for transfer at the discretion of program faculty.
- Course Descriptions and syllabi must demonstrate that the course taken by the student is substantially similar (80 percent or more) to the Argosy University, Dallas course in content, skill, and rigor.¹

All course transfer requests must be submitted to the Student Services Department before or during the first semester of enrollment in the program. Transfer Request Forms are available from the Student Services Department. The transfer request must be accompanied by a transcript reflecting completion of the course and the grade received, along with other supporting documentation, such as course description, syllabus, and work samples.

Transfer of Courses/Credit to the Master of Arts in Community Counseling Program From Another Argosy University Campus

Students who transfer from one Argosy University campus to another may receive credit for a course taken at the original campus, if the course is substantially similar (80 percent or more) to the one offered at the transfer campus. In cases where the course is similar but not identical, the campus has the option to review for approval or denial. Students at Argosy University, Dallas who wish to submit course transfer requests for courses taken at another Argosy University campus must do so before or during the first semester of enrollment at Argosy University, Dallas.

¹ All transfer credit decisions are final.

**Master of Arts in Community Counseling Program —
Argosy University, Denver
Program Overview**

The Master of Arts (MA) in Community Counseling program at Argosy University, Denver is designed to provide students with a sound foundation for the practice of professional counseling. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of professional counseling into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional counselors who are committed to the ethical provision of quality services.

Thus, the MA in Community Counseling program at Argosy University, Denver is committed to educating and training students to enter a professional career as master's-level counseling practitioners who can function ethically and effectively as skilled professionals with demonstrated knowledge of social and cultural diversity. This goal is achieved through a curriculum designed to integrate basic counseling skills, theoretical foundations of professional counseling, and clinical field experience into appropriate client interaction and intervention skills for utilization in a wide variety of settings with diverse client populations. Students are prepared for licensure as professional counselors in the state of Colorado and alumni serve clients throughout North America.

Course Delivery Format

Weekend Class Format

In order to offer a flexible and effective learning experience for our students with multiple life responsibilities, most courses are offered in a weekend format. All courses with class meetings scheduled exclusively during weekend hours will be Web-augmented with an online component. This online component supplements the content delivered in the face-to-face campus meetings and provides weekly instructional contact. Students can expect weekly discussion questions that offer opportunities to interact with fellow students and course faculty, as well as the opportunity to engage with faculty and other students around activities meant to deepen and enhance the learning experience. In addition, faculty may use the Web-based learning environment to provide supplemental resources and reading material.

Program Starting Times

Classes for new students conveniently begin four times a year. New classes start each fall (September), spring (January), and summer term I (May) and summer term II (June). Applications are accepted at any time. Contact the Admissions Department for details concerning entrance times.

Eligibility for Licensure

Graduates of the MA in Community Counseling program are eligible to pursue licensure in Colorado as a Licensed Professional Counselor (LPC), upon completion of educational requirements and 2,000 hours over a minimum of two years of post-masters supervised practice. For more information and application materials please contact the State of Colorado Mental Health Licensing Section at <http://www.dora.state.co.us/mental-health/faqs.htm#LPCfaqs> or 303.894.7766.

Student-At-Large Status

Students may take up to three courses in the MA Community Counseling curriculum as a student-at-large (SAL). Some courses relating to the clinical skills of counseling may be restricted depending on the student's prior education. The following seminars and clinical training courses are excluded for SALs:

Excluded Courses

PC6400	Practicum I
PC6401	Practicum II

Enrollment Requirements

Students normally enroll in three 3-credit hour classes per semester to meet program requirements for initial clinical training placements.

While on practicum and internship, students may enroll in classes and the practicum/internship seminar each semester, or they may enroll in the practicum/internship alone if they have completed all other coursework.

Additional Requirements for Academic Progress

Students in the program are required to complete 48 credit hours. The suggested minimum amount of work that a student should complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Time Frame Completion Rates

End of Year One	12 credit hours
End of Year Two	24 credit hours
End of Year Three	36 credit hours
End of Year Four	48 credit hours

Additional Graduation Requirements

In addition to the graduation requirements stated above, students must also meet the following requirements:

- Successful completion of practicum and internship seminars
- Successful completion of the practicum and internship

Program Requirements

The MA in Community Counseling program requires the satisfactory completion of 48 semester credit hours distributed as follows: core counseling requirements, 42 credit hours; professionalization group requirements; and practicum and internship requirements, 6 credit hours.

Core Counseling Requirements—Students Are Required to Take the Following

PC6000	Counseling Theory* (3)
PC6005	Maladaptive Behavior and Psychopathology* (3)
PC6025	Human Growth and Development* (3)
PC6104	Counseling Skills I* (3)
PC6300	Professional and Ethical Issues* (3)
PC6420	Community Mental Health (3)
PC6440	Child and Adolescent Counseling (3)
PC6505	Group Counseling*† (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)
PC6700	Couples and Family Counseling*† (3)
PC6900	Substance Abuse Counseling (3)

Core Counseling Requirements—42 Credit Hours

Practicum and Internship Requirements— Students Are Required to Take the Following

PC6410	Counseling Practicum (3)
PC6415	Counseling Internship* (3)

Practicum and Internship Requirements—6 Credit Hours

* Denotes practicum prerequisite. These courses are generally taken in the first year of study and considered a foundation for the other courses of the program. First-year students are encouraged to consult with their advisor before taking courses that are not first-year courses.

† Either Group Counseling (PC6505) or Couples and Family Counseling (PC6700) may be taken prior to practicum/internship.

‡ Students take for two semesters for a total of 4 credit hours.

Master of Arts in Community Counseling Program — Argosy University, Sarasota Program Overview

The Master of Arts (MA) in Community Counseling at Argosy University, Sarasota is a 48 credit-hour program designed to provide students with a solid foundation for the practice of professional counseling. The program's curriculum integrates theoretical and conceptual foundations of professional counseling with training in appropriate client intervention and advocacy skills. The program emphasizes the development of attitudes, knowledge, and skills that are essential for professional counselors who are committed to the ethical provision of quality services. Students completing this program meet the academic requirements toward licensure in Alabama, Georgia and other states (check your state's licensure requirements).

The MA in Community Counseling program is committed to preparing students to enter a professional career as master's-level counseling practitioners who can function ethically and effectively with demonstrated knowledge of social and cultural diversity. This goal is achieved through a curriculum designed to integrate counseling and advocacy skills, theoretical foundations of professional counseling, and practicum/internship field experience into a set of professional competencies that

students can utilize with diverse client populations. Classes for new students conveniently begin several times a year, allowing students to enter the program throughout the year. New classes start each fall, spring, and summer semester. Contact the Admissions Department for details concerning entrance times.

Mission Statement

The Master of Arts in Community Counseling program is committed to preparing students to enter a professional career as master's-level counseling practitioners who can function ethically and effectively with demonstrated knowledge of social and cultural diversity. This goal is achieved through a curriculum designed to integrate counseling and advocacy skills, theoretical foundations of professional counseling, and practicum/internship field experience into a set of professional competencies that students can utilize with diverse client populations.

Eligibility for Licensure

Graduates of the MA in Community Counseling program may wish to pursue licensure in Alabama, Georgia and other states. Master's-level licensure varies from state to state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice.

Students interested in pursuing licensure should contact their state's department of professional regulation for information. The American Counseling Association frequently publishes information on professional issues of importance to professional counselors, including licensure, on their Internet Web site: www.counseling.org. Students wishing to pursue licensure in Florida after graduation Should consider the MA in Mental Health Counseling program.

Enrollment Requirements

Students in the program should be enrolled in two 3-credit hour classes per semester. Students may enroll in the practicum/internship alone. Students should confirm minimum enrollment requirements for financial aid and international student status with the appropriate Student Services representative.

Requirements for Academic Progress

Listed below is the minimum amount of work that a student must complete by the end of each year following matriculation to successfully complete the program (except for students taking a temporary withdrawal from the University).

Argosy University, Sarasota students are required to complete 48 credit hours. A suggested incremental time frame is listed below. Curriculum changes may result in a change in the completion timeline.

Suggested Incremental Time Frame Completion Rates*

End of Year One	12 credit hours
End of Year Two	24 credit hours
End of Year Three	36 credit hours
End of Year Four	48 credit hours

* The suggested 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.

Graduation Requirements

Completion of 48 semester credit hours by the end of the fourth year of matriculation is recommended. The total credit hours must include:

- 42 credit hours of required courses
- 6 credit hours of required practicum/internship and seminar groups

Program Requirements

Initial Four Courses Requirement

The first four courses of the MA in Community Counseling program must be satisfactorily completed before a student is allowed to take additional courses in the program.

Program Requirements

The MA in Community Counseling program requires the satisfactory completion of 48 semester credit hours, distributed as follows; required courses, 42 credit hours; and practicum/internship requirements, 6 credit hours.

Required Courses—Students Are Required to Take the Following:

C6035	Human Growth & Development (3)
C6036	Essentials of Interviewing (3)
C6431	Counseling in Community Settings (3)
C6432	Diagnosis & Treatment of Psychopathology (3)
C6435	Individual Evaluation & Assessment (3)
C6436	Individual Counseling Theories & Practice (3)
C6438	Group Theories and Practice (3)
C6440	Ethics in Counseling (3)
C6445	Social & Cultural Competencies for Counselors (3)
C6446	Substance Abuse Counseling (3)
C6452	Career & Lifestyle Assessment (3)
PC6021	Schools of Family Therapy (3)
PC6440	Child & Adolescent Counseling (3)
R6032	Research & Program Evaluation in Counseling (3)

Required Courses—42 Credit Hours

Practicum/Internship Requirements—Students Are Required To Take the Following

C6601	Practicum (1) 100 clinical hours
C6602	Internship I (2) 200 clinical hours
C6603	Internship II (3) 400 clinical hours

Practicum/Internship Requirements—6 Credit Hours

Note: Course calendars for a given year may be obtained through the program. Students will be given details of their particular course sequence upon admission to the program.

Writing Program

Writing competency is essential for successful completion of any coursework at Argosy University, Sarasota. Students who do not demonstrate adequate writing skills may be referred to take a writing skills course at any time during the program.

Any student who receives a Professional Writing Course Referral Form should register for, and successfully complete, a developmental writing course by the end of the second full semester following the semester in which the referral was received.

Academic Writing Skills (CE6140) is offered as an online course. Please see your academic advisor for more details.

Course/Credit Transfer

A maximum of three courses—9 credit hours—may be transferred into the MA in Community Counseling program. Students wishing to transfer course credit from another graduate program must submit the required Course Waiver Form and supporting documentation to Student Services. The request must then be approved by a designated program representative.

Master of Arts in Community Counseling Program — Argosy University, Schaumburg **Program Overview**

The Master of Arts (MA) in Community Counseling program at Argosy University, Schaumburg is designed to provide students with a sound foundation for eventual practice of professional counseling. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of professional counseling into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional counselors who are committed to the ethical provision of quality services. The MA in Community Counseling program is committed to educating and training students to enter a professional career as master's-level counseling practitioners who can function ethically and effectively as skilled professionals with demonstrated knowledge of social and cultural diversity. This goal is achieved through a curriculum designed to integrate basic counseling skills, theoretical foundations of professional counseling, and practicum field experience into appropriate client interaction and intervention skills for utilization in a wide variety of settings with diverse client populations. Students are prepared for licensure as professional counselors in the state of Illinois, however, alumni serve clients throughout North America.

Professional Identity

Students are encouraged to identify with the counseling profession through participation in professional organizations. The American Counseling Association (ACA) and the Illinois Counseling Association (ICA) are ideal sources for learning more about the profession in the national and statewide level.

Course Delivery Formats

Weekend Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in a weekend format.

All courses that have class meetings scheduled exclusively for weekend hours will include a Web-augmented component. The Web-augmented component is meant to supplement the content delivered in the face-to-face campus meetings and provide weekly instructional contact with the faculty member teaching the course. Students can expect weekly discussion questions that offer an opportunity to interact with classmates and faculty for that course. In addition, faculty may use the Web-based learning to provide supplemental reading and resources on the internet.

Eligibility for Licensure

Graduates of the MA in Community Counseling program are eligible to pursue licensure in Illinois as a Licensed Professional Counselor (LPC). Upon completion of educational requirements, two years of post-master's supervised practice is required for licensure as a Licensed Clinical Professional Counselor (LCPC). It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. For more information and application materials please contact the Illinois Department of Financial and Professional Regulation, 320 West Washington Street, Springfield, IL 62786, 217.785.0800, or www.dpfr.state.com.

Eligibility for GSA-NCC

Students in the Master of Arts in Community Counseling program at Argosy University, Schaumburg are eligible to apply for the National Certified Counselor (NCC) credential, while they are still a student, through the Graduate Student Application for the National Certified Counseling (GSA-NCC) program. Under this program, students may take the National Counselor Examination (NCE) on campus (rather than traveling to another testing site) prior to graduation if they are in the final academic year of the master's program, and upon approval by the program chair. Students who pass the NCE and submit all required documentation are considered Board Eligible National Certified Counselors after graduating. These candidates have up to three years to meet the National Board for Certified Counselors (NBCC) experience and supervision requirements. When all requirements are met, Board Eligible candidates may upgrade to become National Certified Counselors (NCC). For more information, please go to <http://www.nbcc.org/gsaabe>.

Student-at-Large Status

Students are allowed to take up to three courses in the curriculum as a student-at-large (SAL). Students are expected to meet the Argosy University's policy regarding SAL status. Some courses relating to the clinical skills of counseling may be restricted depending on the students prior education. The following clinical training courses are excluded for SALs:

Professionalization Seminars and Clinical Training Courses Excluded for SALs

PC6410	Counseling Practicum
PC6415	Counseling Internship

Enrollment Requirements

Students in the program normally enroll in two 3-credit hour classes per semester, but may need to take additional coursework in order to meet program requirements for initial clinical training placements.

While on internship/practicum, students may enroll in classes and the internship/practicum each semester, or they may enroll in the internship/practicum alone if they have already completed all other coursework.

Additional Requirements for Academic Progress

Students are required to complete 48 semester credit hours. The minimum amount of work that a student must complete each year following matriculation to successfully complete the program appears as follows:

Suggested Incremental Time Frame Completion Rates

End of Year One	12 credit hours
End of Year Two	24 credit hours
End of Year Three	36 credit hours
End of Year Four	48 credit hours

Additional Graduation Requirements

In addition to the graduation requirements stated above, students must also meet the following requirements:

- Successful completion of practicum and internship seminars
- Successful completion of the practicum and internship

Program Requirements

The MA in Community Counseling program requires the satisfactory completion of 48 semester credit hours as distributed as follows:

Core Counseling Curriculum Requirements— Students Are Required to Take the Following

PC6000	Counseling Theory* (3)
PC6005	Maladaptive Behavior and Psychopathology* (3)
PC6025	Human Growth and Development* (3)
PC6104	Counseling Skills I* (3)
PC6300	Professional and Ethical Issues* (3)
PC6410	Counseling Practicum (2)
PC6420	Community Mental Health (3)
PC6440	Child and Adolescent Counseling (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)
PC6700	Couples and Family Counseling* (3)
PC6900	Substance Abuse Counseling (3)
PC6415	Counseling Internship† (4)

Core Counseling Curriculum Requirements—48 Credit Hours

* Indicates courses required before internship.

† Students register for this twice at 2 credit hours each time.

Note: Group Counseling (PC6505) or Couples and Family Counseling (PC6700) may be taken prior to internship.

Recommended Course Sequence for the Master of Arts in Community Counseling

MA in Community Counseling students complete a 48 credit hour minimum course of study that includes six credit hours of supervised practicum experience. Students can begin the program at the any of the three semesters.

Note: Internship and seminars can be concurrent with second-year courses or deferred until a third year.

Fall 2008 Start Year One

PC6000	Counseling Theory† (3)	PC6025	Human Growth and Development* (3)	PC6420	Community Mental Health (3)
PC6104	Counseling Skills I* (3) (Only offered on campus)	PC6700	Couple and Family Counseling* (3)		
PC6005	Maladaptive Behavior and Psychopathology† (3)	PC6300	Professional and Ethical Issues Seminar II* (1.5)		
PC6300	Professional and Ethical Issues Seminar I* (1.5) (Every other week in the evening)		(Complete second half of seminar with same instructor)		
		PC6410	Practicum (2)		

* Denotes internship prerequisite. These courses are generally taken in the first-year of study and considered a foundation for the other courses.
First-year students are encouraged to consult with their advisor before taking courses that are not first-year courses.

† Denotes practicum prerequisite.

Year Two

PC6525	Appraisal and Assessment (3)	PC6440	Child and Adolescent Counseling (3)	PC6600	Career and Lifestyle Development (3)
PC6900	Substance Abuse Counseling (3)	PC6511	Social and Cultural Diversity (3) (Two sections)		
PC6505	Group Counseling (3)	PC6521	Research and Program Evaluation (3)		
PC6415	Counseling Internship (2)	PC6415	Counseling Internship (2)		

Spring 2009 Start Year One

PC6000	Counseling Theory* (3)	PC6420	Community Mental Health (3)	PC6025	Human Growth and Development* (3)
PC6104	Counseling Skills I* (3) (Only offered on campus)	PC6300	Professional and Ethical Issues Seminar II (1.5)	PC6005	Maladaptive Behavior and (3) Psychopathology* (3)
PC6300	Professional and Ethical Issues Seminar I* (1.5) (Every other week in the evening)		(Complete second half of seminar with same instructor)	PC6700	Couples and Family Counseling* (3)

* Denotes internship prerequisite. These courses are generally taken in the first-year of study and considered a foundation for the other courses.
First-year students are encouraged to consult with their advisor before taking courses that are not first-year courses.

Year Two

PC6440	Child and Adolescent Counseling (3)	PC6600	Career and Lifestyle Development (3)	PC6525	Appraisal and Assessment (3)
PC6511	Social and Cultural Diversity (3)			PC6900	Substance Abuse Counseling (3)
PC6521	Research and Program Evaluation (3)			PC6505	Group Counseling (3)
PC6410	Counseling Practicum (2)			PC6415	Counseling Internship (2)

Year Three

PC6415	Counseling Internship (2)				
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Non-Transferable Courses

In each program at Argosy University, Schaumburg, the requirements to successfully complete certain courses may not be met by transfer of credit based on coursework from other institutions. The following are non-transferable courses in the MA in Community Counseling program:

Non-Transferable Courses in the MA in Community Counseling Program

PC6410 Counseling Practicum

PC6415 Counseling Internship

Master of Arts in Community Counseling Program — Argosy University, Washington DC Mission Statement

The Argosy University, Washington DC Community Counseling Program mission is to create a learning environment that promotes academic excellence, professional competence, and personal integrity. We serve a diverse, metropolitan student body who are intrinsically motivated to help others. The program actively engages faculty and students in the preparation of counselors who meet the needs of a dynamic and diverse community. The purpose of the program is to deliver those core learning experiences established by academic program accrediting and state licensure boards to assure that students completing our program are competent, ethical counselors prepared for post-graduate positions on the path to Professional Counseling licensure.

Course Delivery Formats

The MA in Community Counseling program is intended to make graduate training accessible to professionals who are employed full-time. Courses are offered in multiple formats. The primary course format is the weekend format. In the weekend format, courses are offered on Friday evenings from 5:30 p.m. – 10:00 p.m. and Saturdays 9:00 a.m. – 6:00 p.m. Each course meets on alternate weekends with classes meeting on three weekends and the final examination on a subsequent Friday evening or Saturday morning. Syllabi are made available prior to the first class meeting. Each semester has two sessions. Students can choose to take courses in additional formats to fit their schedules. Additional formats include:

- In-residence courses that are offered on one evening per week for the entire semester (15 weeks/three hours each week)
- Online courses
- Courses and seminars may be offered partially online and partially on campus (in a “blended/in-residence” format).

Training and Training Seminar Requirements

Training experiences are required, essential elements of the MA in Community Counseling Program.

Practicum The practicum is a supervised 100-hour experience over the course of 15 weeks within a community mental health services setting. Experienced clinicians supervise, teach relevant skills, and serve as role models of professional identity and behavior. Students must be on site approximately 8 to 10 hours per week.

Internship The internship is a supervised 600-hour experience over the course of 30 weeks (two semesters) within a community mental services setting. This is a required, essential component of the degree program. Experienced clinicians supervise and teach relevant skills, and serve as role models of professional identity and behavior. Students can expect to spend 20 hours a week on site.

The practicum is completed first, followed by the internship. They are both taken in conjunction with on-campus or blended practicum/internship seminars. Training experiences can begin during the fall, spring or summer semesters. Students must apply for training experiences nine months prior to the expected start date.

Comprehensive Case Conference Requirements

The Comprehensive Case Conference (CCC) is the culminating experience of the training seminar. The CCC provides evidence of the student's growth and development of clinical competency and assures acquisition of the appropriate skill levels for subsequent supervised clinical practice.

The CCC assesses competency in assessment, case formulation and psychotherapy planning and implementation. This requirement is accomplished through completion of a written case report, presentation of counseling sessions, and an accompanying presentation of the assessment, case formulation, course of therapy, and a critique of the therapy session chosen for the CCC. Students must not have been previously supervised on the particular session chosen for this requirement including specific content, organization or the accompanying case presentation.

Comprehensive Examination Requirements

All MA in Community Counseling students are required to successfully complete a Comprehensive Examination. The information tested by the exam covers the end-of-program learning outcomes required of students in the Community Counseling program. Students must have successfully completed all required coursework, with the exception of practicum and internship, to be eligible to take the Comprehensive Examination. Additional information regarding registration, qualification, format, and dates of the exam can be obtained from Master's Program Coordinator or program chair.

A student who fails the Comprehensive exam is required to contact his/her academic advisor who will assist in developing a remediation plan. Any student who fails the Comprehensive Examination a third time is automatically dismissed from the program.

Eligibility for Licensure

Licensure in Virginia, Maryland, and the District of Columbia each require a master's degree in counseling, 60 semester credit hours of coursework, and post-master's supervised work experience (amount of hours varies from state to state). The 48-credit hour Master of Arts in Community Counseling program includes the required core coursework for licensure. Students interested in pursuing this licensure will need to complete 12 hours of post-master's courses and the additional supervised experience. Several options for completing the 12 hours of coursework are available through this program either by taking additional courses prior to or subsequent to completing the master's degree. Much of the supervised experience may be obtained through employment in the field after completing the master's degree.

It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. Students are strongly encouraged to become familiar with the regulations governing professional counselor licensure. These regulations are available directly from each regulatory board listed.

Virginia

Board of Professional Counselors
Department of Health Professions
6606 West Broad Street
Richmond, VA 23230-1717
Phone: 804.662.7328
Web: www.dhp.state.va.us/prof/lpc.htm

Maryland

State Board of Examiners of Professional Counselors
Department of Health and Mental Hygiene
4201 Patterson Avenue
Baltimore, MD 21215-2299
Phone: 410.764.4732

District of Columbia

Board of Professional Counseling/Application and Support Division
Department of Consumer and Regulatory Affairs
Occupational and Professional Licensing Administration
P.O. Box 37200, Room 904
Washington, D.C. 20013-7200

Writing Program

Students' writing skills are evaluated over the course of the program. Students identified needing improvement will be referred to a professional writing course, which can be completed on campus or online through regularly scheduled writing courses offered by Argosy University, Washington DC. In addition to the writing evaluation conducted as part of the first-semester classes, faculty may recommend students for additional writing assistance if the student is not meeting expectations for graduate-level professional writing skills.

Writing competency is essential for successful completion of any coursework at Argosy University, Washington DC. Students who do not demonstrate adequate writing skills may be referred to take a writing skills course at any time during their time in the program. Any student who receives a Writing Course Referral must register for, and successfully complete, a developmental writing course by the end of the second full semester following the semester in which the referral was received in order to continue in the program.

Program Requirements

The MA in Community Counseling program requires the satisfactory completion of 48 semester credit hours, distributed as follows: required courses, 42 credit hours; practicum and internship requirements, 6 credit hours.

Course Requirements—Students Are Required to Take the Following

PC6000	Counseling Theory (3)
PC6005	Maladaptive Behavior and Psychopathology (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6300	Professional and Ethical Issues (3)
PC6420	Community Mental Health (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)
PC6700	Couples and Family Counseling (3)
PC6900	Substance Abuse Counseling (3)

Course Requirements—42 Credit Hours

Training Requirements—Students Are Required to Take the Following*

PC6410	Counseling Practicum (2)
PC6415	Counseling Internship (2)
PC6415	Counseling Internship (2)

Elective Requirements—6 Credit Hours

Practicum Seminar is taken prior to Internship Seminar, and all training seminars are taken in conjunction with assignment to a training site.

Course calendars may be obtained through the program chair.

Additional Practicum Requirements

Students may apply for placement in a practicum and seminar during the second year of study after completing all first-year coursework. A student may also have the option of waiting until all coursework is completed before beginning the practicum experience.

Practicum Prerequisites

PC6000	Counseling Theory (3)
PC6005	Maladaptive Behavior and Psychopathology (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6300	Professional and Ethical Issues (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)

Recommended Sequence of Courses for the Master of Arts in Community Counseling 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.

Course Sequencing

The recommended course sequences are for students who wish to start practicum in the fourth semester (beginning of the second year). This is a fast track and includes coursework of nine hours for some semesters. Other students may choose to complete the coursework by taking six credit hours of coursework during a semester. The most important consideration for a working adult student is to plan coursework so the practicum and internship can be started at time convenient to the student's work and life commitments.

Counseling Theory (PC6000) must be satisfactorily completed or transferred (with a grade of "B-" or better) in the first semester of the program before a student is allowed to take additional courses in the program.

On-campus Year One courses (courses required prior to starting the practicum) are scheduled based on the starting semester of students. Full-time students complete two courses each semester. As previously described in the program overview, there are options for completing three or more courses (Year One or Year Two courses) during each semester. The recommended course sequence in Year One for a full-time student completing on campus courses is described below. It includes the seven courses that are practicum prerequisites.

Therefore, the following Year One course sequence is recommended based upon the scheduling of on campus courses and independent of whether a student completes additional courses during any given semester:

Course Sequencing for Fall Admits—Year One

If you begin in the fall semester, the following is your anticipated course sequencing for Year One:

PC6000	Counseling Theory (3)	PC6104	Counseling I (3)	PC6505	Group Counseling (3)
PC6005	Maladaptive Behavior and Psychopathology (3)	PC6525	Appraisal and Assessment (3)	PC6105	Counseling Skills II (3)
PC6300	Professional and Ethical Issues (3)	PC6511	Social and Cultural Diversity (3) [This course can be taken in the Spring or summer semester]		

Course Sequencing for Spring Admits—Year One

If you begin in the spring semester, the following is your anticipated course sequencing for Year One:

PC6000	Counseling Theory (3)	PC6104	Counseling Skills I (3)	PC6300	Professional and Ethical Issues (3)
PC6525	Appraisal and Assessment (3)	PC6105	Counseling Skills II (3)	PC6005	Maladaptive Behavior and Psychopathology (3)
		PC6511	Social and Cultural Diversity (3)	PC6505	Group Counseling (3)

Course Sequencing for Summer Admits—Year One

If you begin in the summer semester, the following is your anticipated course sequencing for Year One:

PC6000	Counseling Theory (3)	PC6104	Counseling I (3)	PC6525	Appraisal and Assessment (3)
PC6511	Social and Cultural Diversity (3)	PC6005	Maladaptive Behavior and Psychopathology (3)	PC6505	Group Counseling (3)
		PC6105	Counseling Skills II (3)	PC6300	Professional and Ethical Issues (3)

Following the completion of Year One courses (prerequisites to the practicum), students have multiple options for completion of the program. In their second year, student may elect to start practicum and complete the number of post-Year One courses that their schedule allows. Alternatively, students may elect to complete all coursework prior to starting the practicum. Post-Year One courses are offered in a variety of formats throughout each year. Students have up to five years to complete the program.

Course/Credit Transfer

The following courses may not be transferred to the MA in Community Counseling at Argosy University, Washington DC:

Non-Transferrable Courses

PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6410	Practicum Seminar (2)
PC6415	Internship Seminar (2)

MASTER OF ARTS IN MENTAL HEALTH COUNSELING PROGRAM
Argosy University, Nashville; Argosy University, Phoenix;
Argosy University, Sarasota; Argosy University, Tampa

Argosy University recognizes the need to offer human services providers the extensive knowledge and range of skills necessary to serve effectively in the profession. Programs have been developed by Argosy University faculty members to enable students to pursue personal and professional goals through completion of a Master of Arts (MA) in Mental Health Counseling program.

Courses and curricula are designed to parallel prevailing licensure and certification requirements as closely as possible. Because of variations among states, each student should check with regional authorities to confirm such requirements.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences at Argosy University, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the

Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Admissions Notification

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Application Deadlines

Application deadlines vary by campus. Contact the Admissions Department for further information.

Graduation Requirements

Students who are admitted into the MA in Mental Health Counseling program are responsible for completing the program requirements in effect at the time of admission. The school retains the right to modify requirements in accordance with the demands of the counseling profession. Coursework and degree requirements should be completed in the order recommended by the department administration. Academic advisors must approve any changes. To be eligible for graduation, students must meet the following requirements:

- Successful completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 credit hours beyond the bachelor's degree.
- A grade point average of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

For additional graduation requirements for the MA in Mental Health Counseling program, please consult the campus-specific program descriptions.

Writing Program

Students are expected to be proficient in written and oral communication and to produce written work consistent with accepted standards in the field. Those who are identified by faculty as needing further development of writing skills will be referred to their academic advisors for a developmental writing plan.

Program Objectives

The MA in Mental Health Counseling program is designed to provide graduates with the knowledge and skills required for successful careers in the field. Specific student learning objectives include the ability to:

- Explain and interpret all ethical and legal codes for counselors provided by professional counseling associations and adhere to the standards at all times.
- Demonstrate sensitivity to the impact of multicultural issues on the counseling relationship and on treatment by developing and applying therapeutic approaches and techniques that respect multicultural differences and meet multicultural needs
- Identify and apply core theories and research of the nature and needs of individuals at all developmental levels
- Apply core career development theories and decision-making models to increase client understanding of career and educational planning and placement
- Use appropriate counseling techniques to engage the client in the interviewing process, to build and maintain rapport, and begin to establish a therapeutic alliance
- Ethically and effectively conduct group counseling, and understand the principles, issues, and dynamics of group work as well as the role of a group counselor
- Identify and employ assessment instruments to effectively evaluate specific client problems or concerns
- Use, interpret, and apply various research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research, statistical analysis, needs assessment, and program evaluation.

Professional Conduct

Throughout the course of study in the Mental Health Counseling program, students should uphold established standards of professional conduct. Students are expected to adhere to professional standards outlined by the American Counseling Association (ACA) Code of Ethics.

Additionally, students are expected to demonstrate professional behavior in their:

- Interpersonal interactions with others,
- Appropriate self-awareness and self-evaluation,
- Openness to professional feedback and supervision, and
- Ability to resolve problems effectively and professionally.

Students will receive feedback regarding their personal, academic and professional strengths, weaknesses and performance as they progress through the program.

If a faculty member deems a student's behavior substandard, unethical, illegal, and/or professionally unbecoming, a referral to the Student Professional Development Committee may be warranted. This committee will review the performance and behavior of the student and recommend an appropriate course of action.

Practicum/Field Experience

The practicum/field experience is the primary mechanism of applied training and evaluation in the MA in Mental Health Counseling program. Practicum/field experience training is the supervised out-of-class field experience with a clinical population that takes place within a mental health setting. A primary goal of practicum/field experience training is the development, by means of supervised direct client contact, of competent counselors who are able to deliver basic and effective assessment and therapeutic intervention skills.

Theoretical orientations, specific treatment options and opportunities, and client populations will vary across training sites. In addition, the faculty and curriculum represent major clinical orientations. Students are encouraged to explore and experiment with a variety of treatment approaches. It is hoped that with time and experience, students will recognize strengths and limitations of different approaches and develop proficiency in formulating and working within an approach best suited to their personal style.

Practicum/internship/field experience hours are divided between three types of work:

- *Direct Service.* Providing face-to-face mental health counseling services to individuals designated as clients.
- *Indirect Service.* Community outreach, consultation and/or education, program development and/or evaluation, and support services.
- *Training Activities.* Formal individual or group supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars.

Practicum/Field Experience Prerequisites

Criteria for eligibility includes:

- Good academic standing
- GPA of 3.0 or higher on a scale of 4.0
- Completed academic planning that allows for all practicum prerequisite courses to be completed before the practicum begins
- Students may also have the option of completing all coursework before beginning the practicum

Once accepted for placement, students must meet the following criteria to begin a practicum:

- Enrollment in the program for a minimum of three semesters
- Successful completion of all prerequisite classes

Course/Credit Transfer

For information about course/credit transfers, please refer to section seven, "Academic Policies and Procedures."

**Master of Arts in Mental Health Counseling Program —
Argosy University, Nashville
Program Overview**

The Master of Arts (MA) in Mental Health Counseling at Argosy University, Nashville is a 60 credit-hour program designed to provide students with a solid foundation for the practice of mental health counseling. The program's curriculum integrates the theoretical and conceptual foundations of mental health counseling with training in appropriate client intervention and therapy skills. The program emphasizes the development of attitudes, knowledge, and skills that are essential for mental health counselors who are committed to the ethical provision of quality services. Students completing this program meet the academic requirements toward licensure as Licensed Professional Counselors (LPCs) in Tennessee.

The MA in Mental Health Counseling program is committed to preparing students to enter a professional career as master's-level counseling practitioners who can function ethically and effectively with demonstrated knowledge of social and cultural diversity. This goal is achieved through a curriculum designed to integrate counseling skills, theoretical foundations of mental health counseling, and practicum field experience into a set of professional competencies that students can utilize with diverse client populations in a wide variety of settings.

Licensure Information

Courses and curricula are designed to parallel prevailing licensure and certification requirements as closely as possible. However, because of variations among states and laws that often change, each student should check with state authorities to confirm licensing requirements in the state they wish to practice. The American Counseling Association (ACA) and the National Board for Certified Counselors (NBCC) frequently publish information on professional issues of importance to professional counselors, including licensure, online at: www.counseling.org and www.nbcc.org.

Program Formats

Classes for new students conveniently begin several times a year, allowing students to enter the program throughout the year. New classes start each fall, spring, and summer semester. Contact the Admissions Department for details concerning entrance times.

Argosy University, Nashville offers a variety of flexible formats designed for the convenience of adult students. Regular in-residence, blended/in-residence, and online formats are offered in 7.5 week and 15 week terms. The current course schedule outlines available courses for each semester.

Additional Enrollment Requirements

Students in the program should be enrolled in two 3-credit hour classes per semester. While on internship or practicum, students may be enrolled in the practicum alone. Students should confirm minimum enrollment requirements for financial aid and international student status with the appropriate Student Services representative.

Additional Requirements for Academic Progress

Students enrolled in the MA in Mental Health Counseling program at Argosy University, Nashville must complete all program requirements within six years after matriculation. Listed below is the minimum amount of work that a student must complete by the end of each year following matriculation to successfully complete the program (except for students taking an approved temporary withdrawal).

Argosy University, Nashville students are required to complete 60 credit hours. A suggested incremental time frame is listed below.

Suggested Incremental Time Frame Completion Rates

End of Year One	18 credit hours
End of Year Two	36 credit hours
End of Year Three	54 credit hours
End of Year Four	60 credit hours

Additional Graduation Requirements

In addition to the graduation requirements listed previously, students in the MA in Mental Health Counseling program at Argosy University, Nashville must meet the following requirements:

- Completion of 60 semester credit hours by the end of the sixth year of matriculation. The total credit hours must include:
 - 51 credit hours of required courses
 - 9 credit hours (completed over 10 months) of required internship or practicum and internship or practicum seminar groups
- Successful completion of the Comprehensive Examination
- Successful completion of the Clinical Evaluation Conference (CEC)
- Completion of all requirements within six years of matriculation into the program

Additional Program Requirements

Initial Four Courses Requirement

The first four courses of the MA in Mental Health Counseling program must be completed satisfactorily before a student may take additional courses in the program.

For Argosy University, Nashville students, the initial four courses are as follows:

Initial Four Courses Requirement—Students Must Complete the Following Courses Before Taking Additional Courses in the Program

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6025	Human Growth and Development (3)
PC6106	Foundations of Mental Health Counseling (3)

Initial Four Courses Requirement— 12 Credit Hours

After successful completion of these courses, a formal evaluation process is used to review each student's academic performance and professional conduct. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and have satisfactory faculty evaluations will be considered for continuation in the program. Any of the four courses in which a grade below "B-" is received must be repeated. Any student who receives two grades below "B-" in the first four courses (including grades received on courses retaken) will be dismissed from the program. To graduate, a student must have a cumulative GPA of 3.0 or higher (on a scale of 4.0).

Students who achieve a GPA of 2.5 or below (on a scale of 4.0) at the end of the first four courses will not be permitted to continue in the program. Students with GPAs above 2.5, but below 3.0 (on a scale of 4.0), will be advised of their status and may be permitted to remain in the program if they so request in writing to the program chair. Students who are approved to continue may take no more than two additional courses without achieving an overall GPA of 3.0 (on a scale of 4.0). A GPA lower than 3.0 at the end of these additional courses will result in dismissal from the program.

Within the first six courses, students may take only one course at a time. Following successful completion of the first six courses, a student may choose to seek approval from his/her advisor to take more than one course at a time.

Program Requirements

The MA in Mental Health Counseling program requires the satisfactory completion of 60 semester credit hours, distributed as follows; required courses, 51 credit hours; and internship/practicum requirements, 9 credit hours.

Required Courses—Students Are Required to Take the Following

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6106	Foundations of Mental Health Counseling (3)
PC6300	Professional and Ethical Issues (3)
PC6420	Community Mental Health (3)
PC6430	Aging (3)
PC6440	Child and Adolescent Counseling (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)
PC6700	Couples and Family Counseling (3)
PC6900	Substance Abuse Counseling (3)

Required Courses— 51 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

PC6400	Counseling Practicum I (3)
PC6401	Counseling Practicum II (3)
PC6402	Counseling Practicum III (3)

Practicum Requirements— 9 Credit Hours

Note: Course calendars may be obtained through the program. Students will receive details of the required course sequence upon admission to the program.

Additional Practicum Information

Practicum may be taken after completion of all required coursework. To begin a practicum in September 2008, a student will need to have completed thirty-six (36) semester hours. To begin a practicum in Spring 2009, a student will need to have completed thirty-nine (39) semester hours. To begin a practicum in Fall 2009 or later a student will need to have completed forty-two (42) semester hours.

Comprehensive Examination Requirements

Students in the MA in Mental Health Counseling program must successfully complete a Comprehensive Examination. Argosy University, Nashville students must do so no later than the end of the sixth year after entering the program.

Attendance Policy

In order to promote successful mastery of course material, students in the Mental Health Counseling program are required to attend classes according to the Attendance Policy noted below.

Any excessive amount of class time missed will negatively impact the student's grade:

- Weekend Students—More than 3 hours will result in automatic loss of one full letter grade. More than 6 hours missed will result in automatic failure.
- Evening Students—More than 4 hours missed will result in automatic loss of one full letter grade. More than 6 hours missed will result in automatic failure.

Students should notify the instructor concerning any anticipated absences. If an excessive amount of class time is missed due to an emergency situation, the student will likely be advised to withdraw from the course.

Course/Credit Transfer

A maximum of three courses — 9 credit hours— may be transferred into the Mental Health Counseling program. Required courses that may not be transferred into the MA in Mental Health Counseling program at Argosy University, Nashville are listed below:

Non-Transferable Courses

PC6104	Counseling Skills I
PC6105	Counseling Skills II
PC6106	Foundations of Mental Health Counseling (3)
PC6300	Professional and Ethical Issues (3)
PC6400	Practicum I
PC6401	Practicum II
PC6402	Practicum III
PC6505	Group Counseling (3)

Master of Arts in Mental Health Counseling Program — Argosy University, Phoenix Program Overview

The Master of Arts (MA) in Mental Health Counseling program is designed to provide students with a sound foundation for eventual practice of mental health counseling. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of professional counseling into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional counselors who are committed to the ethical provision of quality services.

Additional Licensure Information

Graduates of the MA in Mental Health Counseling program are eligible to pursue licensure in Arizona as a Licensed Professional Counselor (LPC). Upon completion of educational requirements, two years of post-master's supervised practice is required for licensure as a Mental Health Counselor in the state of Arizona. For more information and application materials please contact the Arizona State Board of Behavioral Health Examiners, 3443 N. Central Avenue, Suite 1700, Phoenix, AZ 85012, 602.542.1882, or www.bbhe.state.az.us.

Additional Enrollment Requirements

Students in the MA in Mental Health Counseling program enroll in a minimum of two 3 credit-hour classes per semester, which are offered in sequence. Students complete one course at a time. Students may take courses online (if available) preferably after completion of the first four courses on campus. Students may take courses online within the first four courses only with the approval of the campus dean or program chair.

While completing a field experience, students may enroll in two classes and the practicum/internship and seminar (9 credit hours) each semester, or they may enroll in the practicum/internship and seminar only (3 credit hours per semester) if they have already completed all other coursework. Students must complete at least four courses in-residence (20% of courses must be completed in-residence), and the remaining courses may be taken online)

Each in-residence course meets one weekend per month for two months. However, the actual official starting date of each first session in-residence course corresponds to the date of the start of the semester. Pre-assignments will be made available prior to each course, and contacts by instructors will occur weekly throughout the semester.

Additional Requirements for Academic Progress

Students must make satisfactory progress toward their degree program by maintaining a grade point average (GPA) of 3.0 on a scale of 4.0. Student progress in the MA in Mental Health Counseling program is formally evaluated after the first four courses.

Students who receive a grade below a "B-" in any course must repeat the course. Students who receive two grades below "B-" in the first four courses, including a repeat of the same course, will not be permitted to continue in the program.

Students are expected to follow the recommended course sequence as outlined in the curriculum in order to complete all coursework in two years, with a maximum time frame of five years. Students who have temporarily withdrawn from the University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students are required to complete 60 credit hours (51 credit hours of required courses and 9 credit hours of practicum and internship). The suggested minimum amount of work that a student must complete each year following matriculation to successfully complete the program appears below:

Suggested Incremental Time Frame Completion Rates

End of Year One	18 credit hours
End of Year Two	36 credit hours
End of Year Three	54 credit hours
End of Year Four	6 credit hours

Additional Graduation Requirements

In addition to the graduation requirements listed previously, students must also meet the following requirements:

- Completion of 60 semester credit hours by the end of the fifth year of matriculation. The total credit hours must include:
51 credit hours of required courses
9 credit hours (10–12 months) of practicum and internship training experience
- Successful completion of the Counselor Presentation Evaluation (CPE)
- A grade point average of at least 3.0 on a scale of 4.0
- A Completed Petition to Graduate Form submitted to campus administration.

Additional Program Requirements

The MA in Mental Health Counseling program requires the satisfactory completion of 60 semester credit hours are distributed as follows: required courses, 45 credit hours; elective requirements, 6 credit hours; and practicum and internship requirements, 9 credit hours.

Required Courses—Students Are Required to Take the Following

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6025	Human Growth and Development (3)
PC6030	Psychopathology and Assessment (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6300	Professional and Ethical Issues (3)
PC6505	Group Counseling (3)
PC6511	Social and Cultural Diversity (3)
PC6521	Research and Program Evaluation (3)
PC6525	Appraisal and Assessment (3)
PC6600	Career and Lifestyle Development (3)
PC6700	Couples and Family Counseling (3)
PC6800	Special Topics in Professional Counseling (3)
PC6900	Substance Abuse Counseling (3)
	Elective (3)
	Elective (3)

Required Courses—51 Credit Hours

Elective Requirements

Students in the MA in Mental Health Counseling program are required to complete 6 credit hours (two courses) of electives. Students choose these courses in consultation with their advisor.

Additional Practicum and Internship Requirements

Students may be placed in a training experience during the second year of study. A student may also have the option of waiting until all coursework is completed before beginning the training experience. For registration purposes, the practicum, internship, and seminar are treated like a single course. The practicum and internship carry 3 credit hours per semester and 9 credit hours per academic year. A practicum and internship must last a minimum of 9 months and can typically last for 12 months. Throughout the year, the student will be required to spend a minimum of 900 hours in the practicum/internship training experience. A Practicum and Internship may not be done in a student's place of past or present direct employment, nor may students waive the practicum and internship requirements. Liability insurance is included in the cost of the practicum and internship.

Practicum and Internship Requirements--Students Are Required to Take the Following

PC6410	Counseling Practicum (3)
PC6415	Internship I (3)
PC6415	Internship II (3)

Practicum and Internship Requirements--9 credit hours

To be eligible for a practicum and internship, a student must have successfully completed or waived the following courses:

Practicum and Internship

PC6000	Counseling Theory (3)
PC6003	Abnormal Psychology (3)
PC6025	Human Growth and Development (3)
PC6104	Counseling Skills I (3)
PC6105	Counseling Skills II (3)
PC6300	Professional and Ethical Issues (3)

Practicum and Internship Seminar Seminar Requirements

All students enrolled in a field experience must also concurrently attend a related seminar. The seminar meets biweekly, on one week night, throughout the training year and allows the student to reflect on various field experiences and to acquire additional skills and attitudes useful in field training. The specific content and emphasis of the seminar varies according to the setting and focus of the enrolled students and the professional expertise of the faculty member.

Practicum and Internship Evaluation

The goal of the field experience is to focus on the training of competent counselors capable of providing basic and effective counseling and therapeutic intervention. Evaluation of student progress in supervised field training focuses on three areas:

- Theoretical knowledge base
- Counseling Skills
- Professional Attitudes

A thorough review of site and seminar evaluations is conducted by the director of Training, and an overall grades of “Credit” or “No Credit” is included in the student’s academic record.

Counselor Presentation Evaluation Requirement

The Counselor Presentation Evaluation (CPE) requires each student to present a case study and conceptual analysis in writing, resulting in a case formulation, conceptual formulation, and recommendations for treatment relevant to the case conceptualization. The purpose of the CPE is to monitor the growth and development of the school’s standard of competency for mental health counselors.

The CPE ensures that students are prepared to demonstrate their conceptual abilities, theoretical knowledge, and applied counseling skills in class and in supervised field training. Faculty evaluators

assess the student’s fund of knowledge regarding the foundations of mental health counseling, the student’s ability to manage an interview, and the student’s ability to arrive at an accurate diagnostic and case formulation. Students are also evaluated on their ability to make appropriate and individualized treatment recommendations based on their case formulation. The document is written throughout the three semesters of practicum and internship, and the oral examination of the CPE is taken during the third semester of the student’s internship.

The CPE requirement is met by submitting a written document along with a digital recording and transcript or other approved sample of one psychotherapy session that the student has conducted with a client, and a diagnostic case formulation report, including a self-critique. The CPE is submitted to the student’s seminar faculty at a designated date.

The digital recording cannot have been submitted either in the school or outside of it for review, supervision or critique. Students should refer to the Counselor Presentation Evaluation document for complete information concerning the requirements and process for completing the CPE.

Additional Course/Credit Transfer Information

A minimum of 12 credit hours may be transferred.

Transfer of Courses/Credit to the Master of Arts in Clinical Psychology Program from the Master of Arts in Mental Health Counseling Program

If accepted for admission to the MA in Clinical Psychology program, successful completion of the following MA in Mental Health Counseling program courses may be applied for credit in place of the listed course in the MA in Clinical Psychology program (for a maximum of 15 credit hours).

Master of Arts in Mental Health Counseling Program	Master of Arts in Clinical Psychology Program
PC6025 Human Growth and Development (3)	PP7010 Lifespan Development (3)
PC6505 Group Counseling (3)	PP8060 Group Psychotherapy (3)
PC6521 Research and Program Evaluation (3)	PP7200 Statistics and Research Methods I (3)

Transfer of Courses/Credit to the Master of Arts in Mental Health Counseling Program from the Master of Arts in Sports-Exercise Psychology Program

If accepted for admission to the MA in Mental Health Counseling program, successful completion of the following MA in Sport-Exercise Psychology courses may be considered on a case-by-case basis for credit in place of the listed course in the MA in Mental Health Counseling program.

Master of Arts in Sport-Exercise Psychology Program	Master of Arts in Mental Health Counseling Program
SP6005 Psychopathology (3)	PC6003 Abnormal Psychology (3)
SP6104 Counseling I (3)	PC6104 Counseling Skills I (3)
SP6505 Lifespan Development (3)	PC6025 Human Growth and Development (3)
SP6510 Athletic Counseling (3)	PC6800 Special Topics in Professional Counseling (3)
SP7200 Statistics and Research I (3)	PC6521 Research and Program Evaluation (3)
SP7349 Career Assessment and Counseling (3)	PC6600 Career and Lifestyle Development (3)

Transfer of Courses/Credit to the Doctor of Psychology in Clinical Psychology Program from the Master of Arts in Mental Health Counseling Program
If accepted for admission to the PsyD in Clinical Psychology program, successful completion of the following MA in Mental Health Counseling program courses may be considered on a case-by-case basis for credit in place of the listed course in the doctoral program (for a maximum of 18 credit hours).

Master of Arts in Mental Health Counseling Program		Doctor of Psychology in Clinical Psychology Program	
PC6025	Human Growth and Development (3)	PP7010	Lifespan Development (3)
PC6104	Counseling Skills (3)		General Elective (3)
PC6505	Group Counseling (3)	PP8060	Group Psychotherapy (3)
PC6521	Research and Program Evaluation (3)	PP7200	Statistics and Research Methods I (3)
PC6600	Career and Lifestyle Development (3)		General Elective (3)
PC6800	Special Topics in Professional Counseling (3)		General Elective (3)

**Master of Arts in Mental Health Counseling Program —
Argosy University, Sarasota
Program Overview**

The Master of Arts (MA) in Mental Health Counseling program is designed to provide students with a sound foundation for the eventual practice of mental health counseling. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of mental health counseling into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of mental health counselors who are committed to the ethical provision of quality services.

Mission Statement

The MA in Mental Health Counseling program serves adult students throughout the world. It provides a quality program in mental health counseling to meet the needs of students and the community. The focus of the program is student preparation and professional development. The program remains faithful to its mission of preparing students to function at a high professional level in a rapidly changing world. The focus of the mission will continue to promote teaching, learning, and service.

The MA in Mental Health Counseling program faculty have used Council for Accreditation of Counseling and Related Educational Programs (CACREP) standards as a guide in the development of all aspects of this practitioner oriented program including its purpose, objectives and courses. The program objectives were reviewed by the faculty and administration of Argosy University, Sarasota College of Psychology and Behavioral Sciences and an advisory committee made up of students, former students, professional and business people through the local community. These objectives meet the standards of practice of American Counseling Association (ACA) and follow the spirit outlined in the CACREP standards. Students and faculty of the department are expected to behave in accord with the highest ethical and professional standards while engaged in accomplishing this mission.

Program Formats

Argosy University, Sarasota strives to provide an educational experience with the highest academic quality in a variety of flexible formats designed for the convenience of adult students from various geographical locations. In that respect, regular in-residence, blended/in-residence, tutorial, and online courses are offered during 15-week and 7.5-week academic semesters throughout the year. In-residence courses may also be available in intensive intersession formats that incorporate a combination of distance learning and intensive one-week or two-weekend meetings on-campus in Sarasota. The current course schedule outlines available courses for each semester.

Residency Requirement

Students must complete 51 percent of the program coursework in an in-residence format.

Additional Enrollment Requirements

Satisfactory Academic Progress and Degree Completion Rates

Students must complete this program within seven years after matriculation. Students who have temporarily withdrawn from the University will have seven years plus the length of time that they were not enrolled, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates	
End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours
End of Year Six	54 credit hours
End of Year Seven	60 credit hours

Students are responsible for monitoring and maintaining an enrollment status that ensures the progress towards completion of the programs within the maximum time frame.

Additional Graduation Requirements

In addition to the graduation requirements stated previously, students must also meet the following requirements:

- Completion of 60 semester credit hours by the end of the seventh year of matriculation. The total credit hours must include:
 - 48 credit hours of required courses
 - 6 credit hours of elective courses
 - 6 credit hours of practicum and internship
- Successful completion of the Counselor Preparation Comprehensive Evaluation (CPCE)

Additional Program Requirements

The MA in Mental Health Counseling program requires the satisfactory completion of 60 semester credit hours, distributed as follows: core course requirements, 48 credit hours; elective requirements, 6 credit hours; and practicum and internship requirements, 6 credit hours. 51 percent of coursework must be completed in an in-residence format.

Core Course Requirements—Students Are Required to Take the Following

C6035	Human Growth and Development (3)
C6036	Essentials of Interviewing (3)
C6041	Foundations of Mental Health Counseling (3)
C6431	Counseling in Community Settings (3)
C6432	Diagnosis and Treatment of Psychopathology (3)
C6435	Individual Evaluation and Assessment (3)
C6436	Individual Counseling Theories and Practice (3)
C6438	Group Theories and Practice (3)
C6439	Human Sexuality (3)
C6440	Ethics in Counseling (3)
C6445	Social and Cultural Comp for Counselors (3)
C6446	Substance Abuse Counseling (3)
C6452	Career and Lifestyle Assessment (3)
C6460	Supervision for Counselors (3)
PC6021	Schools of Family Therapy (3)
R6032	Research and Program Evaluation in Counseling (3)

Core Course Requirements—48 Credit Hours

Practicum and Internship Requirements— Students Are Required to Take the Following

C6601	Practicum—Counseling (1)
C6602	Internship I—Counseling (2)
C6603	Internship II—Counseling (3)

Practicum and Internship Requirements—6 Credit Hours

Elective Requirements

Students identify appropriate electives in consultation with their advisors. Students are required to take 6 credit hours of elective courses.

Practicum Requirements

The beginning practicum/internship for students in the MA in Mental Health Counseling program requires that students complete a separate practicum of at least 100 clock hours at the beginning of Practicum/Internship (C6601). Students are required to complete the practicum, which is the first part of a 1000-hour practicum/internship experience.

All practicum students are expected to complete a minimum of 40 hours of direct service with clients including experience in individual counseling and group work. Students are expected to maintain weekly clinical journals of all aspects of the practicum experience and to log these hours. It is expected that both faculty and site supervisor will regularly read, discuss and sign the journals. Students are expected to participate in weekly online and telephone seminars with a designated seminar leader. Evaluation of the student's performance will occur throughout the practicum and will include a formal evaluation at the completion of the 100-hour practicum.

Internship Requirements

After successful completion of all practicum requirements the student is permitted to move on to the internship, which requires an additional 900 clock hours.

During the internship, students will continue to develop and refine competencies related to clinical reasoning, relationship skills, assessment skills, and interventions skills. In addition, students will continue to increase their knowledge base of core counseling competencies, as well as improve abilities to write clear, well organized reports, and refine communication skills. Internship students will be expected to display enhanced recognition of the rights, responsibilities and ethical guidelines of the profession. They will also be required to demonstrate knowledge of, and sensitivity to, diversity issues in interactions with clients and other professionals.

Capstone Examination Requirements

Students are required to take the Counselor Preparation Comprehensive Examination (CPCE) for the first time at the mid-point of the graduate study or as soon as they complete the ten core courses on which it is based. All students must successfully complete the CPCE no later than the semester before the one in which they plan to graduate.

**Master of Arts in Mental Health Counseling Program —
Argosy University, Tampa
Program Overview**

The Master of Arts (MA) in Mental Health Counseling program recognizes the need to provide counseling professionals with the extensive knowledge and range of skills necessary to function effectively in their professions. The program introduces students to basic counseling skills that integrate individual and group theoretical foundations of counseling into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of professional counselors who are committed to the ethical provision of quality services. The program has been developed by the school faculty members to provide working professionals with the opportunity to pursue their personal and professional goals through completion of a master's program.

The MA in Mental Health Counseling program is committed to educating and training students to enter a professional career as master's-level counseling practitioners who can function ethically and effectively as skilled professionals, with a demonstrated knowledge of social and cultural diversity and in adherence to the principles of the American Counseling Association. This goal is achieved through a curriculum designed to integrate basic counseling skills, theoretical foundations of professional counseling, and practicum/field experience into appropriate client interaction and intervention skills for utilization in a wide variety of settings with diverse clients.

Application Deadlines

Application deadlines are accepted for all six terms. Early application is encouraged. Applications will be considered as they are received based upon the applicant's qualifications. Admission of later applicants may be limited by space availability.

Deadlines may be extended if there are continuing openings in the program.

Course Delivery Formats

Weekend Format

The MA in Mental Health Counseling program is designed to allow students flexibility while pursuing a graduate degree. In addition to weeknight courses, many courses are offered in a weekend format with weekly online instructional contact with instructors and peers. These courses span 7.5 weeks and consist of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy University campuses. Students may register for these classes by permission from the university. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, students may not complete more than 49 percent of their required program credit hours in an online or distance learning format.

Additional Enrollment Requirements

Students are advised not to take more than one course at a time. Students wishing to take more than one course at a time should consult with an advisor or the program chair before doing so.

While on practicum/field experience, students may enroll in classes and the field experience/practicum each semester, or they may enroll in the field experience/practicum alone if they have already completed other coursework.

Additional Requirements for Academic Progress

Students must complete the program within six years after matriculation. Students who have temporarily withdrawn from the University will have six years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Suggested Incremental Time Frame Completion Rates

The minimum amount of work that a student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Suggested Incremental Time Frame Completion Rates

End of Year One	10 credit hours
End of Year Two	20 credit hours
End of Year Three	30 credit hours
End of Year Four	40 credit hours
End of Year Five	50 credit hours
End of Year Six	60 credit hours

Academic Evaluation

Students must successfully complete the first four courses with a grade of "B-" and a grade point average (GPA) of 3.0 or better (on a scale of 4.0) before the student is allowed to take additional courses in the program.

Upon successful completion of the first four courses, each student's academic performance and professional conduct is reviewed. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and receive satisfactory faculty evaluations will be eligible to continue in the program.

Students who achieve a cumulative GPA of 2.5 or below (on a scale of 4.0) will not be permitted to continue in the program. Students with a cumulative GPA above 2.5, but below 3.0 (on a scale of 4.0) will be advised of their status and may be allowed to continue in the program, providing they request to do so in writing to the program chair. The request will be reviewed by the Student Professional Development Committee (SPDC). If approved to continue, students may take two additional courses. Those who do not achieve a cumulative GPA of 3.0 (on a scale of 4.0) after completing the two additional courses will not be permitted to continue in the program. The SPDC may require that a student retake any course in which a grade below "B-" was earned. Students who receive two grades below "B-" in the first four courses, or three grades below "B-" over the course of the program will be dismissed from the program.

Additional Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- Successful completion of 60 semester credit hours, including the practicum/field experience, and Comprehensive Examination
- A GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate form submitted to campus administration

Program Requirements

The MA in Mental Health Counseling program requires the satisfactory completion of a total of 60 semester credit hours distributed as follows: core course requirements, 24 credit hours; additional course requirements, 24 credit hours; elective requirement, 3 credit hours; and field experience requirements, 9 credit hours. At least 51 percent of required coursework must be completed in-residence. Note, the field experience courses are usually taken in the last year of the program. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination.

Core Course Requirements (Prerequisite to Field Experience) — Students Are Required to Take the Following

C6035	Human Growth and Development (3)
C6036	Essentials in Interviewing (3)
C6041	Foundations of Mental Health Counseling* (3)
C6432	Diagnosis and Treatment of Psychopathology (3)
C6436	Individual Counseling Theories and Practice (3)
C6438	Group Theories and Practice (3)
C6440	Ethics in Counseling (3)
C6445	Social and Cultural Competencies for Counselors (3)

Core Course Requirements—24 Credit Hours

* Foundations of Mental Health Counseling (C6041) must be completed within the first nine hours of course work.

Additional Course Requirements—Students Are Required to Take the Following

C6431	Counseling in Community Settings (3)
C6433	Theories of Personality (3)
C6435	Individual Evaluation and Assessment (3)
C6439	Human Sexuality (3)
C6446	Substance Abuse Counseling (3)
C6452	Career and Lifestyle Assessment (3)
C6460	Supervision for Counselors (3)
R6032	Research and Program Evaluation in Counseling (3)

Additional Course Requirements—24 Credit Hours

Field Experience Requirements—Students Are Required to Take the Following

C6491	Field Experience: MHC (3)
C6494	Field Experience: MHC (3)
C6495	Field Experience: MHC (3) In order to complete 1000-hour requirement, most students will have to register for 9 credit hours of Field Experience/Practicum/Field Experience; some may need to register for Field Experience Extension (C6496)

Field Experience Requirements—9 Credit Hours

Elective Requirements

Students will select 3 credit hours of electives from approved Professional Counseling (PC) or Counseling (C) graduate-level courses. Care must be taken not to select elective courses which are substitutions (equivalents) for those already required above.

Additional Practicum Field Experience and Seminar Requirements

Students are required to complete a total of 1000 hours of practicum/field experience. Field experience involves a two-hour weekly seminar on-campus.

Evaluation of student progress in practicum/field experience training focuses on three areas:

- Theoretical knowledge
- Counseling skills
- Professional attitudes

Field Experience and Seminar Requirements

Students in the MA in Mental Health Counseling program are required to complete 1000 total hours of field experience. Field experience involves a two-hour weekly seminar on-campus.

Evaluation of student progress in field experience training focuses on three areas:

- Theoretical knowledge
- Counseling skills
- Professional attitudes

The foundation of Argosy University, Tampa student field experience training in counseling is the accurate assessment and understanding of human problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client.

Ethical standards of the American Counseling Association are incorporated into student training. The administration closely monitors academic and professional development during all stages of progress throughout a student's graduate career. This monitoring includes assessment of 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 in their program. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

The field experience emphasizes counseling and therapeutic intervention skills. Theoretical orientations, specific treatment options and opportunities and client populations will vary across training settings. Argosy University, Tampa does not favor a particular theoretical orientation, but instead encourages students to explore a variety of counseling perspectives. The faculty and curriculum are representative of the major theoretical orientations. Students are encouraged to keep an open mind in order to get the full benefit of this general theoretical exposure, and to explore and experiment with a variety of treatment approaches.

However, sites are encouraged to provide knowledge and modeling of therapy within an organized theoretical framework, so that students may learn to use this framework to guide their conceptualizations and interventions. It is hoped that students will, with time and experience, recognize strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style. The field experience presents an excellent opportunity for this kind of learning.

General Information

The field experience is a required training experience. Students may begin field experience after the successful completion of the required prerequisites. Students are required to attend informational meetings and apply for field experience study one—two semesters before they plan to enroll.

MA in Mental Health Counseling program students must complete 1,000 hours of field experience/field study.

Students earn 3 semester credit hours each time they register for field experience. All students enrolled in field experience are concurrently enrolled in a field experience seminar led by a faculty member. The seminar meets on-campus weekly throughout each semester. Special arrangements will be made for students taking field experience at distant locations.

Students spend 23–25 hours per week in a site that has been approved by Argosy University. Students must spend a minimum of 400 hours in “direct service.” The remainder of the students’ time is spent in “indirect service,” supervision, and “training activities.” Students must receive at least one hour of on-site, individual supervision per week.

Argosy University approves a wide variety of field training sites. All field experience sites are within the local area unless a student speaks with the director of training to make other arrangements. The director of training in consultation with department faculty shall make this decision on a case-by-case basis.

The training site and seminar leaders evaluate students in writing twice each semester. Grades are assigned each semester on a “Credit/No Credit” basis.

Restrictions

Students may not train in settings in which they are employed unless the field study supervisor is clearly different from the employment supervisor.

Professional Liability Insurance

All students enrolled in field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University, Tampa, and also their own personal liability insurance.

Prerequisites for Field Experience

In order for students to apply for field experience they must be in good academic standing, possessing a GPA of 3.0 (on a scale of 4.0) and have completed the academic planning which will allow for all the field experience prerequisite courses to be completed prior to the beginning of the field experience.

Comprehensive Examination Requirements

Students in the MA in Mental Health Counseling program are required to successfully complete a Comprehensive Examination no later than the end of the sixth year after entering the program. The material covered by the Comprehensive Examination reflects coursework and material required of students in the program.

Prerequisites for the Comprehensive Examination

To be eligible to sit for the Comprehensive Examination, students must have successfully completed all courses, excluding the field experience. Courses that are transferred are considered successfully completed.

Students taking the Comprehensive Examination must be students in good standing and have a GPA of at least 3.0 (on a scale of 4.0). An application to take the exam must be submitted to the program chair at least one month prior to the date of the examination.

Procedures

The Comprehensive Examination is offered three times a year. Consult the program chair for the specific dates of the examination. All students must submit an application for the Comprehensive Examination. Although letters are sent to students, it is the student’s responsibility to know when they are eligible to take the exam and to submit an application.

The program chair reviews students who register to sit for the Comprehensive Examination for eligibility. Students who need special accommodations during the examination are required to request them in writing at the time of application and provide any necessary documentation with the request.

Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures. The format of the examination may change from year to year. The format will be discussed at the meetings prior to each exam.

Students are notified in writing of their exam grade. Possible outcomes are “Pass” or “Fail.” If students do not pass, they are required to retake the examination. Students who fail the Comprehensive Examination are required to meet with their academic advisor to review the problems evident in the examination. The student will be advised of specific areas of weakness and possible strategies for remediation. The student will then be allowed to retake the examination one time within the time frame of program completion.

A student who fails the Comprehensive Exam a second time will be reviewed by the Student Professional Development Committee (SPDC).

After completion of required remediation, student may be eligible to retake the Comprehensive Examination. Any student who fails the examination a third time will be automatically dismissed from the program.

**Recommended Course Sequence for the
Master of Arts in Mental Health Counseling Program**

Recommended Course Sequence

C6041	Foundations of Mental Health Counseling (3)
C6035	Human Growth and Development (3)
C6433	Theories of Personality (3)
C6436	Individual Counseling Theories and Practice (3)
C6036	Essentials in Interviewing (3)
C6432	Diagnosis and Treatment of Psychopathology (3)
C6445	Social and Cultural Competencies for Counselors (3)
C6440	Ethics in Counseling (3)
C6438	Group Theories and Practice (3)
C6460	Supervision for Counselors (3)
C6431	Counseling in Community Settings (3)
C6435	Individual Evaluation and Assessment (3)
C6439	Human Sexuality (3)
C6446	Substance Abuse Counseling (3)
C6452	Career and Lifestyle Assessment (3)
R6032	Research and Program Evaluation in Counseling (3)
C6491	Field Experience: Mental Health Counseling I (3)
C6494	Field Experience: Mental Health Counseling II (3)
C6495	Field Experience: Mental Health Counseling III (3)

Additional Course/Credit Transfer

Transfer of Courses/Credit from Other Institutions

A maximum of 9 credit hours typically may be transferred.

MASTER OF ARTS IN SCHOOL COUNSELING PROGRAM

Argosy University, Sarasota; Argosy University, Tampa

The Master of Arts (MA) in School Counseling program introduces students to basic counseling skills that integrate individual and group theoretical foundations into appropriate client interaction and intervention skills. The program emphasizes development of attitudes, knowledge, and skills essential in the formation of school counselors who are committed to the ethical provision of quality services.

The MA in School Counseling program is committed to educating and training students to enter a professional career as Master's level practitioners with a demonstrated knowledge of social and cultural diversity and in adherence to the principles of the American School Counselor Association. Curriculum integrates basic counseling skills, the American School Counselor Association's national model, theoretical foundations of professional counseling, and field experience into appropriate client interaction and intervention skills for utilization in a school setting with diverse clients.

Eligibility for Certification/Licensure

Courses and curricula are designed to parallel certification requirements in the state of Florida. However, because of variations among states and laws that often change, students should verify certification/licensing requirements with the state in which they plan to practice. The American School Counselor Association publishes information on licensing and other issues of importance to school counselors online at www.schoolcounselor.org.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Committee Decisions

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Professional Conduct

Throughout the course of study in the School Counseling program, students should uphold established standards of professional conduct. Students are expected to adhere to professional standards outlined by the Codes of Ethics of the American Counseling Association (ACA) and the American School Counseling Association (ASCA).

Additionally, students are expected to demonstrate professional behavior in their:

- Interpersonal interactions with others,
- Appropriate self-awareness and self-evaluation,
- Openness to professional feedback and supervision, and
- Ability to resolve problems effectively and professionally.

Students will receive feedback regarding their personal, academic and professional strengths, weaknesses and performance as they progress through the program.

If a faculty member deems a student's behavior substandard, unethical, illegal, and/or professionally unbecoming, a referral to the Student Professional Development Committee may be warranted. This committee will review the performance and behavior of the student and recommend an appropriate course of action.

Graduation Requirements

Students must complete the program requirements in effect at the time of admission. The school retains the right to modify requirements in accordance with demands of the school counseling profession.

- Successful completion of 48 credit hours beyond the bachelor's degree
- Successful completion of an exit exam. Refer to the campus-specific program description for further information
- GPA of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

Residency Requirements

Students may not complete more than 49 percent of the required program credit hours in an online or distance learning format. Students completing degree course requirements without meeting the in-residence course format requirement will be required to complete additional in-residence courses to achieve this in-residence format percentage standard.

Program Objectives

The MA in School Counseling program is designed to provide graduates with the knowledge and skills required for successful careers in the field. Graduates of the program are expected to:

- Explain and interpret all ethical and legal codes for school counselors provided by professional counseling associations, and will adhere to these standards at all times
- Demonstrate sensitivity to the impact of multicultural issues on the counseling relationship, and on treatment, by developing and applying therapeutic approaches and techniques that respect multicultural differences and meet multicultural needs
- Identify and apply core theories and research of the nature and needs of individuals at all developmental levels
- Apply core career developmental theories and decision making models to increase client understanding of career and educational planning and placement
- Use appropriate counseling techniques to engage clients in the interviewing process, to build and maintain rapport, and to begin to establish a therapeutic alliance
- Ethically and effectively conduct group counseling and understand the principles, issues, and dynamics of group work as well as the role of a group counselor
- Identify and employ assessment instruments that would be most helpful in evaluating specific client problems or concerns

- Use, interpret, and apply various research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research, statistical analysis, needs assessment, and program evaluation.

Endorsement Policy

Argosy University faculty will endorse students who have completed all formal coursework, including all practicum/fieldwork requirements for certification and/or licensure.

Writing Program

Students are expected to demonstrate competence in professional writing using APA style. A writing assessment is given to all new students during orientation to evaluate clarity, organization and style. At any time throughout the program, faculty members may refer a student for further writing instruction. Some students may be required to complete a writing course or tutorial during the program. The course does not count toward credit hours required for graduation. Please keep in mind that incorporating the writing of others' into your work without using proper citations is plagiarism, for which students may be dismissed from the program.

Field Experience and Seminar Requirements

Field experience training is the supervised out-of-class contact of students with a counseling population that takes place within a school. It provides the environment and opportunity for students to apply theoretical knowledge, to implement and develop counseling techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional school counselor. Assessment and understanding of human problems is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of problems within a climate of respect for the client.

Theoretical orientations, specific treatment options and opportunities, and client populations will vary across training sites. In addition, the faculty and curriculum represent major clinical orientations. Students are encouraged to explore and experiment with a variety of treatment approaches. It is hoped that with time and experience, students will recognize strengths and limitations of different approaches and develop proficiency in formulating and working within an approach best suited to their personal style.

Field Experience hours are divided between three types of work:

- *Direct Service.* Providing face-to-face counseling services to individuals designated as clients.
- *Indirect Service.* Community outreach, consultation and/or education, program development and/or evaluation, and support services.
- *Training Activities.* Formal individual or group supervision, case conferences, administrative/planning meetings, and in-service training/seminars.

Field Experience Prerequisites

Field Experience training usually takes place during the last year of the program. Students are required to attend informational meetings and apply for a field experience one to two semesters before they plan to enroll. Criteria for eligibility includes:

- Good academic standing
- GPA of 3.0 or higher on a scale of 4.0
- Completed academic planning that allows for all field experience prerequisite courses to be completed before the field experience begins
- Students may also have the option of completing all coursework before beginning the field experience

Field Experience Evaluation

The goal of the field experience is to focus the training of competent counselors capable of providing basic and effective counseling and therapeutic supervision. Evaluation of student progress in field experience training focuses on three areas: theoretical knowledge, counseling skills, and professional attitudes. Students are evaluated in writing by the training site supervisor twice each semester. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development, plus satisfactory field evaluations. The seminar instructor conducts a thorough review of site and seminar evaluations of student performance, as well as related assignments. An overall grade of "Credit" or "No Credit" is assigned.

Field Experience Restrictions

Students may not train in settings in which they are employed unless the field study supervisor is clearly different from the employment supervisor.

Course/Credit Transfer

For information on course/credit transfer and course waiver criteria, please refer to section 7 in this catalog, "Academic Policies and Procedures."

**Master of Arts in School Counseling Program —
Argosy University, Sarasota
Program Overview**

Argosy University recognizes the need to provide human services providers with the extensive knowledge and range of skills necessary to function effectively in their profession. Programs have been developed by Argosy University faculty members to enable working professionals to pursue their personal and professional goals through completion of a master's program. Courses and curricula are designed to parallel prevailing licensure and certification requirements as closely as possible. Because of variations among states, each student should check with regional authorities to confirm such requirements.

The Master of Arts (MA) in School Counseling program serves adult students throughout the world. It provides a quality program in school counseling to meet the needs of students and the community. The focus on the program is student preparation and professional development. The program remains faithful to its mission of preparing students to function at a high professional level in a rapidly changing world. The focus of the mission will continue to promote teaching, learning, and service.

The MA in School Counseling program faculty have developed practitioner-oriented program and course objectives. The program objectives were reviewed by the faculty and administration of the College of Psychology and Behavioral Sciences at Argosy University, Sarasota and an advisory committee made up of students, alumni, professional, and business people through the local professional community. Students and faculty of the department are expected to behave in accord with the highest ethical and professional standards while engaged in accomplishing this mission.

Additional Enrollment Requirements

Satisfactory Academic Progress and Degree Completion Rates

Students must complete this program within six years after matriculation. Students who have temporarily withdrawn from the University will have six years plus the length of time that they were not enrolled, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours
End of Year Six	48 credit hours

Students are responsible for monitoring and maintaining an enrollment status that ensures progress toward completion of the program within the maximum time frame.

Program Requirements

The MA in School Counseling program requires the satisfactory completion of 48 semester credit hours distributed as follows: core course requirements, 42 credit hours; and field experience requirements, 6 credit hours.

Core Course Requirements—Students Are Required to Take the Following

C6035	Human Growth and Development (3)
C6036	Essentials of Interviewing (3)
C6362	Student Appraisal (3)
C6433	Theories of Personality (3)
C6436	Individual Counseling Theories and Practice (3)
C6445	Social and Cultural Competencies for Counselors (3)
C6446	Substance Abuse Counseling (3)
C6447	Counseling At-Risk Students (3)
C6448	Group Counseling in Schools (3)
C6452	Career and Lifestyle Assessment (3)
C6459	Consultation in Education (3)
C6509	Principles of School Counseling (3)
C6524	Ethics for School Counselors (3)
R6033	Research in Education (3)

Core Course Requirements—42 Credit Hours

Field Experience Requirements—Students Are Required to Take the Following

C6492	Field Experience I (3)
C6493	Field Experience II (3)

Field Experience Requirements—6 Credit Hours

Field Experience Requirements

Field experience courses require the student to complete their field experience in a school setting. The student is required to participate in the field experience for a minimum of twenty hours per week for 15 weeks. While engaged in the school counseling field experience, the student must be directly supervised by a school counselor who is either employed by the public school system or is certified as a school counselor. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development, and satisfactory field evaluations. In order to participate in a field experience the student must be enrolled in Field Experience I (C6492) or Field Experience II (C6493).

**Master of Arts in School Counseling Program —
Argosy University, Tampa
Course Delivery Formats
Weekend Format**

The Master of Arts (MA) in School Counseling program is designed to allow students flexibility while pursuing a graduate degree. In addition to weeknight courses, many courses are offered in a weekend format with weekly online instructional contact with instructors and peers. These courses span 7.5 weeks and consist of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy University campuses. Students may register for these classes by permission from the university. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, students may not complete more than 49 percent of their required program credit hours in an online or distance learning format.

Additional Requirements for Academic Progress

Students must complete the program within five years after matriculation. Students who have temporarily withdrawn from the University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program.

Students must successfully complete the first four courses with a grade of “B-” and a grade point average (GPA) of 3.0 or better (on a scale of 4.0) before the student is allowed to take additional courses in the program.

Upon successful completion of the first four courses, each student’s academic performance and professional conduct is reviewed. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and receive satisfactory faculty evaluations will be eligible to continue in the program.

Students who achieve a cumulative GPA of 2.5 or below (on a scale of 4.0) will not be permitted to continue in the program. Students with a cumulative GPA above 2.5, but below 3.0 (on a scale of 4.0) will be advised of their status and may be allowed to continue in the program, providing they request to do so in writing to the program chair. The request will be reviewed by the Student Professional Development Committee (SPDC). If approved to continue, students may take two additional courses. Those who do not achieve a cumulative GPA of 3.0 (on a scale of 4.0) after completing the two additional courses will not be permitted to continue in the program. The SPDC may require that a student retake any course in which a grade below “B-” was earned. Students who receive two grades below “B-” in the first four courses, or three grades below “B-” over the course of the program will be dismissed from the program.

Suggested Incremental Time Frame Completion Rates

The minimum amount of work that a student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Credit Hour Requirements for Satisfactory Academic Progress

End of Year One	10 credit hours
End of Year Two	20 credit hours
End of Year Three	30 credit hours
End of Year Four	40 credit hours
End of Year Five	48 credit hours

Additional Graduation Requirements

In addition to fulfilling the requirements as stipulated, students must successfully complete the Comprehensive Examination.

Program Requirements

The MA in School Counseling program requires the satisfactory completion of 48 semester credit hours, distributed as follows: core course requirements, 24 credit hours; additional course requirements, 18 credit hours; and field experience requirements, 6 credit hours. At least 51 percent of classes are to be completed in-residence. Note that field experience courses are usually taken in the last year of the program. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination.

Core Course Requirements—Students Are Required to Take the Following

C6035	Human Growth and Development* (3)
C6036	Essentials in Interviewing* (3)
C6433	Theories of Personality* (3)
C6436	Individual Counseling Theories and Practice* (3)
C6440	Ethics in Counseling* (3)
C6443	Group Guidance Counseling* (3)
C6445	Social and Cultural Competencies for Counselors* (3)
C6510	Principles of Guidance* (3)

Core Course Requirements—24 Credit Hours

* These core courses are prerequisites to field experience.

Additional Course Requirements—Students Are Required to Take the Following

C6362	Student Appraisal (3)
C6444	Counseling Exceptional Students and Families (3)
C6446	Substance Abuse Counseling (3)
C6452	Career and Lifestyle Assessment (3)
C6459	Consultation and Education (3)
R6033	Research in Education (3)

Additional Course Requirements—18 Credit Hours

Field Experience Requirements—Students Are Required to Take the Following

C6492	Field Experience: Guidance Counseling I (3)
C6493	Field Experience: Guidance Counseling II (3)

Field Experience Requirements—6 Credit Hours

Additional Field Experience Requirements

The field experience is the primary mechanism of applied training and evaluation in the MA in School Counseling program. Field experience training is the supervised out-of-class contact of students with a counseling population that takes place within school. The purpose of field experience training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop counseling techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a professional guidance counselor.

Evaluation of student progress in field experience training focuses on three areas:

- Theoretical knowledge
- Counseling skills
- Professional attitudes

The foundation of Argosy University, Tampa's student field experience training in counseling is the accurate assessment and understanding of human problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client.

Ethical standards of the American Counseling Association and the American School Counseling Association are incorporated into student training. The administration closely monitors academic and professional development during all stages of progress throughout a student's graduate career. This monitoring includes assessment of professional suitability as well as academic achievement. Thus, aspects of student's personal adjustment, interpersonal relationships, and behavior in all settings are relevant to their progress in their program. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

A primary goal of field experience training is the development, by means of supervised direct client contact, of competent counselors who are able to deliver basic and effective assessment and therapeutic intervention skills. The refinement of criteria for professional competency and assessment of competency are ongoing institutional concerns.

The field experience emphasizes counseling and therapeutic intervention skills. Theoretical orientations, specific intervention options and opportunities and client populations will vary across training settings. Argosy University, Tampa does not favor a particular theoretical orientation, but instead encourages students to explore a variety of counseling perspectives. The faculty and curriculum are representative of the major theoretical

orientations. Students are encouraged to keep an open mind in order to get the full benefit of this general theoretical exposure, and to explore and experiment with a variety of treatment approaches. However, sites are encouraged to provide knowledge and modeling within an organized theoretical framework, so that students may learn to use this framework to guide their conceptualizations and interventions. It is hoped that students will, with time and experience, recognize strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style. The field experience presents an excellent opportunity for this kind of learning.

General Information

The field experience is a required training experience. Students may begin field experience after the successful completion of the required prerequisites and it usually takes place during the last year of the program. Students are required to attend informational meetings and apply for a field study one-two semesters as they plan to enroll for this experience.

Students earn 3 semester credit hours each time they register for field experience. All students enrolled in field experience are concurrently enrolled in a field experience seminar led by a faculty member. The seminar meets on-campus weekly each semester. Special arrangements will be made for students taking field experience at distant locations.

MA in School Counseling program students must complete 300 hours of field experience including a minimum of 100 direct client contact hours spread over the course of two semesters. Students spend 8–10 hours per week in a site that has been approved by Argosy University. The remainder of the students' time is spent in "indirect service," supervision, and "training activities." Students must receive at least one hour of on-site, individual supervision per week.

The training site and seminar leaders evaluate students in writing twice a semester. Grades are assigned on a "Credit/No Credit" basis each semester.

Restrictions

Students may not train in settings in which they are employed unless the field study supervisor is clearly different from the employment supervisor.

Professional Liability Insurance

All students enrolled in field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University, Tampa, in addition to their own personal liability insurance.

Prerequisites for Field Experience

In order for students to apply for field experience they must be in good academic standing (GPA = 3.0 on a scale of 4.0) and have completed the academic planning which will allow for all the field experience prerequisite courses to be completed prior to the beginning of the field experience.

Recommended Course Sequence for the Master of Arts in School Counseling Program

Recommended Course Sequence

C6510	Principles of Guidance (3)
C6035	Human Growth and Development (3)
C6433	Theories of Personality (3)
C6436	Individual Counseling Theories and Practice (3)
C6036	Essentials in Interviewing (3)
C6445	Social and Cultural Competencies for Counselors (3)
C6440	Ethics in Counseling (3)
C6443	Group Guidance Counseling (3)
C6452	Career and Lifestyle Assessment (3)
C6362	Student Appraisal (3)
C6444	Counseling Exceptional Students and Families (3)
C6446	Substance Abuse Counseling (3)
C6459	Consultation in Education (3)
R6033	Research in Education (3)

Required Field Experience (Usually Taken in the Last Year of the Program)

C6492	Field Experience: Guidance Counseling I (3)
C6493	Field Experience: Guidance Counseling II (3)

EDUCATION SPECIALIST IN SCHOOL COUNSELING PROGRAM

Argosy University, Sarasota

The Education Specialist (EdS) in School Counseling program is designed for experienced professionals who have master's degrees in other fields and wish to become school counselors. The EdS in School Counseling program is a 30-semester credit hour program of study that incorporates coursework designed to help students in meeting the specialization requirements for certification in Guidance and Counseling (Grades K–12) in the state of Florida. Because of certification variations among states, students should check with regional authorities to confirm their requirements prior to entering the program. Students may transfer up to 9 credit hours into the program, but the courses must meet criteria for direct substitution for the existing curriculum offerings.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum written TOEFL* score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.*

Admissions Notification

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of a new applicant. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Graduation Requirements

A student is eligible for graduation in the EdS in School Counseling program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members
- Satisfactory completion of 30 semester credit hours beyond the master's degree, including at least three of the five required in-residence courses being taken on-campus.
- Successful completion of an exit exam
- A grade point average of 3.0 or higher (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

Residency Requirements

Students may not complete more than 49 percent of the required program credit hours in an online or distance learning format. Students completing degree course requirements without meeting the in-residence course format requirement will be required to complete additional in-residence courses to achieve this in-residence format percentage standard.

Program Requirements

The EdS in School Counseling program requires the satisfactory completion of 30 semester credit hours distributed as follows: core course requirements, 27 credit hours and field experience requirement, 3 credit hours.

Core Course Requirements—Students Are Required to Take the Following

C6035	Human Growth and Development (3)
— or —	
C6433	Theories of Personality (3)
C6362	Student Appraisal (3)
C6436	Individual Counseling Theories and Practice (3)
C6448	Group Counseling in Schools (3)
C6447	Counseling At-Risk Students (3)
— or —	
C6445	Social & Cultural Competencies for Counselors (3)
C6452	Career and Lifestyle Assessment (3)
C6459	Consultation in Education (3)
C6509	Principles of School Counseling (3)*
C6524	Ethics for School Counselors (3)

Core Course Requirements—27 Credit Hours

* Indicates first course

Field Experience Requirements—Students Are Required To Take the Following

C6492	Field Experience in Guidance Counseling (3)
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Field Experience Requirements—3 Credit Hours

Non-Transferrable Courses

C6524	Ethics for School Counselors
C6492	Field Experience in Guidance Counseling

DOCTOR OF EDUCATION IN COUNSELOR EDUCATION & SUPERVISION PROGRAM

**Argosy University, Atlanta; Argosy University, Chicago;
Argosy University, Denver; Argosy University, Nashville;
Argosy University, Sarasota; Argosy University, Schaumburg;
Argosy University, Tampa; Argosy University, Washington DC**

The field of counselor education and supervision is dedicated to both the academic preparation and comprehensive supervision of counselors across multiple settings. The Doctor of Education (EdD) in Counselor Education & Supervision aligns with the master's-level Counselor Education programs in order to encourage entry-level counseling students to work toward becoming doctoral-level advanced practitioners, educators, and supervisors. The EdD in Counselor Education & Supervision program prepares counselors for a variety of settings by providing the advanced skills and knowledge necessary to provide leadership and advocacy, as well as serve in supervisory, training, and teaching positions in the counseling profession.

The EdD in Counselor Education & Supervision program is designed to help current practitioners with existing master's-level preparation to advance their careers. This doctorate provides expanded opportunities to compete in the market place, on par with the growing number of doctoral-level counseling practitioners.

Admission Requirements

To be admitted to the EdD in Counselor Education & Supervision program, a prospective student needs the following:

- A master's degree in a CACREP accredited program or a CACREP-equivalent program from a regionally accredited educational institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of 3.25 (on a scale of 4.0) for graduate-level work toward the master's degree and any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with specific personal and professional goals and a self-appraisal of specific strengths and challenges
- Current résumé (or career summary)

- Three completed Applicant Recommendation Forms
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.*

* For Argosy University, Nashville, official transcripts are required from all post-secondary institutions attended.

Entering students must have a master's degree in counseling from a CACREP accredited program or a CACREP equivalent curriculum from a regionally accredited institution, a nationally accredited institution approved by Argosy University, or an appropriately certified foreign institution. CACREP, or The Council for Accreditation of Counseling and Related Educational programs, is an independent agency recognized by the Council for Higher Education Accreditation for the accreditation of master's degree programs in counseling.

Applicants who have completed a master's degree that does not meet the specific curricular or credit hour requirements listed by the campus may be admitted to the program, but will be required to meet prerequisite requirements at the master's level. Decisions about the applicability of prior master's-level coursework will be made by campus faculty based upon CACREP core curriculum requirements and state licensure laws for counselors. Applicants will be notified during the admissions process if prerequisite courses are needed.

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Professional Conduct

Students are expected to adhere to professional standards outlined by the American Counseling Association (ACA) Code of Ethics.

Students who fail to demonstrate professional behavior may be subject to a variety of campus-specific interventions up to and including referral to the Student Professional Development Committee (SPDC) and/or Student Conduct Committee (SCC). Outcomes may include advisement, remediation, or dismissal from the program. Students will receive feedback regarding personal, academic and professional strengths, weaknesses, and performance as they progress through the program.

Graduation Requirements

In order to graduate, students must meet the following requirements:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members.
- Satisfactory completion of 60 semester credit hours beyond the master's degree
- Successful completion of the advanced training experiences
- A grade point average of 3.0 or higher (on a scale of 4.0)
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- A completed Petition to Graduate submitted to the campus administration

Program Requirements

The EdD in Counselor Education & Supervision requires the satisfactory completion of 60 semester credit hours distributed as follows: advanced counseling skills requirements, 9 credit hours; advanced practice requirements, 12 credit hours; professional development and practice requirements, 12 credit hours; research core requirements, 12 credit hours; dissertation requirements, 12 credit hours; and advanced training experiences requirements, 3 credit hours.

Advanced Counseling Skills Requirements— Students Choose Three of the Following

C7445	Brief Psychotherapies (3)
C7455	Addictions Counseling (3)
C7458	Diagnosis and Treatment Planning (3)
	Equivalent coursework as assessed by department head
C7537	Special Topics in Counseling (3)

Advanced Counseling Skills Requirements—9 Credit Hours

Advanced Practice Requirements— Students Are Required to Take the Following

C7410	Advanced Counseling Assessment (3)
C7433	Advanced Group Counseling (3)
C7440	Marriage and Family Therapy (3)
—or—	
C7460	Techniques of Child and Adolescent Counseling (3)
C7453	Clinical Consultation (3)

Advanced Practice Requirements—12 Credit Hours

Professional Development and Practice Requirements— Students Are Required to Take the Following

C7444	Multicultural Issues in Counselor Education and Supervision (3)
C7454	Models of Clinical Supervision (3)
C7461	Ethics in Counselor Education and Supervision (3)
C7465	Teaching in Higher Education (3)

Professional Development and Practice Requirements—12 Credit Hours

Research Core Requirements—Students Are Required to Take the Following

R7000	Introduction to Advanced Academic Study and Writing (3)
R7032	Experimental Research Methods (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7036	Program Evaluation Methods (3)

Research Core Requirements—12 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

C7935	Dissertation--Counseling (3)
C7935	Dissertation--Counseling (3)
C7935	Dissertation--Counseling (3)
C7935	Dissertation--Counseling (3)

Dissertation Requirements—12 Credit Hours

Advanced Training Experiences Requirements—Students Are Required to Take the Following

C7500	Advanced Counseling Practicum (1)
C7510	Advanced Counseling Internship (2)

Advanced Training Experiences Requirements—3 Credit Hours

**DOCTOR OF EDUCATION IN
PASTORAL COMMUNITY COUNSELING PROGRAM**
Argosy University, Sarasota

The Doctor of Education (EdD) in Pastoral Community Counseling program is based on the fundamental belief that religious/spiritual communities provide a unique opportunity for human growth and development. The program is designed to prepare leaders within religious communities with an opportunity for personal and professional development, directed toward making a significant contribution to their community and to society. With this in mind, the program integrates the engagement of knowledge, the development of skills, reflective practice, and research in a manner that prepares the pastoral counselor to address individual and communal development in an ethically responsible fashion.

The Pastoral Community Counseling program is committed to the concept of community. In this regard, the learners participate with one another and with faculty in a virtual community. This provides a means of support and interaction that exceeds the boundaries imposed by geographical definition, and utilizes technology for the purposes of individual, community, and societal development.

The program is designed to afford working professionals the opportunity to pursue doctoral study while maintaining active participation in their professional endeavors. Also, in concert with its emphasis on the religious/spiritual community, the program is offered in a modified cohort format. Courses in this program may be taken as electives by students in other EdD programs, and course substitutions may be approved by the program coordinator.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé (or career summary)
- The names and contact information of three professional and/or academic references
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.

Graduation Requirements

A student is eligible for graduation from the EdD Pastoral Community Counseling program when the following requirements have been met:

- Satisfactory completion of all requirements in the program of study developed in consultation with the faculty members and program coordinator of Pastoral Community Counseling
- Satisfactory completion of 60 semester credit hours beyond the master's degree
- Successful completion of the Comprehensive Examination
- A grade point average of 3.0 or higher
- The completion of all dissertation seminars
- The completion of the dissertation
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The EdD in Pastoral Community Counseling requires the satisfactory completion of 60 semester credit hours, distributed as follows: research requirements, 9 credit hours; core requirements, 15 credit hours; elective requirements, 24 credit hours; and dissertation requirements, 12 credit hours.

Research Requirements—Students Are Required to Take the Following

R7031	Methods and Analysis of Quantitative Research (3)
R7035	Methods and Analysis of Qualitative Research (3)
R7036	Program Evaluation Methods (3)

Research Requirements—9 Credit Hours

Core Requirements—Students Are Required to Take the Following

C7440	Marriage and Family Therapy (3)
TH7101	Professional Development in Pastoral Community Counseling (3)
TH7102	Individual Spiritual Enhancement (3)
TH7108	Contemporary Ethical Issues in Pastoral Counseling (3)
TH7110	Spiritual and Religious Issues in Counseling (3)

Core Requirements—15 Credit Hours

Elective Requirements—Students Choose Eight From the Following

In-Discipline Courses

- TH7103 Holistic Health Theory and Practice (3)
- TH7104 Family Mediation and Conflict Resolution (3)
- TH7105 Curriculum Development for Community Education (3)
- TH7106 Non-Western Helping and Healing (3)
- TH7107 Directed Independent Study in Religion and Psychology (3)

Related Discipline Courses

- C6431 Counseling in Community Settings (3)
 - C7432 Advanced Individual Counseling (3)
 - C7443 Multicultural Issues in Counseling (3)
 - C7445 Brief Psychotherapies (3)
 - C7454 Models of Clinical Supervision (3)
 - C7455 Addictions Counseling (3)
 - C7463 Theory and Practice of Motivation (3)
 - L7101 Foundations of Leadership (3)
 - R7032 Experimental Research Methods (3)
-

Elective Requirements—24 Credit Hours

Dissertation Requirements—Students Are Required to Take the Following

- TH7935 Dissertation — Pastoral Counseling* (3)
-

Dissertation Requirements—12 Credit Hours

* *Students complete four 3-credit hour blocks of dissertation.*

Marriage & Family Therapy Programs

MASTER OF ARTS IN MARRIAGE & FAMILY THERAPY PROGRAM

Argosy University, Denver; Argosy University, Hawai'i;
Argosy University, Salt Lake City; Argosy University, Sarasota;
Argosy University, Tampa, Argosy University, Twin Cities

The Master of Arts (MA) in Marriage & Family Therapy program recognizes the need to provide marriage and family therapists with the extensive knowledge and range of skills necessary to function effectively in their profession. The program introduces students to basic skills that integrate systemic theoretical foundations of marriage and family therapy into appropriate client interaction and intervention skills. The program emphasizes the development of attitudes, knowledge, and skills essential in the formation of marriage and family therapists who are committed to the ethical provision of quality services. The program has been developed by the school faculty members to provide working students with the opportunity to pursue personal and professional goals through completion of a master's program.

The MA in Marriage & Family Therapy program is committed to educating and training students to enter a professional career as master's level practitioners who can function ethically and effectively as skilled professionals with demonstrated knowledge of social and cultural diversity. This goal is achieved through a curriculum designed to integrate basic therapy, and practicum/field experience into appropriate client interaction and intervention skills for utilization in a wide variety of settings with diverse clients.

Marriage and family therapy is recognized by the Public Health Service Act as one of the five core mental health professions, and the National Institute of Mental Health accepts marriage and family therapists as qualified mental health professionals.

Program Outcomes

Program Outcome One: Theoretical Knowledge

Competency 1. Apply principles and constructs of various systems theories in marriage and family practice.

Program Outcome Two: Clinical Knowledge

Competency 1. Apply family therapy skills and techniques to structure and direct therapy, help clients to find solutions, identify strengths, and stay engaged in the therapeutic process.

Program Outcome Three: Individual Development and Family Relations

Competency 1. Integrate the relationship between individual development and family lifespan development within the context of the various schools of family therapy and real world influences.

Program Outcome Four: Professional Identity and Ethics

Competency 1. Develop professional identity consistent with professional attitudes and behaviors outlined in the AAMFT Code of Ethics, and applicable laws and regulations.

Program Outcome Five: Research

Competency 1. Analyze research, and translate research findings for improvement of family therapy services using statistics and program evaluation methods.

Program Outcome Six: Interpersonal Effectiveness

Competency 1. Achieve personal development and demonstrate positive relationship skills via effective communication, respect for others, and awareness of their impact on others.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work).
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee.

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualification for the profession of marriage and family therapy
- Current résumé (or career summary)
- Three completed Applicant Recommendation Forms
- Official transcripts from all post-secondary schools attended

Exceptions to the Minimum Grade Point Average

Applicants with grade point averages lower than the stated program minimums may be considered for admission with significant evidence of academic and professional potential demonstrated by the career and/or professional accomplishments indicated in the statement of academic and professional goals, the career summary, and academic or professional letters of recommendation. Exceptions must be recommended by the Admissions Committee and program chair, and approved by the college dean. Exceptions must be justified, documented, signed, placed, and retained in the student's academic file. Students admitted on an exception basis will be assigned provisional status. See "Exceptions to Admission Requirements" in section 5 of this catalog under "Admission Policies."

Committee Decisions

A member of the program admissions committee reviews completed applications. Upon approval of the application, the applicant will be offered an interview with the admissions committee.

Students are notified in writing of the decision made by the Admissions Committee. The Admissions Committee decisions are final and not subject to appeal. Applicants who have been denied admission may reapply after the passage of one year from the date of denial by submitting all documents required of new applicants. Individuals who intend to reapply for admission are strongly encouraged to contact the Admissions Department prior to reapplying.

Application Deadlines

Application deadlines vary by campus. Refer to campus-specific descriptions for further information.

Deadlines may be extended if there are continuing openings in the program.

Applications to Multiple Campuses

An applicant who wants to apply to more than one campus must complete a separate application and forward a full set of application materials to each campus.

Graduation Requirements

Students who are admitted into the Master of Arts in Marriage & Family Therapy program will be responsible for completing the program requirements in effect at the time of admission. The School retains the right to modify requirements in accordance with the demands of the profession. The courses must be completed in the order recommended.

To receive the Master of Arts in Marriage & Family Therapy degree, the student must fulfill the graduation requirements of the campus attended.

Graduation requirements include:

- Satisfactory completion of all requirements in the program of study as detailed in the campus-specific program descriptions.
- Successfully complete all program requirements within a specified time frame.
- GPA of 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to campus administration

Program Requirements

For more detailed information, refer to the campus-specific program descriptions for your campus of record.

Eligibility for Licensure

The curriculum at the various campuses offering a graduate degree in marriage and family therapy includes the core curricular content required to meet licensing requirements for that state. It is the student's responsibility to determine the requirements for professional licensure in the state they wish to practice. The American Association for Marriage and Family Therapy frequently publishes information on professional issues of importance to marriage and family therapists, including licensure, on their Web site at www.aamft.org.

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. In addition, consistent with the mission of Argosy University, 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 as well as the formal codes of ethics of AAMFT.

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.

Those who are identified by faculty as needing further development of writing skills will be referred to their academic advisors for the development of a writing remediation plan.

Practicum/Field Experience and Seminar Requirements

The practicum/field experience is the initial opportunity provided to Argosy University students for clinical field training. Within the series of practicum/field experience courses, students work under supervision of an appropriate clinician in an approved setting with a clinical population. The practicum/field experience is an essential part of clinical training, and all students are required to participate in the practicum/field experience. See campus-specific program descriptions for detailed requirements.

The practicum/field experience emphasizes therapeutic intervention skills. Theoretical orientations, specific treatment options and opportunities and client populations will vary across training settings. Argosy University encourages students to explore a variety of therapeutic perspectives. The faculty and curriculum represent the major theoretical orientations. Students are encouraged to keep an open mind to get the full benefit of general theoretical exposure, and to explore and experiment with a variety of treatment approaches. Practicum/field experience sites provide knowledge and modeling of therapy within an organized theoretical framework so that students may learn to use the framework to guide conceptualizations and interventions. It is hoped that students will, with time and experience, recognize strengths and limitations of a variety of approaches and develop proficiency in formulating and working within an approach best suited to their own personal style. The practicum/field experience presents an excellent opportunity for this kind of learning.

Course/Credit Transfer

For information about course/credit transfers, please refer to section seven, “Academic Policies and Procedures.”

**Master of Arts in Marriage & Family Therapy Program —
Argosy University, Denver
Program Requirements**

The Master of Arts in Marriage and Family Therapy program requires the satisfactory completion of 48 credit hours distributed as follows: Family Studies Requirements, 9 credit hours; Family Therapy Requirements, 12 credit hours; Development Requirements, 12 credit hours; Ethics and Professional Studies Requirements, 3 credit hours; Research Requirements, 3 credit hours; Practicum Requirements, 9 credit hours

Family Studies Requirements—Students Are Required to Take the Following

MF6020 Theories of Family Process & Development (3)
MF6008 Advanced Theories of Family Therapy (3)
MF6511 Social & Cultural Foundations (3)

Family Studies Requirements—9 credit hours

Family Therapy Requirements—Students Are Required to Take the Following

MF6022 Family Therapy Counseling Skills (3)
MF6090 Couple & Relational Counseling Skills (3)
MF6103 Advanced Individual, Couples, and Family Therapy (3)
MF 6310 Substance Abuse Counseling for Individuals & Families (3)

Family Therapy Requirements — 12 Credit Hours

Development Requirements — Students Are Required To Take the Following

MF6030 Psychopathology & Assessment (3)
MF6501 Human Development: Lifespan (3)
MF6200 Human Sexuality (3)
MF 6440 Child & Adolescent Counseling (3)

Development Requirements — 12 Credit Hours

Ethics & Professional Studies—Students Are Required to Take the Following

MF6300 Professional & Ethical Issues in Family Therapy (3)

Ethics & Professional Studies Requirements—3 Credit Hours

Research Requirements—Students Are Required to Take the Following

MF6520 Research & Assessment (3)

Research Requirements—3 Credit Hours

Practicum Requirements—Students Are Required to Take the Following

MF6400 Practicum I (3)
MF6401 Practicum II (3)
MF6402 Practicums III (3)

Practicum Requirements—9 Credit Hours

Graduation Requirements

To be eligible for graduation in the MA in Marriage and Family Therapy program, students must meet the following requirements:

- Satisfactory completion of 48 credit hours of coursework
- Successful completion of practicum requirements
- Successful completion of the comprehensive exam
- Grade Point Average (GPA) of at least 3.0 (on a scale of 4.0)
- Completion of all requirements within five years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Comprehensive Examination Requirements

All students must successfully complete a comprehensive examination. The content of the comprehensive exam will be drawn from material covered during the student’s study. The examination requires students to conceptualize a family system theoretically, to recommend appropriate treatment, and to address legal and ethical issues relevant to the case. Students are given two opportunities to pass the comprehensive exam. A student who does not successfully pass the comprehensive exam within two attempts will be automatically dismissed from the program.

Prior to taking the comprehensive examination, the student must successfully complete a minimum of one full semester of practicum and have a GPA of 3.0 or higher. Students must register to take the comprehensive exam the semester before they plan to take the exam.

**Master of Arts in Marriage & Family Therapy Program —
Argosy University, Hawai'i
Program Overview**

The Master of Arts (MA) in Marriage & Family Therapy program has been designed to educate and train students to function effectively as marriage and family therapists. Argosy University, 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 therapists 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

The MA in Marriage and Family Therapy program at Argosy University, Hawai'i is offered in a cohort model. Coursework must be completed in the order specified by the campus. To meet the needs of working adults, all courses with the exception of practicum, are offered on the weekends and online.

Attendance Policy

The intensive weekend format of the program makes attendance crucial. Any amount of class time missed negatively impacts the grade. More than four hours (cumulative) of missed class time will result in automatic loss of one full letter grade. More than eight 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.

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.

In addition, the program prepares students to pursue certification as certified substance abuse counselors (CSAC) in the state of Hawai'i. As eligibility requirements may change, it is the student's responsibility to determine requirements for CSAC certification.

Admission Requirements

Please see the section under general program description for requirements for admission.

Application Deadlines

Applications are accepted for the fall and spring semesters. Early application is encouraged. Applications will be considered as they are received, based on the applicant's qualifications. Admission of later applicants may be limited by space availability.

All admission materials for the Master of Arts in Marriage & Family Therapy program must be submitted by the following dates:

Fall Admission

July 15	Final deadline
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Spring Admission

November 15	Final deadline
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Deadlines may be extended at the discretion of the program chair.

Enrollment Requirements

Students in the MA 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.

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 the program.

All students are reviewed each academic year at the completion of the spring semester by the Student Services Department to determine if students meet requirements for the following criteria:

- *Cumulative Maximum Time Frame* Students must complete the program within four years after matriculation. Students who have temporarily withdrawn from the University will have four years plus the length of time that they were not enrolled, 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 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.

Students who achieve a grade point average (GPA) of 2.5 or below will not be permitted to continue in the program. Students with a grade point average above 2.5 but below 3.0 will be advised of their status and may request in writing to the program chair to remain in the program.

Students with favorable evaluation for potential success may be permitted to take additional courses at the discretion of the program chair. Students who are given permission to continue must achieve a 3.0 GPA during the next semester of study and meet all further academic and other requirements of the program.

Student's progress through the MA 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 follow. In addition, certain courses require the student to have the background for more basic courses in order to benefit fully from the course experience. A minimum of 18 credit hours of successful coursework including MF6300 Professional & Ethical Issues, MF6032 Psychopathology & Assessment, and two semesters of Professionalization Group (MF6010 & MF6011) is required for a student to be eligible to start practicum.

The student's potential for completing the program and performing as professional marriage and family therapists will be assessed from a variety of perspectives throughout the program. Students must meet the academic requirements and demonstrate appropriate professional and personal conduct and development throughout the program to be considered for continuation in the program. At the beginning of the program, students will sign an Informed Consent Agreement that outlines personal and professional competencies they are expected to meet throughout the program.

Repeating Courses and Academic Dismissal

Students who receive a grade below "B-" or a "NC" (No Credit) in any course within their program must repeat and pass that course.

All "NC" grades or grades below "B-" appearing on transcripts may be used in assessing the academic performance, 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 "NC" grade or 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, including "NC" grades
- Receipt of a third grade below "B-", including "NC" grades

Writing Program

Students who are identified by faculty as needing development of writing skills will be referred to their academic advisor for the development of a writing remediation plan. Written notification of the referral will be provided to students via the Writing Course Recommendation form. Students whose remediation plan requires them to take an appropriate writing course must fulfill the requirement before the end of the term following the one in which the referral was made. Proof of satisfactory completion must be submitted to the Student Services Department. Failure to fulfill this requirement within the specified time frame may result in referral to an appropriate committee. Students who continue to demonstrate deficits in writing skills after completing an approved course will be referred to the Student Professional Development Committee.

Additional Graduation Requirements

Graduation requirements include:

- 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

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.

Program Requirements

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 MF6400] (3)
MF6402	Practicum III [A continuation of MF6401] (3)

Practicum Requirements—9 Credit Hours

Some courses in the curriculum may be delivered in an online format.

Practicum and Practicum Seminar Requirements

Prerequisites for Practicum

To be eligible to enroll in practicum, students must submit a written Petition for Practicum form. Upon receipt of the form, the student's academic record will be audited to verify that they have successfully completed a minimum of 18 credit hours of coursework including Professional and Ethical Issues (MF6300), Psychopathology and Assessment (MF6032) and two semesters of Professionalization Group (MF6010 and MF6011). Students must also attend a practicum orientation meeting with the Director of Training prior to being cleared to participate in practicum.

Additional Practicum Requirements

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.

Students are placed in a practicum and practicum seminar during the second year of study. A student may also wait until all coursework is completed before beginning the practicum experience. For registration purposes, the practicum and seminar are treated as 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 MA in Marriage & Family Therapy program. The purpose of practicum training is to provide the environment and opportunity for students to apply 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 marriage and family therapist. 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 are incorporated into student training. The Argosy University, Hawai'i program administration closely monitors academic and clinical development during all stages of progress throughout a student's graduate career. Monitoring includes assessment of clinical suitability as well as academic achievement. 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 identified as not meeting training or professional development standards will receive a plan for remediation to help resolve identified problems. Students who are removed from the practicum site because they are not meeting training or professional standards will lose credit for the term and will be required to repeat the semester of practicum. They will also be referred to an appropriate committee for further evaluation and disciplinary action, including possible dismissal from the program.

Practicum Final Project

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 each student's ability to apply learning in the core curricular areas of systemic theory, human development, social and cultural foundations, ethics and therapeutic skills to an actual clinical case. Successful completion of the Practicum 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 receive a grade of "NC" (No Credit) for the course and 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

Students in the MA in Marriage & Family Therapy program are required to successfully complete a Comprehensive Examination. 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 theory
- Lifespan and family development
- Research

Prior to each exam, students will be given materials to help them prepare for the exam.

Students 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. Students are required to turn in a completed Application for Comprehensive Examination at least two months before they intend to take the exam.

Students must pass all four questions in order to receive a "Full Pass" for the examination. Students who pass at least two of the four examination questions will receive a "Conditional Pass" for the examination. Students receiving a "Conditional Pass" will be given the opportunity to remediate the question(s) they failed.

Students must pass all questions on remediation in order to earn a full pass for the exam. Students who fail the exam, either on first attempt, or on remediation, will be given the opportunity to retake the examination two additional times. Students who need to retake the examination must do so at the time of the next regular administration at their program site. They may also retake the examination at another program site. A student who fails the comprehensive exam a second time will be reviewed by the Student Professional Development Committee (SPDC). After completion of required remediation, students may be eligible to retake the Comprehensive Examination. Any student who fails the examination a third time will be automatically dismissed from the program. Students are required to successfully complete the Comprehensive Examination within the maximum program completion timeframe.

Students who need special accommodations during the examination are required to request them in writing and provide any necessary documentation with the request.

Additional Course/Credit Transfer Information at Argosy University, Hawai'i

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)

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 MA in Marriage & Family Therapy program with the Doctor of Psychology (PsyD) 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.

**Master of Arts in Marriage & Family Therapy Program —
Argosy University, Salt Lake City, Argosy University, Twin Cities**

Program Overview

The Master of Arts (MA) in Marriage & Family Therapy program is designed to educate and train students to function effectively as marriage and family therapists. Coursework and practicum experiences integrate individual and relational foundations of therapy into appropriate client interaction and intervention skills within the context of marriage, couples, and family systems.

Students in the MA in Marriage & Family Therapy program may choose an optional concentration in Forensic Counseling.

Eligibility for Licensure

Licensure eligibility requirements for marriage and family therapists vary by state. It is the student's responsibility to determine the requirements for professional licensure in the state he or she wishes to practice. Further information may be obtained from the American Association for Marriage and Family Therapy (AAMFT) Directory of MFT Licensure and Certification Boards, http://www.aamft.org/resources/Online_Directories/boardcontacts.asp.

Marriage & Family Therapist Training Overview

Practical training is the supervised out-of-class contact of students under supervision in a mental health delivery setting. Through this contact, students apply their theoretical knowledge, implement therapy techniques based on this knowledge, and develop the professional and personal attitudes important to the identity of a professional therapist. By the end of training, graduate students possess effective intervention skills and are able to practice in a highly ethical manner.

Student Professional Development

The faculty regularly reviews student progress and evaluates any special academic, ethical or professional problems that may arise. The major goals of the review are to identify student problems early and to initiate remediation efforts, where appropriate, as soon as possible. Please refer to "Student Professional Development Committee" in section 4 of this catalog under "Student Rights and Responsibilities."

Additional Graduation Requirements

In addition to graduation requirements stated previously, students must also complete the following requirements:

- Satisfactory completion of 48 semester credit hours, which must include
 - 36 credit hours of required courses
 - 3 credit hours of Professionalization Groups I, II, and III
 - 9 credit hours (45 weeks) of required practicum and practicum seminar groups
- Successful completion of both the Portfolio and the Clinical Competency Examination
- Completion of all requirements within four years of matriculation into the program
- Submission of a Completion of Coursework Audit Form to the Student Services Department

Program Requirements

The MA in Marriage & Family Therapy program requires the satisfactory completion of 48 semester credit hours distributed as follows: course requirements, 36 credit hours; professionalization group requirements, 3 credit hours; and practicum and practicum seminar requirements, 9 credit hours.

Course Requirements—Students Are Required to Take the Following

MF6000	Counseling Theories (3)
MF6020	Theories of Family Process and Development (3)
MF6021	Schools of Family Therapy (3)
MF6030	Psychopathology and Assessment (3)
MF6100	Individual and Relational Therapy (3)
MF6102	Group Therapy (3)
MF6103	Advanced Individual, Couples and Family Therapy (3)
MF6200	Human Sexuality (3)
MF6300	Professional and Ethical Issues (3)
MF6500	Individual and Personality Development (3)
MF6510	Social and Cultural Foundations of Therapy (3)
MF6520	Research and Assessment (3)

Course Requirements—36 Credit Hours

Professionalization Group Requirements—Students Are Required to Take the Following

MF6010	Professionalization Group I (1)
MF6011	Professionalization Group II (1)
MF6012	Professionalization Group III (1)

Professionalization Group Requirements—3 Credit Hours

Practicum and Practicum Seminar Requirements—Students Are Required to Take the Following

MF6400	Practicum I (3)
MF6401	Practicum II (3)
MF6402	Practicum III (3)

Practicum and Practicum Seminar Requirements—9 Credit Hours

Professionalization Group Requirements

The Professionalization Group is a required experience for all first-year students and typically meets once a week for an hour during the first three semesters the student is in the program.

Students discuss topics and themes of the program curriculum, critical issues in the profession of marriage and family therapy as well as actively participate in their own personal and professional development in interaction with student colleagues and their professor. The Professionalization Group professor is the student's advisor for the first year of the program.

Additional Practicum and Practicum Seminar Requirements

The practicum and seminar combination carries 3 credit hours per semester and 9 credit hours per academic year. The student will be required to spend a minimum of 20 hours per week (including practicum and practicum seminar) in the practicum training experience for a total of 600 hours.

Practicum Prerequisites

Requirements for the practicum include good academic standing after completing the following courses:

Practicum Prerequisites

MF6000 Counseling Theories (3)
MF6010 Professionalization Group I (1)
MF6011 Professionalization Group II (1)
MF6012 Professionalization Group III (1)
MF6020 Theories of Family Process and Development (3)
MF6021 Schools of Family Therapy (3)
MF6030 Psychopathology and Assessment (3)
MF6100 Skill I: Individual and Relational Therapy (3)
MF6200 Human Sexuality (3)
—or—
MF6520 Research and Assessment (3)

Clinical Competency Evaluation and Portfolio Processes Requirements

The Clinical Competency Evaluation (CCE) is a series of competency-based tasks designed to evaluate the student's mastery of major clinical assessment and therapeutic skills. The tasks occur through the program and culminate in the practicum seminar. The CCE monitors the student's development of therapeutic competency, in accordance with the standards of Argosy University and ensures the acquisition of the appropriate skill level for subsequent supervised therapeutic practice. Demonstrating competency on each section of the CCE is a prerequisite for advancing to the next level of training.

The CCE assesses competency in assessment, case formulation/analysis, and psychotherapy. This requirement is accomplished through a combination of passing specific courses with a grade of "B-" or better and, finally, through in-class (practicum seminar) presentations (both written and oral) of therapy. Successful completion of coursework and practicum alone does not guarantee passing a given CCE task.

The Portfolio Process

The Portfolio Process, introduced in the Professionalization Group experience, is an opportunity for the MA in Marriage & Family Therapy student to demonstrate growth and competency in five areas:

- Theory of change
- Assessment competency
- Skill demonstration
- Clinical skill progression
- Overall professional development and clinical competency (case, cultural, ethical, written/oral competency) through the Clinical Competency Evaluation and other appropriate artifacts.

The Portfolio is assembled by the student throughout out his/her coursework and is minimally comprised of selected student papers, audio/video tape examples of skills chosen by the student, completed Basic Skills Evaluation Devices (BSED), and other products from the Clinical Competency Evaluation (CCE)

Submitted the semester before graduation, the Portfolio is evaluated for adequacy by the full-time faculty of the MA in Marriage & Family Therapy Department and is essential for graduation.

Course/Credit Transfer

Students may transfer a maximum of 6 credit hours or two courses toward the MA in Marriage & Family Therapy program. The following is a list of courses that may not be transferred:

Non-Transferable Courses

MF6000 Counseling Theory (3)
MF6030 Psychopathology and Assessment (3)
MF6100 Individual and Relational Therapy (3)
MF6103 Advanced Individual, Couples and Family Therapy (3)
MF6300 Professional and Ethical Issues (3)
MF6400 Practicum I and Practicum Seminar (3)
MF6401 Practicum II and Practicum Seminar (3)
MF6402 Practicum III and Practicum Seminar (3)

Optional Forensic Counseling Concentration

Students in the MA in Marriage & Family Therapy program may choose an optional concentration in Forensic Counseling. Building on a solid foundation in systemic and relational theory and practice, the forensic counseling concentration will explore the influences contributing to justice and correctional system involvement, recidivism and release, custody and divorce processes as well as mediation and rehabilitation interventions.

The course sequence will provide further theoretical and practical experiences for students interested in community corrections and rehabilitation, community-based organizations, school settings (particularly alternative and charter schools), and adult/juvenile correctional settings.

Forensic Counseling Concentration Requirements—Students Are Required to Take the Following

FP6010 Psychology and the Legal System* (3)
FP6015 Psychology of Criminal Behavior† (3)
FP6035 Evaluation and Treatment of Offenderst (3)
FP6525 Psychology of the Victim (3)
MF6110 Family Law Mediation (3)

Forensic Counseling Concentration Requirements—15 Credit Hours

* Prerequisite Psychopathology and Assessment (MF6030)

† Prerequisite Psychopathology and the Legal System (FP6010)

**Master of Arts in Marriage & Family Therapy Program —
Argosy University, Sarasota
Enrollment Requirements**

Students must complete the program within five years after matriculation. Students who have temporarily withdrawn from the University will have five years plus the length of time that they were not enrolled, not to exceed one year, to complete the program. In order to remain on track for degree completion within the maximum time frame allotted, students are expected to complete credit hours according to the suggested incremental maximum time frame table below:

Suggested Incremental Time Frame Completion Rates:

End of Year One	9 credit hours
End of Year Two	18 credit hours
End of Year Three	27 credit hours
End of Year Four	36 credit hours
End of Year Five	45 credit hours

Students are responsible for monitoring and maintaining an enrollment status that ensures their progress towards completion of their programs within the maximum time frame.

Program Requirements

The Master of Arts (MA) in Marriage & Family Therapy program requires the satisfactory completion of 45 semester credit hours distributed as follows: core course requirements, 27 credit hours; marriage and family specialty requirements, 12 credit hours; and field experience requirements, 6 credit hours. Students may not complete 50 percent or more of their required program credit hours in an online or distance learning format. In addition to these credit hour requirements, students must successfully complete the Comprehensive Examination.

Core Course Requirements—Students Are Required to Take the Following

C6035	Human Growth and Development* (3)
C6036	Essentials in Interviewing* (3)
C6432	Diagnosis and Treatment of Psychopathology* (3)
C6435	Individual Evaluation and Assessment (3)
C6436	Individual Counseling Theories and Practice* (3)
C6439	Human Sexuality (3)
C6440	Ethics in Counseling* (3)
C6446	Substance Abuse Counseling (3)
R6032	Research and Program Evaluation in Counseling (3)

Core Course Requirements—27 Credit Hours

** Courses which students must have completed prior to enrolling for Field Experience (C6494). Also, students are required to complete at least two of the four specialty requirement courses prior to enrolling in Field Experience.*

**Marriage and Family Therapy Specialty Requirements—
Students Are Required to Take the Following**

C6441	Psychosocial Theories (3)
PC6021	Schools of Family Therapy (3)
PC6230	Theories in Counseling Families and Individuals (3)
PC6700	Couples and Family Counseling (3)

Marriage & Family Specialty Requirements—12 Credit Hours

Field Experience Requirements—Students Are Required to Take the Following

C6494	Field Experience* (Practicum/field experience)—Beginning (3)
C6495	Field Experience (Practicum/Field Experience)—Advanced (3)

Field Experience Requirements—6 Credit Hours

** Students must have successfully completed at least one semester of coursework, which must include the above noted courses, prior to enrolling in Field Experience (C6494). In some cases, students may be required to complete additional coursework prior to enrolling in Field Experience—Advanced (C6495) and Field Experience—Extension (C6496).*

Field Experiences for this degree must be 500 clock hours completed in a marriage and family therapy setting—with 180 direct client contact hours.

Additional Practicum/Field Experience Requirements

The practicum/field experience is a required training experience. Students may begin practicum/field experience after the successful completion of the required prerequisites. Students are required to attend informational meetings and apply for practicum/field study two semesters before they plan to enroll for this experience.

Students earn 3 semester credit hours of each time they register for practicum/field experience. All students enrolled in practicum/field experience are concurrently enrolled in a practicum/field experience seminar led by a faculty member. The seminar meets on-campus throughout the academic year. Special arrangements will be made for students taking practicum/field experience at distant locations.

MA in Marriage & Family Therapy students must complete 500 hours of practicum/field experience in a marriage and family therapy setting.

Students spend 10–25 hours per week in a site that has been approved by Argosy University, Sarasota. A minimum of one-third of the hours is spent in “direct service” as defined below. The remainder of the students’ time is spent in “indirect service,” supervision, and “training activities.” Students must receive at least one hour of on-site, individual supervision per week.

- “Direct service” includes face-to-face provision of therapy services to individuals designated as clients by the site. “Face-to-face” service includes hours spent co-counseling with a licensed/credentialed professional.
- “Indirect service” may include community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).
- “Training activities” include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars. (Hours spent in attendance at practicum seminar count towards the total number of hours of the practicum/field experience.)

Policy on Training Sites with Creedal Statements

Argosy University, Sarasota has a policy of nondiscrimination against students with regard to race, age, ethnic background, and sexual orientation. In addition, Argosy University, Sarasota is committed to fostering the training of individuals who are members of groups that are currently under-represented in the profession of counseling. Practicum/field experience sites approved by the school are expected to conduct selection and training in a nondiscriminatory manner. Sites are expected to select applicants without regard to race, sex, age, ethnic background, or sexual orientation unless compelling legal or therapeutic reasons exist for limiting the applicant pool. Sites with a selection policy that disallows students based on any of the above criteria, must notify the school and clarify the legal and/or therapeutic rationale for such policies. Such sites will be approved by the school only if the program chair determines that an adequate legal and/or therapeutic rationale exists for the selection policies.

Capstone Examination Requirements

Overview

Students in the MA in Marriage & Family Therapy program are required to successfully complete a Comprehensive Examination no later than the end of the fifth year after entering the program. The material covered by the Comprehensive Examination reflects all coursework and material required of students in the program.

Prerequisites

To be eligible to sit for the Comprehensive Examination, students must have successfully completed all courses, excluding practicum/field experience. Courses that are transferred are considered successfully completed. Students taking the Comprehensive Examination must be students in good standing and have a GPA of at least 3.0 (on a scale of 4.0). An application to take the exam must be submitted to the campus dean or program chair at least one month prior to the date of the examination.

Procedures

The Comprehensive Examination is offered twice a year. Consult the program chair for the specific dates of the examination. All students must submit an application for the Comprehensive Examination. Although letters are sent to students, it is the student's responsibility to know when they are eligible to take the exam and to submit an application.

The program chair reviews students who register to sit for the Comprehensive Examination for eligibility. Students who need special accommodations during the examination are required to request them in writing at the time of application and provide any necessary documentation with the request. Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures. The format of the examination may change from year to year. The format will be discussed at the meetings prior to each exam.

Students are notified in writing of their exam grade. Possible outcomes are "Pass" or "Fail." If students do not pass, they are required to retake the examination.

Students who fail the Comprehensive Examination are expected to meet with the program chair or appointed faculty to review the problems evident in the examination. The program chair, in consultation with the faculty, will advise the student of specific areas of weakness and possible strategies for remediation. The student will then be allowed to retake the examination one time within the time frame of program completion.

A student who fails the comprehensive exam a second time will be reviewed by the program faculty. The student may be dismissed from the program or may be required to successfully repeat coursework as determined by the program chair after reviewing recommendations made by the program faculty.

After completion of required remediation, student may be eligible to retake the Comprehensive Examination. Any student who fails the examination a third time will be automatically dismissed from the program.

Master of Arts in Marriage & Family Therapy Program — Argosy University, Tampa

Admission Deadlines

Applications are accepted for all 6 terms. Early application is encouraged. Applications will be considered as they are received, based upon the applicant's qualifications. Admission of later applicants may be limited by space availability.

Deadlines may be extended if there are continuing openings in the program.

Course Delivery Formats

Weekend Format

The Master of Arts (MA) in Marriage & Family Therapy program is designed to allow students flexibility while pursuing a graduate degree. In addition to weeknight classes, courses are offered in a weekend format with weekly online instructional contact with instructors and peers. These courses span 7.5 weeks and consist of two weekends in-residence. Students are in-residence approximately one weekend every three weeks.

Online Courses

In order to offer a more flexible learning experience for our students with multiple life responsibilities, selected courses are offered in an online format through other Argosy campuses. Students may register for these classes by permission from Argosy University. This format may be ideal for students who live at a distance from our campus. Students work closely with their faculty advisor to develop the learning format best suited to their needs. Because this is an in-residence degree program, students may not complete more than 49 percent of their required program credit hours in an online or distance learning format.

Additional Enrollment Requirements

Students are advised not to take more than one course at a time. Students wishing to take more than one course at a time should consult with an advisor or the program chair before doing so.

While on field experience, students may enroll in classes and the field experience each semester, or they may enroll in the field experience alone if they have already completed other coursework.

Suggested Incremental Time Frame Completion Rates

The minimum amount of work that a student must complete by the end of each year in the program following matriculation to successfully complete the program appears below. Curriculum changes may result in a change in the completion schedule for maximum time frame.

Suggested Incremental Time Frame Completion Rates

End of Year One	10 credit hours
End of Year Two	20 credit hours
End of Year Three	30 credit hours
End of Year Four	40 credit hours
End of Year Five	45 credit hours

Additional Requirements for Academic Progress

Students must successfully complete their first four courses with a grade of “B-” and a grade point average (GPA) of 3.0 or better (on a scale of 4.0) before the student is allowed to take additional courses in the program.

Upon successful completion of these four courses, each student’s academic performance and professional conduct is reviewed. Students who earn a GPA of 3.0 or above (on a scale of 4.0) and receive satisfactory faculty evaluations will be eligible to continue in the program.

Students who achieve a cumulative GPA of 2.5 or below (on a scale of 4.0) will not be allowed to continue in the program. Students with a cumulative GPA above 2.5, but below 3.0 (on a scale of 4.0) will be advised of their status and may be allowed to continue in the program, providing they request to do so in writing to the program chair. The request will be reviewed by the Student Professional Development Committee (SPDC). If approved to continue, students may be allowed to take two additional courses to raise their cumulative GPA to 3.0. Students who do not achieve a cumulative GPA of 3.0 (on a scale of 4.0) after completing the two additional courses will not be allowed to continue in the program. The SPDC may require that a student retake any course in which a grade below “B-” was earned. Students who receive two grades below “B-” in the first four courses, or three grades below “B-” in their academic experience, will automatically be dismissed from the program.

Additional Graduation Requirements

To be eligible for graduation, students must meet the following requirements:

- Successful completion of 45 credits hours including field experience and a Comprehensive Examination
- A GPA of at least 3.0 (on a scale of 4.0)
- A completed Petition to Graduate submitted to Campus Administration

Program Requirements

The MA in Marriage & Family Therapy program requires the satisfactory completion of 45 semester credit hours, distributed as follows: core course requirements, 27 credit hours; additional course requirements, 12 credit hours; and practicum/ field experience requirements, 6 credit hours. At least 51 percent of required coursework must be completed in-residence. Note that field experience courses are usually taken in the last year of the program. In addition to these credit hour requirements, students must successfully the Comprehensive Examination.

Core Course Requirements (Prerequisite to Field Experience)— Students Are Required to Take the Following

C6035	Human Growth and Development (3)
C6036	Essentials in Interviewing (3)
C6432	Diagnosis and Treatment of Psychopathology (3)
C6436	Individual Counseling Theories and Practice (3)
C6440	Ethics in Counseling (3)
C6445	Social and Cultural Competencies for Counselors (3)
PC6021	Schools of Family Therapy*(3)
PC6230	Theories in Counseling Families and Individuals (3)
PC6700	Couples and Family Counseling (3)

Core Course Requirements—27 Credit Hours

* Prerequisite courses: *Social and Cultural Competencies for Counselors (C6445)* and *Theories in Counseling Families and Individuals (PC6230)*.

Additional Course Requirements—Students Are Required to Take the Following

C6435	Individual Evaluation and Assessment (3)
C6439	Human Sexuality (3)
C6446	Substance Abuse Counseling (3)
R6032	Research and Program Evaluation in Counseling (3)

Additional Course Requirements—12 Credit Hours

Field Experience Requirements— Students Are Required to Take the Following

C6494	Field Experience (Practicum/Field Experience)—Beginning (3)
C6495	Field Experience (Practicum/Field Experience)—Advanced (3)

Field Experience Requirements—6 Credit Hours

Field Experience and Seminar Requirements

The field experience is the primary mechanism of applied training and evaluation in the MA in Marriage & Therapy program. Field experience training is the supervised out-of-class contact of students with a client population that takes place within a marriage and family therapy setting. The purpose of field experience training is to provide the environment and opportunity for students to apply their theoretical knowledge, to implement and develop counseling techniques based on this knowledge, and to foster the professional and personal attitudes important to the identity of a marriage and family therapist.

Field experiences for this degree must be 500 clock hours done in a marriage and family therapy setting—with 180 direct client contact hours.

Evaluation of student progress in field experience training focuses on three areas:

- Theoretical knowledge
- Counseling skills
- Professional attitudes

The foundation of Argosy University, Tampa's student field experience training in marriage and family therapy is the accurate assessment and understanding of human problems. This assessment and understanding is the basis for the recommendation and/or implementation of effective techniques for the alleviation or resolution of these problems within a climate of absolute respect for the client.

Ethical standards of the American Association for Marriage and Family Therapy are incorporated into student training. The Argosy University, Tampa administration closely monitors academic and professional 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 in their program. Our aim is to assure that students are well qualified and have the potential to become competent and ethical professionals.

Students who are identified as not meeting training or professional development standards will receive a plan for remediation to help resolve identified problems. Students who are removed from the field experience site because they are not meeting training or professional standards will lose credit for the term and will be required to repeat the semester of field experience. They will also be referred to an appropriate committee for further evaluation and disciplinary action, including possible dismissal from the program.

All students are responsible for being familiar with the information contained in the *Training Manual*.

General Information

The field experience is a required training experience. Students may begin the field experience after the successful completion of the required prerequisites. Students are required to attend informational meetings and apply for field study one semester before they plan to enroll for this experience.

Students earn 3 semester credit hours each time they register for field experience. All students enrolled in field experience are concurrently enrolled in a field experience seminar led by a faculty member. The seminar meets on-campus throughout the semester. Special arrangements will be made for students taking field experience at distant locations.

MA in Marriage & Family Therapy program students must complete 500 hours of field experience in a marriage and family therapy setting.

Students spend a minimum of 15 hours per week in a pre-approved site. A minimum of 180 hours is spent in "direct service" as defined below. The remainder of the students' time is spent in "indirect service," supervision, and "training activities." Students must receive at least one hour of on-site, individual supervision per week.

- "Direct service" includes face-to-face provision of therapy services to individuals designated as clients by the site. "Face-to-face" service includes hours spent co-counseling with a licensed/credentialed professional.
- "Indirect service" may include community outreach, consultation and/or education, program development and/or evaluation, and support services (e.g., report writing, record maintenance).
- "Training activities" include formal supervision, case conferences, case management/utilization review meetings, rounds, administrative/planning meetings, in-service training/seminars. (Hours spent in attendance at field experience seminar count towards the total number of hours of the field experience.)

Argosy University approves a wide variety of field training sites. All field experience sites are within the local area unless a student speaks with the director of training to make other arrangements. The director of training shall make this decision on a case-by-case basis.

The training site and seminar leaders evaluate students in writing once each semester. Grades are assigned on a "Credit/No Credit" basis.

Restrictions

Students may not train in settings in which they are employed unless the field experience supervisor is clearly different from the employment supervisor.

Professional Liability Insurance

All students enrolled in field experience must be covered by professional liability insurance. Students must purchase the liability insurance that is provided through Argosy University, Tampa, in addition to their own personal liability insurance.

Prerequisites for Field Experience

In order for students to apply for field experience, they must be in good academic standing (a GPA of 3.0 on a scale of 4.0) and have completed the academic planning which will allow for all of the field experience prerequisite courses to be completed prior to the beginning of the field experience.

Comprehensive Examination Requirements

Students in the MA in Marriage & Family Therapy program are required to successfully complete a Comprehensive Examination no later than the end of the fifth year after entering the program. The material covered by the Comprehensive Examination reflects all coursework and material required of students in the program.

Prerequisites

To be eligible to sit for the Comprehensive Examination, students must have successfully completed all courses, excluding field experience. Courses that are transferred are considered successfully completed.

Students taking the Comprehensive Examination must be in good standing and have a GPA of at least 3.0 (on a scale of 4.0). An application to take the exam must be submitted to the department head at least one month prior to the date of the examination.

Procedures

The Comprehensive Examination is offered 3 times a year. Consult the program chair for the specific dates of the examination. All students must submit an application for the Comprehensive Examination. Although notification of exam dates is sent to students, it is the student's responsibility to know when they are eligible to take the exam and to submit an application.

The program chair reviews students who register to sit for the Comprehensive Examination for eligibility. Students who need special accommodations during the examination are required to request them in writing at the time of application and provide any necessary documentation with the request.

Prior to each exam, an open meeting will be held to allow students an opportunity to ask questions about exam preparation and exam procedures. The format of the examination may change from year to year. The format will be discussed at the meetings prior to each exam.

Students are notified in writing of their exam grade. Possible outcomes are "Pass" or "Fail." If students do not pass, they

are required to retake the examination. Students who fail the Comprehensive Examination are expected to meet with their advisor to review the problems evident in the examination. The advisor will discuss with the student specific areas of weakness and possible strategies for remediation. The student will then be allowed to retake the examination one time within the time frame of program completion.

A student who fails the Comprehensive Exam a second time will be reviewed by the Student Professional Development Committee (SPDC). After completion of required remediation, student may be eligible to retake the Comprehensive Examination. Any student who fails the examination a third time will be automatically dismissed from the program.

Recommended Course Sequence for the Master of Arts in Marriage & Family Therapy Program

Recommended Course Sequence

C6035	Human Growth and Development (3)
C6036	Essentials in Interviewing (3)
C6432	Diagnosis and Treatment of Psychopathology (3)
C6436	Individual Counseling Theories and Practice (3)
C6439	Human Sexuality (3)
C6435	Individual Evaluation and Assessment (3)
C6440	Ethics in Counseling (3)
C6445	Social and Cultural Competencies for Counselors (3)
C6446	Substance Abuse Counseling (3)
PC6021	Schools of Family Therapy (3)
PC6230	Theories in Counseling Families and Individuals (3)
PC6700	Couples and Family Counseling (3)
R6032	Research and Program Evaluation in Counseling (3)
C6494	Field Experience—Beginning (3)
C6495	Field Experience—Advanced (3)

DOCTORATE IN MARRIAGE & FAMILY THERAPY PROGRAM
Argosy University, Denver; Argosy University, Twin Cities
Program Overview

The Doctorate in Marriage and Family Therapy (DMFT) is a 60-credit-hour terminal, practice-oriented degree. The program seeks to build upon students' prior learning and professional experience by expanding and deepening their knowledge of human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family therapy theories and practices, and the cultural contexts within which these are embedded.

The DMFT curriculum provides opportunities for advanced study and research of systemic concepts and methods as applied to clinical work with children, couples, individuals, and families as well as to larger systems of organizations and communities. In addition to supporting the continuing development of clinical skills, the focus of the curriculum includes the development of skills related to leadership and service to the field in the areas of teaching and supervision.

In regard to training in supervision, the DMFT curriculum is generally designed to meet the American Association for Marriage and Family Therapy (AAMFT) requirements to become an Approved Supervisor. (Those students who are already AAMFT Approved Supervisors may petition for an alternative learning experience equivalent to the 9 credit hours devoted to training and supervision.)

Admission Requirements

- A master's degree in marriage and family therapy or related field of study from a regionally accredited institution, nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution with a minimum of two three-credit hour graduate level courses covering basic family therapy concepts, as well as one course on individual or group psychotherapy. An applicant who has not had one or more of these three courses or their equivalent may be accepted into the program, but may not register for courses in the DMFT curriculum until this prerequisite has been met. (A plan of study incorporating these prerequisite courses may be made available during the admissions interview.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- Minimum TOEFL® scores of 213 (computer version), 550 (paper version), or 79 (Internet version) required of applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.
- Completion of an interview with a member of the program Admissions Committee

All applications for admission must be submitted to the Admissions Department. An admissions representative is available to assist interested applicants in completing the following required documentation:

- Application fee (nonrefundable, except in California)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current resume
- Three completed Applicant Recommendation forms
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

- Satisfactory completion of 60 semester credit hours beyond the master's degree, including 57 credit hours of coursework and 3 credit hours of Applied Clinical Project.
- A grade point average of 3.0 or higher (on a scale of 4.0), and a grade of "B-" or better in all required courses
- Satisfactory performance on Comprehensive Qualifying Exam
- Successful completion of internship
Successful completion and defense of the Applied Clinical Project
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration.

Program Requirements

The Doctorate in Marriage & Family Therapy Program requires the satisfactory completion of 60 semester credit hours distributed as follows: core requirements, 15 credit hours; supervision requirements, 6 credit hours; research requirements, 12 credit hours; concentration requirements, 12 credit hours; supervision practicum, 6 credit hours; teaching practicum, 6 credit hours; Applied Clinical Project requirements, 3 credit hours.

Core Requirements—Students Are Required to Take the Following

MF7000	Advanced Systemic Theory & Practice I (3)
MF7001	Advanced Systemic Theory & Practice II (3)
MF7100	Systemic Appraisals & Assessments I (3)
MF7101	Systemic Appraisals & Assessments II (3)
MF7200	Doctoral Seminar I (1)
MF7201	Doctoral Seminar II (1)
MF7202	Doctoral Seminar III (1)

Core Requirements—15 Credit Hours

Supervision Requirements—Students Are Required to Take the Following

MF7300	Fundamentals of Supervision (3)
MF7400	Teaching Systemic Theory & Practice (3)

Supervision Requirements—6 Credit Hours

Research Requirements—Students Are Required to Take the Following

MF7500	Research and Assessment II (3)
MF7501	Quantitative Research (3)
MF7502	Qualitative Research (3)
MF7503	Research in Couple, Marriage & Family Therapy (3)

Research Requirements—12 Credit Hours

Practicum Experience

MF7600	Supervision Practicum I (3)
MF7601	Supervision Practicum II (3)
MF7700	Teaching Practicum I (3)
MF7701	Teaching Practicum II (3)

Practicum Requirements—12 Credit Hours

Applied Clinical Project (ACP)

MF7800	Applied Clinical Project (1–3)
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Applied Clinical Project Requirement—3 Credit Hours

Internship—Students are Required to Take the Following

MF7801	DMFT Internship (0)
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Internship Requirement—0 credit Hours

Customized Concentration Requirements

Students work with a faculty advisor to develop a learning contract tailored to individual and professional development needs in the field of marriage and family therapy. The Customized Concentration provides the foundation and context for the Internship and Applied Clinical Project. Students are required to take 12 credit hours to complete the Customized Concentration requirements. All courses must be selected from those listed as 6000 and 7000 level. A maximum of two courses (6 credit hours) may be directed independent study. The Customized Concentration must be approved by the program chair.

Practicum Requirements

Students participate in two clinical practicum and corresponding seminars.

- *Supervision Practicum & Seminars I & II*—supervising/co-supervising a master's level MFT program or at a clinical site
- *Teaching Practicum & Seminars I & II*—teaching/teaching assistant/shadowing at an undergraduate and/or graduate level program in Marriage & Family Therapy or disciplines related thereto.

Comprehensive Qualifying Examination

Students in the DMFT program must pass a Comprehensive Qualifying Examination in order to advance in the program. The exam evaluates the student's theoretical knowledge, fluency, and integrative skill regarding the eleven (11) core doctoral curriculum courses and may be scheduled after the completion of these courses. These courses are: Advanced Systemic Theory & Practice I; Advanced Systemic Theory & Practice II; Systemic Appraisals & Assessments I; Systemic Appraisals & Assessments II; Doctoral Seminars I, II, and III on issues related to professional practice; Research & Assessment; Quantitative Research Methods; Qualitative Research Methods; and Research in Couples Marriage & Family Therapy.

The examination involves writing a series of essays and is administered by a faculty committee which is formed in consultation with the student's advisor and/or the program chair. Those students who plan to take the national Marriage & Family Therapy examination for the first time after completion of the DMFT may substitute a multiple-choice test that simulates the national Marriage & Family Therapy examination for a portion of the exam. The conclusions and/or recommendations of the majority of the faculty on the committee become the final decision of the committee. The criteria for evaluation of the examination include breadth and depth of knowledge and theory; integration and application of concepts; organization and clarity; and understanding of issues related to diversity and ethics. Students will be expected to provide complete and focused answers to the comprehensive questions. Students failing the exam the first time may re-take the exam after meeting with the faculty committee to discuss plans for remediation. A student has a year to complete the remediation and retake the exam. Failing the exam on two occasions will result in dismissal from the program.

Internship

Students in the DMFT program must complete a nine month internship of 600 hours. Students develop an Internship Plan that reflects the area of concentration and is subject to the approval of the advisor and faculty committee. The internship may be completed at the student's place of employment.

Applied Clinical Project

Students are required to complete the Applied Clinical Project. The student's Applied Clinical Project is developed and approved by a committee chosen by the student and approved by the program chair. Minimal components include theory, practice and research.

Organizational Leadership Programs

DOCTOR OF EDUCATION IN ORGANIZATIONAL LEADERSHIP PROGRAM

**Argosy University, Chicago; Argosy University, Denver;
Argosy University, Hawai'i; Argosy University, Inland Empire;
Argosy University, Los Angeles; Argosy University, Orange County;
Argosy University, San Francisco Bay Area; Argosy University,
Sarasota; Argosy University, Schaumburg; Argosy University, Tampa;
Argosy University, Twin Cities; Argosy University, Washington DC**

The Doctor of Education (EdD) in Organizational Leadership program is designed to meet the special requirements of working professionals who wish to develop their knowledge and skills to handle the changing needs of modern organizations. The program is designed to enable working professionals to pursue their personal and professional goals through the completion of a graduate program.

Based on the belief that success for an organization is directly and substantially linked to leaders within the organization, Argosy University offers the EdD in Organizational Leadership program, which provides practicing professionals with opportunities for personal and professional development. The faculty are committed to providing their students with a learning environment that informs, enhances, challenges, and supports the development of organizational leaders ready to successfully face the complex issues present in an ever-changing world.

The program focuses on the qualities of transformational leadership, not just managerial attributes. This approach enables the faculty members to dedicate themselves to preparing students to lead complex organizations faced with an abundance of strategic challenges, such as increasing globalization, changing economies, societal shifts, and individual-organizational relationships. It is the premise of the program that leaders prepared in this manner can be visionaries and innovators, leading viable organizations capable of meeting the challenges of the future.

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Psychology and Behavioral Sciences, or an appropriately certified foreign institution.
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to a master's degree and in any subsequent graduate study.
- A minimum written TOEFL® score of 550 (paper version), 213 (computer version), or 79 (Internet version) for all applicants whose native language is not English, or who have not graduated from an institution at which English is the language of instruction.

All applications for admission must be submitted to the Admissions Department of the individual campus to which application is being made. An admissions representative is available to help interested applicants complete the following required documentation:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Documentation of applicant employment with or access to a professional or educational organization.
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.
- Prior to matriculation applicants will be required to submit a personal/professional goal statement (the statement is used for advisement purposes and does not become part of the academic file).

Applications to Multiple Campuses

Applicants, who are undecided with respect to the location they wish to attend, should submit an application and full set of application materials to their location of first choice. Applicants who are accepted into their location of first choice and who, prior to beginning the program, determine they want to complete the same program at a different location, should notify the initial location of record of that intent. Provided that the same program is available, all previous approvals and credits accepted will remain in force. If an individual requests to change programs, he or she will need to meet all admission requirements of the new program.

Graduation Requirements

- Satisfactory completion of 60 semester credit hours beyond the master's degree, including 48 credit hours of coursework and 12 credit hours of dissertation.
- A grade point average of 3.0 or higher (on a scale of 4.0)
- Satisfactory performance on the Comprehensive Examination
- Successful completion and defense of the dissertation
- Completion of these requirements within seven years of matriculation into the program
- A completed Petition to Graduate submitted to campus administration

Program Requirements

The EdD in Organizational Leadership program requires the satisfactory completion of 60 semester credit hours, distributed as follows: research requirements, 12 credit hours; core requirements, 24 credit hours; elective requirements, 12 credit hours; and dissertation requirements, 12 credit hours.

A minimum of eight courses must be completed on-campus.

Research Core Requirements—Students Are Required to Take the Following

R7031	Methods and Analysis of Quantitative Research (3)
R7000	Introduction to Academic Study and Writing (3)
R7035	Methods and Analysis of Qualitative Research (3)

Research Elective—Students Choose One of the Following

R7032	Experimental Research Methods (3)
R7034	Advanced Statistical Methods (3)
R7036	Program Evaluation Methods (3)
R7038	Action Research (3)
R7037	Survey Techniques (3)
R7103	Solution-Oriented Business Research Methods (3)

Research Requirements—12 Credit Hours

Core Requirements—Students Are Required to Take the Following

L7101	Foundations of Leadership (3)
L7431	Theory and Development of Motivation (3)
L7432	Professional Development in Leadership (3)
L7438	Team Development and Leadership (3)
L7450	Interpersonal and Organizational Communication (3)
L7451	Leading Through and Beyond Change (3)
L7452	Leadership and Ethics (3)
L7900	Conflict Management (3)

Core Requirements—24 Credit Hours

Elective Requirements—Students Choose Four from the Following*

L7131	Human Resource Management (3)
L7400	Special Topics: Human Services (3)
L7417	Advanced Management Consulting (3)
L7435	Financial Management in Human Services (3)
L7437	Special Topics in Organizational Leadership (3)
L7440	Organizational Consultation (3)
L7838	Directed Independent Study: Organizational Leadership (3)
S7200	Pinnacle Seminar (3)

Elective Requirements—12 Credit Hours

** Electives not listed in the program of study may be accepted with approval of the campus dean or program chair.*

Dissertation Requirements—Students Are Required to Take the Following

L7935	Dissertation — Organizational Leadership (3) Offered in four 3-credit hour blocks each lasting one semester
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Dissertation Requirements—12 Credit Hours

Psychology and Behavioral Sciences Graduate Certificate Programs

College of Psychology and Behavioral Sciences

POSTDOCTORAL RESPECIALIZATION CERTIFICATE IN CLINICAL PSYCHOLOGY

Argosy University, Atlanta; Argosy University, Hawai'i, Argosy University, Orange County; Argosy University, Phoenix; Argosy University, Seattle; Argosy University, Twin Cities; Argosy University, Washington DC

Program Overview

The Postdoctoral Respecialization Certificate in Clinical Psychology is designed for qualified individuals with doctoral degrees in areas of psychology other than clinical psychology. It provides the opportunity to obtain clinical knowledge and skills through class work and through fieldwork experiences. Coursework and clinical training experiences are designed to enable program participants to seek licensure in clinical psychology.

Application Process

The Postdoctoral Respecialization Certificate application process is the same as the PsyD in Clinical Psychology program, however, the application is forwarded to the Admissions Committee for review.

Applicants to the Postdoctoral Respecialization Certificate in Clinical Psychology program must hold a doctoral degree in areas of psychology other than clinical or counseling psychology. The Admissions Committee reviews and evaluates the credentials and previous coursework of prospective students.

Certificate Requirements

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. The Clinical Research Project is not required because the student's dissertation will be accepted as its equivalent. The certificate involves a minimum of three years of part-time didactic study, including a minimum of 10 didactic courses (30 credit hours), two years of practicum training (or its equivalent), and the comprehensive examination, plus a year of internship. The program requires a minimum of two years of residency.

Prior coursework of the Postdoctoral candidate will be reviewed, and an individualized program will be developed to complement the student's previous training and experience. The certificate program consists of a total of 18 credits and can be completed in approximately one year.

POSTGRADUATE CERTIFICATE IN FORENSIC PSYCHOLOGY **Argosy University, Schaumburg**

Program Overview

The Postgraduate Certificate in Forensic Psychology provides specialized training in the study of clinical psychology in forensic settings to doctoral clinical psychology students, graduated clinical psychologists, or other postgraduate healthcare professionals with relevant background and training. In recognition of the breadth of this arena and the crucial need for competent clinical psychologists working within the justice system, the Postgraduate Certificate in Forensic Psychology (PCFP) seeks to emphasize the application of clinical psychological skills in the following diverse settings:

The Criminal Justice System

Which includes issues regarding competency and criminal responsibility; psychological damages in civil trials; civil competencies; and child custody and parental fitness.

Correctional Psychology

Which includes issues related to treatment, assessment and consultation in correctional settings.

Allied Treatment Options

Which includes coursework relevant to the most common issues affecting forensic populations on an outpatient basis: substance abuse, domestic violence, anger management, parenting skills.

Application and Admission Process

The director/coordinator of the certificate program will coordinate all admissions with the assistance of the Forensics Psychology Committee. Eligible doctoral students must be in good standing at Argosy University, Schaumburg and have the approval of their faculty advisor prior to application.

For postdoctoral applicants, the admission process will depend on the review/ matriculation of the applicant's previous education and experience.

Certificate Requirements

The Postgraduate Certificate in Forensic Psychology requires the satisfactory completion of 12 semester credit hours distributed as follows: core course requirements, 6 credit hours; advanced electives and seminars requirements, 6 credit hours.

Core Course Requirements—Students Are Required to Take the Following

- PP8441 Introduction to Forensic Psychology—Civil (1.5)
- PP8442 Introduction to Forensic Psychology—Criminal (1.5)
- PP8533 Psychology and Law I (1.5)
- PP8534 Psychology and Law II (1.5)

Core Course Requirements—6 Credit Hours

Advanced Electives and Seminar Requirements—Students Are Required to Take up to 6 Credit Hours

Psychological Assessment

- PP8650 Assessment and Treatment of Substance Use Disorders (3)
- PP8950 Assessment and Treatment of Juvenile Offenders
- PP8950 Special Topics: Competency Assessment
- PP8770 Assessment of Malingering and Deception (1.5)

Psychological Interventions in Forensic Settings

- PP8158 Sex Offender Treatment (1.5)
- PP8193 Correctional Psychology (1.5)
- PP8669 Domestic Violence (1.5)

Special Topics Seminar-Based Special Topics

- PP8950 Post-Mediation Counseling (1-3)
- PP8950 Custody Evaluations (1-3)
- PP8950 Victim based Treatments (1-3)
- PP8950 Court Consultation (1-3)

Advanced Electives and Seminar Requirements—6 Credit Hours

Note: Courses without numbers are either special topics seminars or courses in the development phase.

Applied Experience Requirements

Doctor of Psychology (PsyD) in Clinical Psychology Students

Students in the PsyD in Clinical Psychology program will complete 500 hours of applied training at sites approved by the Forensic Psychology Committee (made up of the coordinator of the Postgraduate Certificate and faculty with a specialty in forensics) on a case-by-case basis. In addition, those students will be required to complete the practicum seminars under the supervision of one of the Forensic Committee members. These students will also be required to complete their Clinical Research Project in a forensics related topic. PsyD in Clinical Psychology students will also be strongly encouraged to complete an APA approved internship in forensic psychology to help them prepare for professional work and board certification if they desire.

Postdoctoral Applicants

Postdoctoral applicants will be required to undergo a credential review during the application process to determine their qualification for waiver of any coursework. The four core courses cannot be waived unless the applicant can demonstrate equivalency for that particular core course. However, a wide range of forensic electives would be considered for waiver based on the applicant's needs and future goals. Applied training may also be waived in part. However, postdoctoral students will be required to complete 25 percent of their applied clinical hours in a professional seminar to ensure quality and consistency of training. The Forensic Psychology Committee will review the applicant's current and previous work history. Those applicants who can demonstrate supervised hours in a forensic setting at the graduate level or above will be considered for waiver on a case-by-case basis. Postdoctoral students without the opportunity to obtain applied clinical hours will be offered the opportunity to complete this component in a one-year seminar that will meet weekly to provide exposure to forensic assessment and treatment. See the Postgraduate Certificate in Forensic Psychology coordinator or program chair for specific requirements and application procedures.

POSTDOCTORAL RESPECIALIZATION IN SPORT-EXERCISE PSYCHOLOGY

Argosy University, Phoenix

Program Overview

The Postdoctoral Respecialization Certificate in Sport-Exercise Psychology is intended for professionals who have received a doctoral degree (PsyD, PhD, EdD, or MD) and would like to receive formal training in applied sport psychology. The program curriculum is based in part on the educational guidelines set forth by the Association of Applied Sport-Exercise Psychology (AASP). The program is intended to provide training experiences for:

- Professional psychologists trained in Clinical/Counseling Psychology who wish to develop proficiency in sport psychology and become eligible to apply for status as a Certified Consultant, AASP.
- Doctoral-level professionals trained in the Exercise and Sport Sciences who need to further develop their applied skills in preparation for AASP certification.
- Professionals with doctoral degrees in Medicine/Psychiatry or Social Work/Counseling who wish to develop the knowledge base and professional skills necessary to work with this specialized population.

Application Requirements for the Postdoctoral Respecialization in Sport-Exercise Psychology

Applicants to the Postdoctoral Respecialization Certificate in Sport-Exercise Psychology must hold a doctoral degree in psychology, kinesiology, or related field from a regionally accredited institution of higher education. The following materials are required for application:

- Completed Application for Admission Form
- Application fee (non-refundable, except in California)
- Personal statement, including professional goals and self-appraisal of qualifications for the clinical field
- Current résumé or curriculum vitae
- Recommendations from three individuals who can attest to the applicant's potential for success in graduate school and clinical work.
- Official transcript from institution awarding the doctoral degree

Qualified applicants will also participate in an interview with one or more members of the sport program faculty.

Certificate Requirements

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. The Clinical Research Project is not required because the student's dissertation will be accepted as its equivalent. The certificate involves a minimum of three years of part-time didactic study, including a minimum of 10 didactic courses (30 credit hours), two years of practicum training (or its equivalent), and the comprehensive examination, plus a year of internship. The program requires a minimum of two years of residency.

Prior coursework of the Postdoctoral candidate will be reviewed, and an individualized program will be developed to complement the student's previous training and experience. The certificate program consists of a total of 18 credits and can be completed in approximately one year. The curriculum typically includes courses in applied sport-exercise psychology and sport science and a supervised sport practicum experience.

Course Listing

Undergraduate Courses

Not every course is offered at each Argosy University campus. Availability is based on curriculum, faculty interest, local clinical needs, and student interest. *Registration Bulletins* and other announcements provide detailed course availability and prerequisite information. The listing presented here was current at the time of publication. We recommend contacting the particular campus for current course availability.

Course prerequisites that are campus-specific are indicated by the following abbreviations:

ATL	Argosy University, Atlanta
CH	Argosy University, Chicago
DAL	Argosy University, Dallas
DEN	Argosy University, Denver
DC	Argosy University, Washington DC
HI	Argosy University, Hawai'i
IE	Argosy University, Inland Empire
LA	Argosy University, Los Angeles
NAS	Argosy University, Nashville
ORA	Argosy University, Orange County
PHX	Argosy University, Phoenix
SLC	Argosy University, Salt Lake City
SAR	Argosy University, Sarasota
SCH	Argosy University, Schaumburg
SEA	Argosy University, Seattle
SF	Argosy University, San Francisco Bay Area
SD	Argosy University, San Diego
TAM	Argosy University, Tampa
TC	Argosy University, Twin Cities

COURSE NUMBERING SYSTEM

While many courses cross lines between class levels, and therefore the numbering system is not always completely consistent, the following offers a general correlation between course numbers and grade levels:

Grade Level	Course Number Range
Freshman	100–199
Sophomore	200–299
Junior	300–399
Senior	400–499

Argosy University awards semester credit hours as noted in each course description.

ACCOUNTING (ACC)

ACC201 Principles of Accounting 3 credit hours

This course provides an introduction to financial accounting principles. Topics include basic accounting procedures, measurement of income and expense, working capital, and investments.

ACC202 Principles of Management Accounting 3 credit hours

This course provides the basic principles and applications of managerial and cost accounting, considering particularly how a manager's understanding of accounting practices influence basic operational decisions.

BIOLOGY (BIO)

BIO110 Understanding Human Anatomy 3 credit hours

This course covers the structure and function of the human body with emphasis on understanding the basic systems that make up our bodies. Students will be able to identify the fundamental components of the integumentary, muscular, nervous, circulatory, digestive, respiratory, urinary, endocrine, and reproductive systems. In addition, students will acquire a basic understanding of the functional relationships between these systems.

BIO115 Fundamentals of Human Physiology 3 credit hours

This course describes how the major organs and tissues in the human body function. Basic anatomy is also reviewed to help describe the location and function of major organs and tissues. Instructional topics include the heart, blood vessels, lungs, skin, gastrointestinal system, urinary system, hormones, liver and interstitial fluid. The interrelationship between selected organs and tissues is also presented. Medical conditions and disease states are introduced as pathologically altered physiology to help students relate better to the instructional topics.

BIO120 Human Anatomy and Physiology 3 credit hours

Principles of human anatomy and physiology are introduced, including the internal regulatory mechanisms which maintain an individual in a healthy state. The relationship between normal structure and function emphasized so that the student may have a basis to continue with course emphasizing altered health states.

BUSINESS (BUS)

BUS211 Business Law 3 credit hours

Current topics in the area of law, regulatory controls, and ethical issues and their effect on decision making are examined. Attention is given to developing critical thinking skills to make humane and informed choices in resolving managerial dilemmas that pose ethical or legal problems.

BUS212 Business Law and Corporate Ethics 3 credit hours

Current topics in the area of law, regulatory controls, and ethical issues and their effect on decision making are examined. Attention is given to developing critical thinking skills to make humane and informed choices in resolving managerial dilemmas that pose ethical or legal problems.

BUS270 Business Ethics

3 credit hours

This course examines the role of ethics in business and the ethical issues that confront today's corporate leaders, managers, and employees. Emphasis will be on advancing ethical awareness, critical reasoning skills, and core principles of ethical behavior to provide students with the basic tools to address and resolve complex, critical and at times, conflicting interests and opportunities. Students will assess the role of ethics in relationship to corporate social responsibility, managerial decision-making, executive leadership, and corporate governance through diverse perspectives.

BUS301 Organizational Communications

3 credit hours

The role of communication in the effective management of formal organizations is studied. Contemporary communication theory, as well as a set of strategies and methods helpful in analyzing an organization's ability to communicate, are examined.

BUS312 Critical Thinking and Planning

3 credit hours

Principles, procedures, and practices of good communication and their relationship to management supervision are discussed. Oral and written communication skills, critical thinking skills, and time-management planning are emphasized.

BUS350 Operations Management

3 credit hours

This course focuses on the production and operations components of business. Topics include operations systems objectives and incentives, production management, forecasting of demand, inventory management, capacity planning and location planning, scheduling of jobs and projects, quality management and management of operations to meet special market needs in a global economy. Examination of how manufacturing and service processes utilize human resources, technology, equipment, materials, information, and capital to create goods and services are specifically discussed as part of the discussion of some of the topics.

BUS365 Marketing, Sales and Channel Management

3 credit hours

Develops an understanding of the marketing, sales and channel management functions in organizations. An awareness of the interrelated nature of these functions is developed. Students are given an opportunity to examine the nature of this interdependency through simulations, case studies, and experiments. Through these activities, student will explore the strategic and operational aspects of marketing, sales, and channel functions. Students will also explore methods of maintaining relationships between firms and their channel partners including, strategic channel design, channel evaluation, and managing marketing, sales and channels for competitive advantage.

BUS377 International Finance Management

3 credit hours

This course focuses on the study of financial institutions in the global economic environment. Among the areas covered are foreign exchange markets, international trade, global regulatory environments, interest rate volatility, and technological advances.

BUS380 Organizational Leadership and Change

3 credit hours

This course examines models and theories of organizational leadership and change management. Topics include alternative leadership roles and styles; attributes of effective leadership; managing change and methods for predicting change; critical drivers of effective change management processes; and evaluating the success of change interventions.

BUS381 Solutions-Focused Leadership

3 credit hours

This course examines the process by which leaders and team members generate alternatives and select appropriate courses of action to meet organizational objectives. Competing principles of leadership are considered and the characteristics of effective leadership across multiple settings are considered.

BUS401 Business Presentations

3 credit hours

This course examines the various aspects of business communications including verbal and nonverbal approaches used in the business industry. Students will explore the importance of internal and external methods of communications incorporated in current organizations.

BUS412 Personnel Law

3 credit hours

This course introduces the students to labor relations and emphasizes the legal aspects of needs planning, employee relations, and policy administration. Communications, compensation, employer/union discrimination, and collective bargaining are also examined.

BUS423 Business Psychology

3 credit hours

This course reviews the application of personal and organizational psychology and its effects on employee training, motivation, assessment and health and safety. Topics covered include team interactions, the impact of job satisfaction on employee and organizational performance, perceptions of organizational justice, the influence of culture on work behavior, performance feedback programs, and theories and implications of stress in the workplace for individuals and the organization.

BUS430 International Business

3 credit hours

This course provides a broad picture of international business. Topics include globalization and its main phenomenon: international trade and investment, global monetary system, strategies and structures of international business. Be familiar with how political, economic, and legal systems of countries differ and how they influence a country's ability to achieve meaningful economic progress.

BUS431 International Economics

3 credit hours

This course focuses on applications of economic theory, including the impact of international trade, regional economic integration and international trade policy. The course provides insights in different economic models around the world.

BUS432 International Organizations

3 credit hours

This course provides insights into the most important international organizations, such as: International Bank for Reconstruction and Development, International Monetary Fund, European Bank for Reconstruction and Development, Bank for International Settlements, General Agreement of Tariffs and Trade, World Trade Organization, European Union, North American Free Trade Agreement, Organization for Petrol Exporting Countries, Asian Pacific Economic Council, Organization for Economic Development, various commissions of the United Nations Organization, multinational corporations, North Atlantic Treaty Organizations, Organization for Security and Cooperation in Europe.

BUS433 International Marketing

3 credit hours

This course focuses on international diversity in consumer behavior, advertising, distribution, sales, and marketing management.

BUS450 Introduction to E-Business*3 credit hours*

This course provides an introduction to the concepts of electronic commerce as facilitated by the Internet, World Wide Web, and related technologies. The topics covered include an understanding of the catalysts for e-business business-to-business (B2B) and business-to-customer (B2C), convergence of technologies and capabilities, technological challenges, legal and regulatory framework, behavior and educational challenges, organizational and business barriers, and strategies for e-business. A combination of lectures, discussions, presentations, and student projects will be used to gain a broad understanding of the dynamic field of e-business.

BUS451 Object-Oriented Programming with Java*3 credit hours*

The object-oriented programming paradigm explicitly models the problem space in the program itself; thus its design and maintenance are simpler and more straightforward. Java is a relatively new object-oriented programming language particularly well suited to Web page development. Java can make Web pages highly graphic and interactive. This course will explore in-depth the topics of object-oriented design and development. Students will have the opportunity to design and implement object-oriented programs in Java that run on the Web.

BUS455 Transaction Processing on the Web*3 credit hours*

The primary focus of this course will be on the identification, acquisition, management, and use of emerging technologies in business transactions. The course will address Web-based approaches to inventory control, purchasing, accounting, and automated information exchange approaches.

BUS456 Strategic Issues in E-Business*3 credit hours*

This course focuses on the development of business strategies for using e-business within a firm. It will include a review of key foundational concepts in the field of strategic management and will then consider various strategies and business models for e-business. There will be an emphasis on alliances between organizations, value chain analysis, supply chain management, network organizational forms, and competition in rapidly changing environments.

BUS460 E-Business and Marketing*3 credit hours*

This course addresses the ways in which electronic commerce is changing the ways firms market their products and services. Topics that will be addressed include advertising and selling on the Internet, the use of Web sites to provide service and support to customers, consumer decision making when shopping on the Internet, and the development of databases that allow customization of products and services to specific customer segments. Strategic issues are also addressed, such as how communication and distribution strategies are changing due to the Internet. The course will consider examples of using e-business to market to both business and business-to-customers as well as to final consumers. While the primary emphasis will be on the Internet, additional topics relate to information systems and communications technologies that support marketing on the Internet (e.g., telemarketing and database marketing).

BUS461 Legal Issues in E-Business*3 credit hours*

This course will explore the legal landscape confronting businesses taking part in the rapidly expanding global Internet economy. Numerous current legal issues will be explored in the course, including the impact of copyright, trademark and trade secret laws, contract and jurisdictional concerns, Internet payment systems, and the need for strong, reliable security, encryption, and digital signature issues, and First Amendment concerns related to privacy and defamation. The course will rely upon information on the Internet, so students should be comfortable searching and navigating the Internet.

BUS468 Special Topics in E-Business*3 credit hours*

The course will cover current topics in e-business, and the content of this course will vary depending upon the instructor and topic.

BUS470 Global Business Management*3 credit hours*

Students study characteristics of international management and the bases for business among countries. Different perspectives on organizational behavior, human resource management, management styles and the practical aspects of international management are discussed. Business in the international environment is interpreted from a strategic management and marketing perspective that yields practical guidance concerning the management of firms and social responsibility.

BUS475 Strategic Cost Management*3 credit hours*

This course introduces the planning and control aspects of internal accounting. Topics include cost systems, cost behavior, direct costing, capital budgeting, decentralized operations, relevant costs, budgets, differential cost, and variance analysis.

BUS480 Business Tactics and Execution*3 credit hours*

This course provides for the development of tactical decision making using a variety of analytical tools and strategic frameworks to take practical implementable action. The tension between the organization's current capabilities and strategic goals are addressed. This course should be taken near the end of the student's program, but prior to or concurrently with BUS 499.

BUS481 Crisis and Conflict Management*3 credit hours*

This course examines contemporary theories and practice in preventing and managing crisis. Several conceptual frameworks for analyzing the character, impact, and consequences of crises will be presented and applied to a variety of private and public sector case studies. Using a multidisciplinary approach, the course will explore the dynamics of crisis decision-making, multifaceted consequences of crisis and conflict resolution.

BUS499 Business Policy and Strategic Solutions*3 credit hours*

This course provides students with the opportunity to practice and apply skills, competencies and knowledge acquired throughout the business and general education curriculum. Demonstrated acumen in all business disciplines as well as in the integration of business disciplines is required.

CHEMISTRY (CHM)**CHM100 General Chemistry***3 credit hours*

This foundation course introduces the student to basic chemistry concepts and medical terminology essential to understanding some medical concepts. Atomic theory, the periodic table, chemical bonding, chemical formulas and names, diffusion, osmosis, pH, buffer systems, electrolytes, ionization, and equilibrium are some basic chemistry topics. Students will develop a medical vocabulary of words and phrases commonly used in the healthcare environment.

COMMUNICATION (COM)**COM098 Computer Workshop***0 credit hours*

This workshop will focus on basic computer skills using Microsoft Word, including desktop and tool bar functions; developing, editing and sending documents electronically; basic Web functions; and creating PowerPoint presentations.

COM101 Basic Communications*3 credit hours*

This course includes an examination of informal and formal communication patterns that characterize daily life; analysis of communication situations, including preparation for professional careers; and development of effective communication. Interpersonal, intercultural, small group, and speaker/audience communication settings will also be explored.

COM102 Interpersonal Communication*3 credit hours*

Students in this course focus on the development of communication in interpersonal relationships through class discussions, group exercises, and individual research. Special attention is given to the influence of gender, culture, and goals on communication. Research and theory are used as a means to gain more effective skills in daily communication situations and to adapt to changing environments on individual and societal levels.

COM104 Persuasion*3 credit hours*

This course examines persuasion from the perspective of the humanistic and social scientific traditions. It explores both theory and practice with the goal of enhancing the student's ability as consumer and practitioner.

COM105 Organizational Communication*3 credit hours*

The role of communication in the effective management of formal organizations is studied. Contemporary communication theory, as well as a set of strategies and methods helpful in analyzing an organization's ability to communicate, are examined.

COM110 Medical Terminology*1 credit hour*

Study of the words and phrases commonly used in the healthcare environment. Students will develop a proficient medical vocabulary that will be used in the clinical setting. This is a foundation course for the health sciences programs.

COM301 Negotiation and Conflict Resolution*3 credit hours*

This course introduces students to the nature and components of negotiation and conflict management. Theoretical perspectives focus on models, metaphors, interests, goals, power, and style. Students will engage in individual and group practices, simulations, and projects designed to develop negotiation and conflict intervention skills.

COM425 Career and Life Planning*3 credit hours*

The Career and Life Planning course seeks to provide students with the career-related knowledge and skills to make career decisions and implement career action plans. The course will equip students for the lifelong tasks of career management, self-assessment, and job searching. This course will cover the following work-related areas: values, personality traits, skills, interests, life roles, résumé/cover letter writing, job interviewing techniques, networking and career/life plan of action. The specific focus of the course will be to prepare students to make a successful transition from Argosy University to the world of work or graduate school.

COM450 Communication, Gender, and Culture*3 credit hours*

A comprehensive study that examines how gender is created and sustained through communication within cultures; how conventional views of masculinity and femininity lead to inequities, reflecting cultural values; and how institutional, social and personal communication sustain the status quo. Using theories and the latest research in gender communication, students will discuss topics/issues such as stereotypes of women and men; growing up feminine, growing up masculine; key concepts of the women's and men's movements; gender communication in family dynamics, in school, in organizational settings, in the media; gendered communication in romantic/personal relationships/ friendships; and gender issues involving power and violence.

Prerequisite: COM102.

DENTAL HYGIENE (DEN)**DEN100 Dental Hygiene I***2 credit hours*

A lecture course which addresses the fundamentals necessary in the preparation of the clinical experience in dental hygiene. Information dealing with prophylactic techniques, clinical procedures, patient management, and oral health education is an integral part of the course. Accumulated theoretical knowledge will be related to the practical clinical application.

DEN102 Dental Hygiene-Exploring Your Future Career*1 Credit Hour*

This preclinic experience will give the student the opportunity to observe and participate in the dental hygiene environment. This observation experience allows individuals to shadow a clinical student throughout the process of patient care including taking and developing x-rays, patient treatment, sterilization techniques, and clinical assistant duty

DEN107 Dental Anatomy*1 credit hour*

This lab course is an introduction to the anatomical form, function, and nomenclature of the deciduous and permanent dentitions, as well as their surrounding tissues.

DEN108 Oral Embryology/Histology*2 credit hours*

This lecture course examines the morphological characteristics and development of the teeth and oral structures, including a study of embryology and histology of oral structural formation.

DEN111 Head and Neck Anatomy*2 credit hours*

This lecture course studies the anatomical structure of the head and neck region including hard and soft tissues, bones, muscles, nerves, blood supply, glands and TMJ, and how they function.

DEN119 Instrumentation Clinic*1 credit hour*

This is a clinical course in which students learn patient/operator positioning and instrumentation techniques on a typodont in preparation for the Preclinic experience (DEN121).

DEN120 Biomaterials*3 credit hours*

This class/lab experience is the study of the composition and properties used in the contemporary practice of dentistry. Emphasis is placed on the science and proper usage of dental materials.

Prerequisites: BIO110, CHM100, all previous dental hygiene courses.

DEN121 Clinic I—Preclinic*3 credit hours**9 weekly clinical hours*

This is a clinical course in which the students apply knowledge, skills, and techniques that are being learned in Dental Hygiene I (DEN100) and Instrumentation Clinic (DEN124) in order to gain a working understanding of the clinic environment. Assessment, charting, instrumentation, and sterilization are emphasized. Students must successfully complete this course before enrolling in Clinic II (DEN122).

DEN122 Clinic II*3 credit hours**9 weekly clinical hours*

This is a clinical course in which students will demonstrate skill and knowledge learned in Dental Hygiene I and II and Clinic I. Emphasis will be placed on assessment and treatment of patients in the dental hygiene clinic. Students must successfully complete this course before enrolling in Clinic III (DEN221).

Prerequisites: BIO110, CHM100, all previous dental hygiene courses.

DEN125 Dental Radiology*2 credit hours*

This lecture/lab experience includes the study of the principles of radiology and provides an introduction to the use of x-rays in dentistry. Designed to provide knowledge of equipment, its operation, radiation production, and safety. Lab sessions give the student experience in exposing, processing, mounting, charting and interpreting of dental radiographs. Students must successfully complete this course before enrolling in Clinic II (DEN122).

DEN126 Radiographic Interpretation*1 credit hour*

This course provides the dental hygiene student with the skills required to interpret dental radiographs. Topics include the importance of dental radiographs, film mounting and viewing; descriptive terminology; normal anatomic structures seen on periapical and panoramic films; identification of restorations, dental materials and foreign objects; dental caries; periodontal disease; trauma, pulpal and periapical lesions; and film exposure, processing and technique errors.

Prerequisites: all previous dental hygiene courses.

DEN130 Dental Hygiene II*3 credit hours*

A more in-depth study of the principles of dental techniques and the application of comprehensive dental hygiene services. Emphasis is placed on the dental hygiene treatment plan and evaluation of the dental hygiene process of care. Advanced instrumentation techniques and additional clinical duties of the dental hygienist will be practiced in the lab portion of this course.

Prerequisites: BIO110, CHM100, all previous dental hygiene courses.

DEN135 Biochemistry/Microbiology*3 credit hours*

Introduces the student to the basic principles and practices of biochemistry, lab safety, and quality control. Included is the study of infectious disease caused by such bacteria as *Staphylococcus*, *Streptococcus* and other gram-negative bacilli, gram-positive bacilli, spirochetes, and anaerobes.

DEN150 General and Oral Pathology*2 credit hours*

This course covers the basic pathology, oral, and perioral pathologies as related to dental hygiene care. The oral manifestations of systemic diseases are presented relating to etiology, histological characteristics, clinical and radiological appearance, and laboratory finding.

Prerequisites: BIO115, all previous dental hygiene courses.

DEN160 Pain Management*3 credit hours*

This lecture course provides the student with a review of the anatomy of the human head, neck, face, and jaw through lecture and demonstration. Emphasis will be placed on the neurological system of the head and neck. This course will discuss methods used to control dental pain and dental anxiety, concentrating on the use of local anesthesia and nitrous oxide/oxygen sedation.

Prerequisites: BIO115, all previous dental hygiene courses.

DEN170 Periodontology*3 credit hours*

This course discusses the anatomy and physiology of the periodontium, as well as the histology, etiology, and clinical features of healthy and periodontally involved tissues. Emphasis will be placed on the recognition of perio disease types, and the complex treatment planning for the periodontally involved patient.

Prerequisites: BIO110, CHM100, all previous dental hygiene courses.

DEN185 Clinic III/Dental Hygiene III*3 credit hours**9 weekly clinical hours*

This is a clinical course in which the students reinforce skills and techniques gained in previous courses. Students will have the opportunity to continue performing assessments, treatment planning, sealants, impressions, application of topical medicaments, fluoride application, amalgam polishing, and pain management in the dental hygiene clinic. Students must successfully complete this course before enrolling in Clinic IV (DEN221).

Prerequisites: all previous dental hygiene courses.

DEN205 Dental Hygiene IV*3 credit hours*

Students will apply knowledge and skills learned in previous classes and clinical experiences to the in-depth study of the dental hygiene treatment process, including assessment, treatment, and evaluation for patients with special needs. Case presentation will be emphasized for patients with special needs.

Prerequisites: all previous dental hygiene courses.

DEN210 Nutrition*2 credit hours*

This lecture course provides dental hygiene students with knowledge of the fundamentals of nutrition, diseases related to the oral cavity as a result of lack of proper nutrition, and the role that proper nutrition and nutrition counseling for these patients play in dental hygiene care. Emphasis is placed on the foods that contribute to the cariogenic process, as well as the development of a balanced food plan for individual patients.

Prerequisites: CHM100, all previous dental hygiene courses.

DEN211 Pharmacology*3 credit hours*

This lecture course provides dental hygiene students with the knowledge of drugs used in dentistry and medicine for the treatment, prevention, and diagnosis of disease. Prevention and the management of potential medical emergencies as related to these drugs will also be covered.

Prerequisites: BIO115, CHM100, MAT101, MAT107, all previous dental hygiene courses.

DEN221 Clinic IV*3 credit hours**12 weekly clinical hours*

This is a clinical course in which the students reinforce skills and techniques gained in previous courses. Students have the opportunity to continue performing assessments, treatment planning, sealants, impressions, fluoride application and amalgam polishing, and pain management in the dental hygiene clinic. Students must successfully complete this course before enrolling in Clinic V (DEN222).

Prerequisites: all previous dental hygiene courses.

DEN222 Clinic V*3 credit hours**12 weekly clinical hours*

This clinical course allows students to expand skills learned in previous clinical and didactic experiences. Program proficiencies will be achieved in preparation for the dental hygiene practical examination, licensure and private practice.

Prerequisites: all previous dental hygiene courses.

DEN235 Dental Hygiene V*2 credit hours*

Students are provided the opportunity to expand their knowledge through case and presentations and portfolio development. This course examines issues of ethics and jurisprudence in preparation for the Jurisprudence Exam. Students will participate in group activities to review for the National Board.

Prerequisites: all previous dental hygiene courses.

DEN240 Community Dental Health*3 credit hours*

Principles of public health and community dentistry are applied to the dental public health model. Students will compare the private practice dental model with that of public health. Current national public health trends will be discussed, as well as changes in national demographics and the need for cultural awareness in provision of dental healthcare. Students will participate in a community project in which they will develop and implement a dental education presentation for a target population.

Prerequisites: all previous dental hygiene courses.

DIAGNOSTIC MEDICAL SONOGRAPHY (DMS)**DMS105 Ultrasound Concepts***1 Credit Hour*

This course is an introduction to ultrasound basics. It will include a fundamental study of cross-sectional anatomy as it relates to ultrasound imaging, as well as basic scanning principles and ultrasound machine technology. An introduction to ultrasound terminology will also be presented. This course will assist students in beginning to build strong conceptual and scanning skills.

DMS110 Ultrasound Physics I*2 credit hours*

This course establishes the basic foundation for the understanding of physics of sonography and its impact on interpreting data.

Prerequisites: BIO110, ENG101, MAT107, PHY105, DMS105.

DMS115 Abdominal I*3 credit hours*

This course is an introduction to abdominal ultrasound with an emphasis on the role of the diagnostic medical sonographer in practice. The student will have comprehensive discussions of cross-sectional anatomy, liver, and pathology. The student gains experience through participation in scanning labs.

Prerequisites: BIO110, DMS110, ENG101, MAT107, PHY105, DMS105.

DMS120 Ob/Gyn I*3 credit hours*

This course establishes the basic foundation for the imaging technique and interpretation of the female pelvis. Pelvic anatomy, physiology, clinical indications for pelvic imaging, and imaging techniques will be covered in detail. The student gains experience through participation in scanning labs.

Prerequisites: BIO110, DMS105, ENG101, MAT107, PHY105.

DMS155 Vascular I*2 credit hours*

Introduction to the application of vascular ultrasonography for the use in identifying vascular structures in the human body. This course provides an in-depth study of the vascular physical principles and instrumentation for color Doppler. Emphasis is placed on understanding basic anatomy, vascular physics, hemodynamics, and vascular disease. The student gains experience through participation in scanning labs.

Prerequisites: DMS110, DMS115, DMS120.

DMS210 Ultrasound Physics II*2 credit hours*

Continuation of ultrasound physics principles, hemodynamics, bioeffects, and quality assurance.

Prerequisites: DMS110, DMS115, DMS120.

DMS220 Ob/Gyn II*3 credit hours*

This course builds on the knowledge and skills learned in Ob/Gyn I (DMS120). The student will have discussions on first and second trimester, as well as the normal fetal growth and development and fetal anomalies as it applies to the diagnostic medical sonographer. The student gains experience through participation in scanning labs.

Prerequisites: DMS110, DMS115, DMS120.

DMS225 Abdominal II*3 credit hours*

This course will provide the intermediate student with an understanding of the gallbladder, urinary system, pancreas, and spleen. This is a continuation of the skills and knowledge acquired in Abdominal I (DMS115). The student gains experience through participation in scanning labs.

Prerequisites: DMS110, DMS115, DMS120.

DMS250 Special Procedures and Patient Care*1 credit hours*

A study of interventional procedures is emphasized. Students will review ultrasound films and compose differential diagnoses. Students will research a disease and also enhance skills by using terminology related to sonography. The course introduces the student to basic concepts of patient care, including considerations for the physical and psychological needs of the patient and family. Routine and emergency patient care are discussed, as well as universal precautions.

Prerequisites: DMS155, DMS210, DMS220, DMS225.

DMS255 Vascular II*2 credit hours*

This course provides the intermediate student with a more extensive understanding of vascular anatomy, carotid, and abdominal examinations. The student gains experience through participation in scanning labs.

Prerequisites: DMS155, DMS210, DMS220, DMS225.

DMS280 Comprehensive Review, Diagnostic Medical Sonography*3 credit hours*

This is a seven and one-half- to 14-week course which integrates the range of skills and knowledge the student has gained in Vascular, Abdomen, Ob/Gyn sonography. Course content will focus on Abdomen and Ob/Gyn with a comprehensive review of lecture material learned in previous quarters. Students will complete an abdominal and pelvic proficiency. Final preparation for entry into clinical setting.

Prerequisites: All DMS courses except DMS290 and DMS300.

DMS290 Clinical Training*3 credit hours*

The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency will be attained. Clinical training occurs off-campus at an actual clinic, laboratory, or hospital approved by Argosy University.

Prerequisite: DMS280.

DMS300 Clinical Training*6 credit hours*

The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level competency will be attained. clinical training occurs off-campus at an actual clinic or hospital approved by Argosy University.

Prerequisite: DMS280.

DMS326 Abdominal III*3 credit hours*

This course is a continuation of Abdominal II (DMS225), and provides the advanced student with comprehensive discussions on small parts anatomy, which includes the thyroid, breast, prostate, and scrotum. The student gains experience through participation in scanning labs.

Prerequisites: DMS155, DMS210, DMS220, DMS225.

DMS330 Ob/Gyn III*3 credit hours*

This course is a continuation of Ob/Gyn I (DMS120) and Ob/Gyn II (DMS 220), and provides the advanced student with comprehensive discussions in the third trimester, fetal anomalies, and biophysical profiles. The student gains experience through participation in scanning labs.

Prerequisites: DMS155, DMS210, DMS220, DMS225.

ECHOCARDIOGRAPHY (ECH)**ECH100 Scanning Lab***2 credit hours*

This course builds on the knowledge and skills learned in Cardiac Anatomy and Physiology (ECH110), Cardiovascular Principles I (ECH115), Cardiovascular Principles II (ECH215) and Cardiac I (ECH155). The student gains experience in the scanning lab.

Prerequisites: DMS210, ECH110, ECH155, ECH215.

ECH110 Cardiac Anatomy and Physiology*3 credit hours*

In this course, the student develops a firm understanding of the structure of the cardiovascular system and how it operates. Emphasis is placed on gross and cross-sectional cardiac structure, cardiac electrical activity, cardiac pumping action and clinical indices of ventricular function. Students are introduced to coronary blood flow, fetal circulation, and pathophysiology of the cardiovascular system.

Prerequisites: BIO110, ENG101, MAT107, PHY105, DMS105.

ECH115 Cardiovascular Principles I*3 credit hours*

This course includes an introductory study of cardiovascular terminology as it relates to general anatomy and physiology. Students will be introduced to basic EKGs, heart sounds, electrophysiology of the heart, transthoracic viewing, M-Mode, and 2-D images of the heart. The student gains experience through participation in scanning labs.

Prerequisites: BIO110, DMS110, ENG101, MAT107, PHY105, DMS105.

ECH120 Patient Care*1 Credit Hour*

This course gives the student basic concepts of patient care, including considerations for the physical and psychological needs of the patient and family. Routine emergency patient care are discussed as well as universal precautions, infection control, patient safety, and patient comfort. A shadowing experience in a hospital or clinic is a requirement for the course.

Prerequisite: DMS105, BIO110, PHY105, MAT107.

ECH155 Cardiac I*4 credit hours*

Students are introduced to the study of ischemic and nonischemic diseases of the myocardium including coronary artery disease, myocardial infarction, and cardiomyopathies. The role of stress echo in the diagnoses of coronary artery disease is also discussed, as well as diseases of the pericardium.

Prerequisites: DMS110, ECH110, ECH115, ECH120.

ECH215 Cardiovascular Principles II*3 credit hours*

This course builds on the knowledge and skills learned in Cardiovascular Principles I (ECH215). The student will be introduced to the following topics: Doppler of the echocardiography examination to include pulsed wave, continuous wave, and color Doppler, normal Doppler measurements and techniques, global left ventricular systolic function to include measurements of masses and volumes, and clinical significance and potential limitations of left ventricular quantification. The student gains experience through participation in scanning labs.

Prerequisites: DMS110, ECH110, ECH115, ECH120.

ECH225 Congenital Heart Disease and Pediatric Echo*2 credit hours*

This course builds on the knowledge of heart diseases and the technical considerations in performing a pediatric echocardiography examination. Other topics included in the course are congenital heart disease in the adult patient, hypertensive heart disease, cardiac masses, and diseases of the aorta.

Prerequisites: DMS210, ECH155, ECH215.

ECH250 Topics and Special Procedures*3 credit hours*

A study of special echocardiography procedures is emphasized. This course introduces the student to transesophageal echo, 3-D imaging, contrast imaging, interventional and intraoperative echocardiography, digital echocardiography, and miscellaneous systemic diseases. Students research a disease and enhance skills by using proper terminology related to sonography.

Prerequisites: DMS210, ECH155, ECH215.

ECH255 Cardiac II*4 credit hours*

This course builds on the knowledge and skills learned in Cardiac I (ECH250). The course continues the study of cardiac disease states and introduces valvular heart disease and diastolic function. Doppler and diastolic measurements are discussed and applied to learning process.

Prerequisites: DMS210, ECH155, ECH215.

ECH280 Comprehensive Review*3 credit hours*

This course reviews and integrates the range of skills and knowledge students have gained in echocardiography. Course content includes a comprehensive review of lecture/lab material learned in previous semesters. Students demonstrate proficiency in cardiac imaging, with final preparation for entry into a clinical setting. This course is to be taken after the completion of all program-specific courses.

Prerequisites: all program coursework, except ECH290 and ECH300.

ECH290 Clinical Training*3 credit hours*

Students demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency is attained through clinical training which occurs off-campus at an actual clinic, laboratory, or hospital approved by Argosy University.

Prerequisite: ECH280.

ECH300 Clinical Training*6 credit hours*

In a continuation of Clinical Training (ECH290), students demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency is attained through clinical training which occurs off-campus at an actual clinic, laboratory, or hospital approved by Argosy University.

Prerequisite: ECH280.

ECONOMICS (ECO)**ECO110 Principles of Economics***3 credit hours*

As an introduction to the fundamental nature of micro- and macroeconomic theory, students acquire a basic understanding of how economic systems and principles work and the ways they influence daily life. The course will present the role of markets, the forces of supply and demand, the importance of producer/consumer relationships, distinctions between fiscal and monetary policy, and the nature of international trade.

ECO201 Macroeconomics*3 credit hours*

This course provides a study of economic analysis of the factors at work in the marketplace. Emphasis is placed on the study of macroeconomics. The study of the determination of income, output, employment, and prices in the economy are also examined.

ECO202 Microeconomics*3 credit hours*

This course places an emphasis on the study of microeconomics. A descriptive and analytical study of the market economy, it includes market structures, pricing, and distribution of wealth and income.

Prerequisite: ECO201.

ECO311 International Business*3 credit hours*

This course examines the aspects and activities of international business and offers insight into the importance of world trade among multinational organizations. The diversity among international markets is also examined.

ECO403 Contemporary Issues in Economics*3 credit hours*

This course offers a practical examination of the principles of macro- and microeconomics. Topics include fiscal and monetary policies, regulatory action and competition, and issues related to domestic and international economics.

EDUCATION (EDU)**EDU100 Assessing the Learning Abilities and Disabilities of Elementary and Special-Needs Learners***3 credit hours*

Using teacher-decision making as a theme, this course addresses the multifaceted process of assessment in educational settings. The use of assessment to design, implement, and evaluate individual and whole group instruction is addressed. Students also learn about diagnostic assessment tools used to write individualized education plans for learners with special needs. Other course topics include standardized tests, descriptive statistics, authentic and performance assessments, and legal/ethical issues regarding assessment.

ENGLISH (ENG)**ENG099 Writing Review***3 credit hours*

This class is designed to help students build basic writing skills and prepare them to take the college composition course. Major topics include grammar, parts of speech, punctuation, spelling and proofreading. Credits earned in this course do not apply to the degree or general education requirements. Results of the writing placement test will determine whether or not a student will be required to take this course.

ENG101 Composition I*3 credit hours*

This course includes expository writing, persuasive writing, and research. In analyzing assigned readings, students will understand the use of strategies, attention to audience and purpose, and organization in their own writing. Students will be taught the use of electronic and library research, which they will use in developing a final argumentative paper.

Prerequisite: ENG099 or its test-out.

ENG102 Composition II*3 credit hours*

This course concentrates on the development of analytical reading and writing skills along with sound critical thinking as tools for research. Students will produce a major research paper using a variety of sources with an emphasis on bibliographic work, organization of material, synthesis of ideas, and revision and editing of the final project.

Prerequisite: ENG 101, or its equivalent.

ENG103 The Literary Experience*3 credit hours*

Students are introduced to the cultural and intellectual content of the world's literature, poetry, and drama. Students develop critical and analytical skills through written and oral discussions of selected readings and enhance their understanding and appreciation of the world's diverse modes of literary expression.

ENG401 Shakespeare Today*3 credit hours*

This course examines the ideas and art of Shakespeare's writings with a modern-day perspective.

Prerequisite: ENG101.

FINANCE (FIN)**FIN401 Financial Management***3 credit hours*

This course provides the basic skill sets to conduct fundamental financial analysis including break-even analysis, net present value calculations, and internal rates of return as well as the use of basic financial ratios in managerial decision making. Students are also introduced to sensitivity analysis and how to adjust their analysis based on risk factors in the decision.

FIN430 Corporate Finance*3 credit hours*

This course examines the financial decisions of firms with regard to their capital budgeting decisions, dividend decisions and capital structure decision. Students examine these decisions in an idealized world in which the firm cannot change its value by altering its dividend or capital structure policy. Students explore the effect of changes (e.g. taxes, bankruptcy costs, inefficient or uncompetitive financial markets, or self-interested managers) on the firm's financial decision and how it can affect a firm's value.

FIN431 Treasure and Credit Management*3 credit hours*

This course looks into the application of major issues with working capital and short-term financing management. Integration of financial concepts and models through electronic spreadsheets and other relevant technology to provide expertise in the area of short-term financial management while enhancing the student's analytical skills. Topics include cash budgeting, pro forma statements, and other techniques of analyzing current assets and liabilities.

FIN432 Investment Analysis*3 credit hours*

This course focuses on investment principles and problems. Topics include the effects of current financial events upon the markets and their operations. Students analyze the selection of investments that provide the maximum future return at an acceptable level of risk. Examination of Marketable financial instruments, common stocks, preferred stocks, bonds, put options, call options, futures contracts on the traditional commodities and financial futures.

FIN433 Financial Markets and Institutions*3 credit hours*

This course provides an overview of the principal financial markets, participating institutions, financial instruments, and operations of financial intermediaries. This assists the student in understanding how operations of our financial institutions affect functioning of our economic system and evaluation of monetary policies and goals.

HEALTHCARE MANAGEMENT (HCM)**HCM401 Strategic Planning and Program Development***3 credit hours*

The elements and significance of business strategy are examined, drawing on the literature of leadership, strategy and organization; students learn to formulate and implement strategy and apply general business theory to the healthcare industry.

HCM402 Human Resource Management in Healthcare Systems*3 credit hours*

This course examines the functions and strategies of human resource management in healthcare systems. Planning, staffing, compensation and benefits, performance evaluation, labor relations, and legal compliance are studied, using lecture, case analysis, exercises and simulations.

HCM403 Quality Assurance in Healthcare Systems*3 credit hours*

This course focuses on developing, managing, and implementing quality assurance operations in healthcare systems. Course materials and assignments develop student skills in intra-company, supplier, and customer quality relationships, supported by quality planning, quality manuals, procedure and job instruction development, communication, training, and preparation for quality certification programs with emphasis on continuous improvement.

HCM404 Healthcare Policy and Administration*3 credit hours*

This course examines a wide variety of societal problems and evaluates the healthcare public policies that have been proposed and implemented to address those problems. Students analyze problems using basic economic concepts and techniques, relying on economic criteria to develop optimal public policy.

HISTOTECHNOLOGY (HTT)**HTT100 Introduction to Microtechnique***5 credit hours*

This is a combination lecture and laboratory course. Featuring an in-depth discussion of tissue processing, embedding, frozen sections, and decalcification of tissue specimens. In the laboratory the student are introduced to the techniques and equipment necessary to perform histological preparations.

Prerequisites: BIO110, CHM100, or concurrent.

HTT120 Educational Methodology*2 credit hours*

This course provides instruction in understanding the adult learning process. The student also becomes acquainted with the methods needed to teach effectively.

HTT140 Histology*3 credit hours*

This course explores basic cell structure and function. Students are introduced to the microscopic components and functions of the four primary tissues. They become familiar with the histology of several different human body systems, as well as the individual cellular structure and organization peculiar to each system. This course builds a strong base that will be utilized in all histology classes.

Prerequisite: BIO110 or concurrent.

HTT150 Microtechnique I*5 credit hours*

This is a combination lecture and laboratory course, featuring an in-depth discussion of the principles of tissue fixation, as well as the reagents and compounds used in the laboratory for fixation of tissues. In the laboratory the student builds upon the skills learned in Introduction to Microtechnique (HTT100), as well as working as a team in a simulated laboratory setting.

Prerequisite: HTT100.

HTT160 Microtechnique II*2 credit hours*

The course builds upon the knowledge and laboratory experience acquired in Microtechnique I (HTT150). Students continue to become proficient in the art of microtechnique in a simulated laboratory setting.

Prerequisite: HTT150, or concurrent Track II.

HTT170 Special Procedures I*5 credit hours*

This is a combination lecture and laboratory course. Examining various histochemical stains necessary to demonstrate muscle and connective tissue, carbohydrates and amyloid. The course is designed to assist the student in developing the organizational skills required to simultaneously perform multiple histochemical staining procedures.

Prerequisites: HTT140, HTT160, or concurrent Track II.

HTT210 Electron Microscopy*3 credit hours*

An introduction to the electron microscope and its role in clinical diagnosis. Fundamental histological techniques used in electron microscopy preparation will be discussed.

Prerequisite: HTT150.

HTT230 Enzyme Histochemistry*3 credit hours*

Introduction to enzyme histochemical staining and its practical application to surgical diagnosis.

Prerequisites: HTT150, HTT255.

HTT250 Microtechnique III*2 credit hours*

This course builds upon the knowledge and skills learned in previous microtechnique classes. In the laboratory students focus on integrating the complete range and depth of the histotechnology skills learned in Microtechnique I (HTT150) and Microtechnique II (HTT160).

Hematoxylin and Eosin staining will be an area of focus. Emphasis is placed on the requirements for the ASCP Board of Registry (practical) examination. There is a critical in-depth discussion of appropriate professional behavior during clinical training.

Prerequisite: HTT160.

HTT255 Histochemistry and Immunohistochemistry*3 credit hours*

This course is an introduction to the nomenclature of organic compounds and their implementation as histochemical fixatives, dehydrants, clearing agents and stains. Nuclear and cytoplasmic stains will be explored with emphasis placed on hematoxylin dye and its usage. The principle and application of immunohistochemistry stains in a surgical pathology lab will be examined. Laboratory math will be emphasized.

Prerequisites: CHM100, HTT100.

HTT260 Techniques in Problem Solving: Case Studies*3 credit hours*

Through the use of case studies, the student becomes skillful in troubleshooting in the areas of microtomy, tissue processing, and histochemical stains, including Hematoxylin and Eosin staining. The student will be able to determine source of error, initiate, and implement corrective measures.

Prerequisites: HTT170, HTT250, concurrent enrollment in HTT270.

HTT270 Special Procedures II*5 credit hours*

This course covers the theory and principle of the histochemical stains utilized to demonstrate pathogenic microorganisms, nerve fibers, pigments, minerals, and cytoplasmic granules. Students integrate the complete range and depth of skills acquired in Special Procedures I (HTT170).

Prerequisite: HTT170.

HTT280 Comprehensive Review, Histotechnology*3 credit hours*

The course provides a comprehensive review of tissue fixation, processing, microtomy and laboratory operations, including an in-depth review of histochemical staining protocols. Emphasis is placed on the student's preparation for the ASCP Board of Registry (written) Examination.

Prerequisites: all program coursework.

HTT290 Clinical Histotechnology*6 credit hours*

Application of all skills and knowledge gained at Argosy University/ Twin Cities in a clinical laboratory situation, on a 40-hour-a-week basis. Clinical training occurs off-campus and is a competency-based educational requirement. Training is completed in a pathology laboratory approved by Argosy University.

Prerequisites: all program coursework.

HUMANITIES (HUM)**HUM101 The Arts and Culture***3 credit hours*

A survey of the fine arts and cultural development since the Classical era, this course introduces students to the major artistic movements of western civilization. Attention is given to social and philosophical ideas as they influence and are reflected in the art, theater, and music of their times.

HUM102 Popular Culture*3 credit hours*

The emergence and influence of popular forms of cultural expression in modern times are investigated in this course. Topics include the distinction between the fine arts and popular culture, a survey of the pop cultural landscape over the last 50 years, the role of technology and mass communications, political and economic influences, and developing a pop culture aesthetic.

HUM401 American Voices*3 credit hours*

Students contemplate the idea of multiculturalism in America, and the role it may play in their own lives. The historical and cultural importance of notions such as "The American Dream," "American Family Values," and America as a "nation of immigrants" are examined in close readings of a wide array of American writers. Students are guided in methods to best engage in the readings, and are asked to respond in writing—using both formal (traditional papers) and less formal (online class discussions) venues. Students develop critical and analytical skills that will be applicable in many other areas of life.

Prerequisite: ENG101.

HUM440 Critical Thinking: Common Sense and Everyday Life
3 credit hours

What can we know for certain? The student who can critically read, write and listen has an advantage in every area of life: home, work, school and community. This course will help you gain that advantage.

INFORMATION SYSTEMS MANAGEMENT (ISM)

ISM401 Software Operating Systems and Business Applications
3 credit hours

This course introduces students to the world of computer software through lecture and laboratory sessions. Lectures introduce the conceptual framework of computer software systems, as well as the implications of computer software technologies in contemporary business environments. The laboratory sessions provide hands-on training on a specific computer operating system and teach typical business application software functions. Email and Internet-enabled computer environments are used to further help students to complete projects.

ISM402 Web Programming and Web Site Design Fundamentals
3 credit hours

This course introduces students to the process of designing and developing business-oriented Web sites through lecture and laboratory sessions. Students investigate how businesses utilize Web sites to gather information for clients, products, services, and suppliers. Incorporation of high levels of interactivity into Web sites will be focused on to ensure that essential information exchanges occur between Web site users and the business. Students will plan and design a Web site that will sell products and/or services, build a company's image ("branding") and/or provide information to prospective customers or buyers. Students also learn to employ industry standard programming languages, including SQL and Java, to develop database-centric Web applications through lecture and laboratory sessions. Error and exception handling techniques are reinforced as students develop skills to programmatically manage and manipulate Web-based database management systems. Stored procedures and functions are explored to promote code reusability. Concurrency issues are addressed through the data locating capabilities of the database environment.

ISM403 Essentials of E-Business
3 credit hours

This course introduces students to the world of Internet-based business/e-business through lecture and laboratory sessions. Lectures introduce the conceptual framework of Internet-based commerce for business-to-consumer (B2C) and business-to-business (B2B) computer systems. The implications of e-business in contemporary business environments are explored. The laboratory sessions will provide hands-on training and using and exploring various B2C and B2B e-business systems. The knowledge and skills gained will enable students to complete course and team projects.

ISM404 Applied IT Project I
3 credit hours

This course is designed to introduce students to project-based, team-driven learning. The laboratory sessions are devoted to the design and development of project deliverables that satisfy the business requirements of the assigned project. Student teams work through various team-building problems to learn the process of forming an effective, productive team. Once complete, the assigned project requires student teams to use the skills and knowledge acquired throughout the semester and collaboratively to complete the project. Core learning outcomes from the software operating systems and business applications, Web programming and Web site design fundamentals and essentials of e-business courses highlight the technical requirements of the project. Students learn to work effectively in various team roles as they analyze the project's requirements, design viable solutions and develop project deliverables. Appropriate time and resource management principles are applied to assure compliance with deliverable due dates as prescribed by the curriculum.

MATHEMATICS (MAT)

MAT096 Mathematics Review I
3 credit hours

This course is a review of basic mathematical concepts and skills for solving simple problems involving whole numbers, integers, fractions, decimals, ratios, rates, proportions, and percentages. Also covered are basic algebraic skills including simplification, evaluating expressions, and solving simple equations.

Prerequisite: Placement Test. Not for college credit.

MAT097 Mathematics Review II
3 credit hours

This course is a review of basic algebraic concepts. Topics include signed numbers, solving linear equations, translating sentences into equations and solutions, basic operations with polynomials, integer exponents and rational expression, simplifying and factoring polynomials, elementary statistical measures, and probability. This course is a continuation of MAT096 or can stand alone for students who may require review prior to enrolling in MAT107.

Prerequisite: Placement Test or MAT096 with a "C" or better. Not for college credit.

MAT100 Survey of College Mathematics
3 credit hours

This course is a survey of mathematics topics which includes linear relations, solving linear equations, inequalities, operations with polynomials including factoring, integer exponents, and rational expression. Basic descriptive statistical concepts, measures of central tendency, variation, position, and introductory elements of probability are discussed.

Prerequisite: Placement Test or MAT096 with a "C" or better.

MAT104 Statistics and Probability
3 credit hours

As an introduction to statistics, the focus of this course is the collection of data, its organization and presentation. Topics addressed are the measures of location, measures of spread, the basics of probability, including simple cases of conditional probability, probability distributions, and estimation and hypothesis testing. Normal and binomial distributions and their applications are also investigated, along with correlation and simple regression.

Prerequisite: Placement Test or Mathematics Review with a "C" or better or its equivalent.

MAT107 College Algebra*3 credit hours*

The first course in the College Algebra sequence. Topics in this course include applications of equations and rational expressions, radical expressions, equations containing radical expressions, systems of linear equations, inequalities, quadratic equations and their applications, graphs and the interpretation of graphs of linear equations, linear inequalities, and quadratics. Students will also be introduced to exponential and logarithmic functions.

Prerequisite: Completion of MAT097 or MAT100 with a "C" or better.

MAT110 Precalculus Mathematics*3 credit hours*

This course includes a study of polynomial, exponential, logarithmic and trigonometric functions and their applications, ruler and compass constructions, plane analytic geometry, cartesian and polar coordinates, pythagorean theorem, law of sines, combinations and permutations, algebra of sets and normal distribution.

MAT115 Introduction to Calculus*3 credit hours*

Students are introduced to both differential and integral calculus in this course. The concepts of limits, derivation, differentiation, and integration of functions are presented. The relationship of calculus to other fields and its value in addressing problems and their solutions in real-world settings are also discussed.

Prerequisite: MAT107 or its equivalent.

MEDICAL ASSISTING (MED)**MED099 American Heart Association CPR Training***0 credit hours*

This eight-hour seminar provides hands-on instruction in adult, child, and infant CPR skills and life-saving techniques. Training is designed for the health professional and includes use of ambu-bag, one-way valve mask, and an automatic external defibrillator (AED) using a state-of-the-art simulator. Individual evaluation of skills and written exam are required at the conclusion of the seminar, and students successfully completing the course receive an American Heart Association certification card. The two-year certification period is designed to meet the prerequisite requirements for medical assisting, diagnostic medical sonography, dental hygiene, radiation therapy, and radiologic technology programs.

MED100 Accounting*3 credit hours*

Basic theory and structure of accounting including payables, receivables, inventory, payroll, and taxes.

Prerequisite: MAT107.

MED110 Medical Assisting I*3 credit hours*

Introduction to medical assisting. Emphasis is on the medical record, medical asepsis, OSHA standards, sterilization and disinfection of instruments, obtaining patient vital signs, assisting with physical examinations, assessing hearing and vision. Also included is the employment of physical agents to promote healing such as application of heat or cold, principles of casts and cast care, and application of ambulatory aids such as crutches, walkers and wheelchairs. *Note:* Required first semester for all full-time students.

Prerequisite: Successful completion or enrollment in BIO110.

MED150 Medical Pharmacology*3 credit hours*

This course promotes a basic understanding of pharmacology, calculations for children and adult dosages, common equivalencies, drug abbreviations, sources and schedules; the use of pharmacology references; review of body systems with focus on drugs utilized to treat conditions of those systems; drug administration; and the importance of accuracy and safety when dealing with medications.

Prerequisite: Successful completion or placement into MAT107.

MED155 Administrative Office Procedures I*3 credit hours*

This course includes the study of the operation of the administrative departments in the healthcare environment, including patient scheduling, medical record filing, medical correspondence and mail, maintenance of the medical facility, records management, written and verbal communication, telephone techniques, medical transcription, and the use of computerized electronic keeping systems in the healthcare setting.

Note: Required first semester for all students.

MED160 Administrative Office Procedures II*3 credit hours*

Continued study of the administrative aspects of the medical office, including pegboard accounting, billing and collection, processing insurance forms, and CPT and ICD-9 coding techniques. The course also covers the virtual study of a medical practice management program, including patient file maintenance, storage of treatment procedures and charges, matching of CPT and diagnostic codes with treatment procedures, and the use of computerized electronic record keeping systems in the healthcare setting.

Prerequisite: MED155.

MED220 Medical Assisting II*3 credit hours*

Continued study of medical assisting with emphasis on assisting with specialty exams such as gynecological, male reproductive and pediatric exams. Also included is assistance with minor office surgeries, cardiopulmonary and colon procedures in the office. Emergency medical procedures covered include treatment of various common emergencies such as heart attack, stroke, shock, bleeding, wounds and burns, and heat and cold exposure, as well as diabetic emergencies. Common human diseases and conditions are explored including etiology, diagnostic procedures, treatments, and prognoses.

Prerequisites: CHM100, MED110.

MED260 Radiology*3 credit hours*

Study of the use of x-rays in a medical setting. Development of skills in the use of equipment, safety, and developing radiographs.

Prerequisites: PSY180, MED220, MLT103, MLT107, MLT109.

MED280 Medical Assisting III*3 credit hours*

Continued study of personal and professional development to strengthen the medical assistant in both career and individual actions and interactions; review of skills and techniques learned in previous semesters with emphasis on efficiency; preparation for entry into the field of medical assisting.

Prerequisites: MED150, MED220.

MED290 Clinical Medical Assisting*3 credit hours*

Students demonstrate skills gained through their educational training in a clinical setting. They are exposed to the normal functioning of an actual clinic situation that would include patient contact, laboratory experience, limited x-ray, administrative, and front office work. Clinical training occurs off-campus at an actual clinic approved by Argosy University.

Prerequisites: all program coursework must be satisfactorily completed.

MANAGEMENT (MGT)**MGT302 Organizational Behavior***3 credit hours*

This course examines small-group interactions and the processes that groups experience as they make decisions and complete tasks. Individual member traits, leadership, and intergroup conflict are also examined.

MGT312 Organizational Leadership in Organizations*3 credit hours*

This course examines the skills for understanding and leading individuals and groups in attaining both personal and organizational objectives. The basic concepts of motivation, control change, team building, and developing effective relationships in diverse work environments are examined. Proactive leadership devices such as organizational development, decision making, and influence techniques are presented.

MGT330 Business Information Systems*3 credit hours*

This course examines the dynamic nature of management information systems from the perspective of the users to add effectiveness and efficiency to decision making as well as routine operations. Topics covered include integrated organizational systems such as Enterprise Resource Planning (ERPs), the use of databases and data warehouse systems, the role of information systems in distributed organizations and marketing channels, and information security requirements and practices.

MGT331 Technology and Business Integration*3 credit hours*

This course examines information technology trends and use in the context of modern business organizations. Emphasis is placed on the integration of a wide assortment of information system applications that support: a) management decision making; b) organizational communications; and c) business processes. Students will obtain an understanding of emerging hardware and software technologies, evaluation tools for justifying the development of new systems, methodologies for designing and managing systems development projects, and implementation approaches.

MGT340 Solutions-Focused Decision Making*3 credit hours*

This course explores the use of a variety of decision tools, from basic descriptive data to formal statistical modeling to common assessment practices, to inform and improve the management decision process at every level of the organization. The importance of finding and using available and appropriate data as the basis of decision making is emphasized.

MGT341 Managing Decision Models*3 credit hours*

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, formulating hypotheses, collecting data, working with levels of significance, analyzing variance, and constructing questionnaires.

MGT400 Managing People for Performance*3 credit hours*

This course identifies basic management and supervisory skills and practices that apply across organizations, whether participating in or managing an ad hoc work group to structuring personal and work group task priorities in a complex and ambiguous environment. The underlying principles of the identified practices are a focus to increase the likelihood that practices and skills can be adapted to new situations.

MGT401 Management Skills and Practice*3 credit hours*

Current and significant issues in management are examined. Students will examine the formal and informal functions of organizations, as well as basic management theories and principles associated with current business practices.

MGT402 Project Management*3 credit hours*

The course builds from the basic disciplines to apply them in project management settings using project management software and related tools. Case studies and/or simulations in project management applications are also provided. MGT401 or concurrent registration strongly recommended.

MGT411 Human Resource Management*3 credit hours*

The course considers the foundations of dealing with human resources in an organizational setting. The employee lifecycle from recruiting to retention to motivation to exit is discussed.

MGT412 Human Services/Team Management*3 credit hours*

This course examines the field of human services and the implementation of teams in organizations. Concepts, delivery strategies, and values associated with human services are examined. The development and implementation of team organizational approaches are also discussed.

MGT413 Managing Change*3 credit hours*

This course examines concepts and strategies for managing change in the business environment. Emphasis is given to the recognition of human diversity and strategies associated with organizational change in the workplace. Processes, procedures, and skills for managing change are also discussed.

MGT441 Quality Assurance*3 credit hours*

The modern management principles of the quality movement are presented. The history of total quality management, process management, and implementation of quality assurance programs in organizations are examined.

MGT414 Nonprofit and Governmental Organizations*3 credit hours*

This course examines the unique aspects of planning, organizing, directing, coordinating, and controlling in nonprofit and governmental organizations. Emphasis is given to the organizational structures, management, and leadership involved in nonprofit agencies.

MGT442 Quantitative Methods in Business*3 credit hours*

This course is a continuation of Managing Decision Models (MGT341) and examines the practical techniques available for solving business problems, with a focus on quantitative methods associated with current business applications. Students will examine current statistical computer applications, such as SPSS, used in quantitative research.

Prerequisite: MGT341.

MGT450 Cultural Diversity in the Workplace*3 credit hours*

This course is designed to teach students how to manage the increasingly multicultural workforce in the United States. Students are exposed to the basic concepts and issues of intercultural communication and cross-cultural relations, and explore the challenge that managing cultural diversity presents to both organizations and individuals.

MARKETING (MKT)**MKT302 Marketing***3 credit hours*

This course provides the fundamentals of marketing management in a dynamic organizational environment, including an analysis of such functions as product development, promotion, channels of distribution, and logistics. An introduction to the basic tools of marketing research is also provided.

MKT430 Marketing Fundamentals*3 credit hours*

This course focuses on domestic and global marketing decision making processes within the company in the areas of products and services, pricing, promotion, distribution, branding, sales force management, business-to-business, market information management, legal implications and ethics.

MKT431 Consumer Behavior*3 credit hours*

This course focuses on the relationship of domestic and global consumer behavior in purchasing, utilization, and disposition of products. Topics include marketing research and information management; psychological-social-cultural influences on consumer behaviors and decision making.

MKT432 Marketing Research and Analysis*3 credit hours*

This course focuses on domestic and global marketing research methodologies in product-price-promotion-distribution. Students examine the primary and secondary research design process. Other topics include sources, sampling, associations, testing, and interpretations.

MKT433 Marketing Strategy and Implementation*3 credit hours*

This course focuses on domestic and global external factors affecting marketing's products-pricing-promotion-distribution opportunities and threats; assimilation of the most appropriate strategy that fits the business environment; implementation plan using the internal marketing, management and infrastructure strengths.

MEDICAL LABORATORY (MLT)**MLT103 Urinalysis/Microbiology***3 credit hours*

In this course, students review renal anatomy and physiology, urine formation, and renal disease. Laboratory evaluation of the urine specimen includes physical, chemical, and microscopic assessment and correlation to the state of health and disease of the patient. The course also includes an introduction to microbiology; bacteria's role in normal body functions, clinical significance of infections and infectious disease, the location and function of bacterial structures, and proper specimen collection and processing to ensure bacterial detection. In the laboratory, the student will learn various culture techniques used in the identification and the determination of antibiotic susceptibility patterns. Safety and quality control are emphasized in laboratory exercises.

Prerequisites: concurrent with BIO110, CHM100, and COM110.

MLT107 Hematology/Phlebotomy*3 credit hours*

A basic hematology course that introduces the concepts of blood formation, blood cell structure and function, and the role of the blood cells in the healthy human body. Laboratory exercises include the determination of erythrocyte and leukocyte counts, leukocyte differentials, hemoglobin, hematocrit, and erythrocyte indices from blood. In addition, the students will learn the proper technique for the preparation and assessment of blood smears, quality control procedures, and recognition of normal laboratory test values. Laboratory safety is emphasized in all laboratory exercises.

Prerequisites or concurrent: BIO110, COM110.

MLT109 Immunology*2 credit hours*

This course is an introduction to the study of the human body's immune system; basic genetics, anatomy of the lymphatic system, the immune function of leukocytes, the body's immunological response during healthy and disease states, vaccines, antigens and antibody interactions, and the general purpose of the complement system. The course does not have a laboratory component.

Prerequisites or concurrent: BIO110, COM110.

MLT127 Advanced Phlebotomy*3 credit hours*

This course reviews infection control, safety, anatomy and physiology of body systems, the major pathologic conditions in the body with a review of the phlebotomist's role as a member of the healthcare team. Routine venipuncture and dermal puncture procedures will be revisited with an emphasis on difficult draws from various patient populations using standard operating procedures. Various additives, order of draw, special equipment and special precautions are also covered extensively. Requisitioning, specimen transport, specimen integrity and specimen processing are also covered. Proper patient communication and quality assurance and quality control will also be addressed.

Prerequisite: MLT107.

MLT130 Clinical Chemistry I*3 credit hours*

Introduces the student to the basic principles and practices of clinical chemistry, lab safety and regulations, quality control and statistics, lab mathematics, and point-of-care testing. Clinical correlations and lab procedures, amino acids and proteins, enzymes, vitamins and nutritional assessment carbohydrates, lipids and lipoproteins are studied in the laboratory. Students learn to prepare solutions, perform photometric and other clinical chemistry assays, and organize a laboratory. Quality control and laboratory safety are incorporated into the practice of laboratory testing. Correlation of laboratory test results with health status and disease is emphasized.

Prerequisites: BIO110, CHM100, COM110, MAT107, MLT103, MLT107.

MLT137 Phlebotomy Community Experience*2 credit hours*

This course allows students to further develop their phlebotomy skills in a community setting. The course begins with tours and shadowing experiences at local hospitals and clinics observing different blood collection techniques in different environments. Student's clinical experience will include supervised collection of blood specimens from various patient populations using the current standard of practice. Proper requisition, patient identification, specimen transport and processing will also be emphasized in the clinical setting.

Prerequisites: MLT107, MLT127.

MLT150 Clinical Microbiology I*3 credit hours*

The study of infectious disease caused by bacteria including: *Staphylococcus*, *Streptococcus*, *Neisseria*, *Enterobacteriaceae*, spirochetes, anaerobes, and other miscellaneous bacteria. Laboratory procedures focus on safety, quality control, bacterial identification techniques, including gram stains, biochemical tests, and susceptibility testing.

Prerequisites: COM110, MLT103, MLT107.

MLT170 Clinical Hematology I*3 credit hours*

This hematology course includes the description, maturation, identification, and function of blood and bone marrow in a healthy patient. Classifications of anemias and leukemias are introduced. Laboratory exercises lead to the completion of a complete blood count (CBC) including automated and manual methods for leukocyte (WBC) and erythrocyte (RBC) counts, hemoglobin and hematocrit values, and the identification and differentiation of normal, abnormal, mature, and immature blood cells on blood smears. Laboratory safety, quality control, and recognition of normal values are emphasized.

Prerequisites: CHM100, MLT107.

MLT209 Clinical Immunology*3 credit hours*

In-depth study of the body's immune response to infectious disease, immune deficiencies and disorders, tissue transplants, and malignancies. Laboratory procedures are performed to aid the diagnosis of diseases such as syphilis, infectious mononucleosis, streptococcus group A, rheumatoid arthritis, rubella, and varicella zoster. These laboratory procedures include agglutination, precipitation, labeled immunoassays, and molecular techniques. An emphasis is placed on proper laboratory technique, specimen handling, safety, and quality control.

Prerequisites: MLT107, MLT109.

MLT230 Clinical Chemistry II*3 credit hours*

Further study of clinical chemistry includes the study of trace elements, electrolytes, non-protein nitrogenous compounds, arterial blood gases, pH and buffer systems. In addition, the following organ system functions are discussed and evaluated; liver, endocrinology, thyroid, cardiac, renal, pancreatic and gastrointestinal function, specialty areas of clinical chemistry, therapeutic drug monitoring, toxicology, and tumor markers. In the laboratory, automated procedures and immunoassays emphasize multitasking, precision, and accuracy in patient testing and reports, and quality control while following the laboratory safety protocol are emphasized.

Prerequisite: MLT130.

MLT250 Clinical Microbiology II*3 credit hours*

Fungi, parasites, and other clinically significant organisms are introduced in this advanced course, along with review of pathogenic bacteria. Laboratory procedures focus on safety, quality control, specimen processing, and identification procedures for bacteria, fungi, parasites, viruses, and other pathogenic organisms.

Prerequisite: MLT150.

MLT270 Clinical Hematology II*3 credit hours*

This course introduces the student to hemostasis, the coagulation process and assessment of bleeding disorders, and anticoagulant therapy. Body fluid analysis, including spinal fluid, synovial fluid, amniotic fluid, semen, and others are discussed in relation to diagnostic significance of lab results.

Prerequisite: MLT170.

MLT279 Immunohematology*3 credit hours*

The study of blood transfusion practice includes discussion of donor screening and use of blood components. Concepts of genetics, biochemistry, and immunology of blood group systems, including the ABO, Rh, and others provide the foundation for testing associated with transfusion diseases, prenatal testing, and hemolytic disease of the newborn. Protocol for selection of components, pretransfusion testing, transfusion reactions, and other applications are addressed. In the laboratory, students perform blood typing, antibody screening and identification, compatibility testing, and some specialized procedures. Quality control and safety in the laboratory are stressed.

Prerequisites: MLT170, MLT209.

MLT280 Comprehensive Review/Introduction to Clinical Training*3 credit hours*

As preparation for entry into clinical training, this course includes a comprehensive review of previous course materials, laboratory techniques, and integration of other skills necessary for success in the practice of medical laboratory technology. Field trips to clinical sites such as clinical laboratories in hospitals, clinics, research, government, and other facilities are arranged when possible and vary depending on availability for tours. The clinical training assignment process, scholarship application, and immunizations required prior to clinical training start are integrated here. Must be taken the semester immediately preceding clinical training.

Prerequisites: all technical courses (MLT230, MLT250, MLT270, MLT279 concurrent).

MLT290 Clinical Medical Laboratory*6 credit hours*

Application of all skills and knowledge in an actual laboratory situation, on a forty-hour-per-week basis. Clinical Training occurs off-campus, at a NAACLS approved laboratory as appropriated by Argosy University, Twin Cities.

Prerequisites: all coursework must be completed.

PHILOSOPHY (PHI)**PHI101 Ethics in Contemporary Society***3 credit hours*

Ethics is the investigation of moral motive and action: What is the right thing to do, and why do the right thing? Students investigate personal, professional, and social issues of the day using the major ethical theories of western civilization. Based on research, students formulate and evaluate their own ethical positions in the context of respectful classroom dialogue.

Prerequisite: ENG101 or its equivalent.

PHI102 World Religions*3 credit hours*

This course introduces students to the varieties of religious expression throughout human cultures. Particular attention is given to the dominant religions of Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shinto, and Taoism. Students are encouraged to develop an understanding of the historical and cultural influences on the nature and diversity of the world's religions.

PHYSICS (PHY)**PHY105 General Physics***3 credit hours*

This is a foundational course that introduces the history and principles of general physics.

POLITICAL SCIENCE (POL)**POL110 American Experience***3 credit hours*

Students are encouraged to acquire a deeper understanding of the historical development and basic structure of the American political system. The course surveys the nature of the U.S. federal system of government and its essential components, especially the executive, legislative, and judicial branches, along with the U.S. Constitution and Bill of Rights. Attention is also given to the roles and influence of political parties, mass media, and special interest groups.

PSYCHOLOGY (PSY)

It is recommended that students complete General Psychology (PSY101) before taking any course at the 200-level or higher.

Courses marked with an asterisk () are recommended for students considering the pursuit of graduate-level education in the field of psychology.*

PSY101 General Psychology*3 credit hours*

This course is designed to provide a broad, general overview of the field and introduce basic concepts and ideas central to contemporary psychology. Topics include the biological bases of behavior, human development, learning and cognition, motivation and emotion, intelligence, personality, psychological disorders, ethics and social thought.

PSY102 Tests and Measures*3 credit hours*

This overview presents the major assessment instruments and a consideration of issues of reliability, validity, test scores and measurement, ethical and cultural factors in testing, correlations, measures of central tendency and variance, standardization, and norm-referenced testing.

PSY180 Interpersonal Effectiveness*3 credit hours*

This course examines the theories and skills essential to interpersonal effectiveness across a variety of relationships. Students will learn to apply these theories and skills to everyday interaction, explore how interpersonal effectiveness can help them achieve personal and professional goals, and design a plan for further development of interpersonal effectiveness skills during their academic program. Topics include effective communication, identity and impression formation, perception, cultural influences on interpersonal interaction, verbal and nonverbal communication, listening and feedback, relationship development, social influence, communication technologies, conflict, group interaction, and ethical conduct.

PSY210 Psychological Statistics**3 credit hours*

This course will introduce you to statistical concepts and tests used in psychological research as well as analysis and computation.

PSY220 Critical Thinking in Psychology*1–3 credit hours*

This course will focus on the ability to take topics in psychology and look at them using flexibility and open-mindedness, logical inference, thorough analysis of the evidence, divergent thinking, and skepticism while also identifying their inherent biases and assumptions.

PSY230 Psychology in the Community*3 credit hours*

This course will examine the variety of services provided by psychology in the community. Types of services, types of agencies, and types of populations served will be explored (e.g. inpatient vs. outpatient vs. residential or forensic vs. chemical dependency vs. mental health). A broader view of psychology's role in the community will be taken as students examine its influences in the fields of business, health, religion, advertising, and research. Field trips will be an important part of this class.

PSY240 Psychology in the Media*3 credit hours*

This course will look at the influence of psychology in the media. Media is widely defined as movies/television, music, news, printed material and the internet, all of which are available to the general public. This course will examine the advertising of psychology, stereotypes portrayed in the media, accuracy of information provided by the media through various venues, as well as how media portrayal of psychopathology has changed over time.

PSY250 Writing in Psychology*3 credit hours*

This course will focus on the introduction of APA style, the use of PSY-CLIT/PSYCINFO, doing appropriate literature searches, writing in a professional style, selecting appropriate topics, and practice in writing.

PSY300 Developmental Psychology**3 credit hours*

Survey of theory and research on cognitive, emotional, and social development during childhood, adolescence, and adulthood.

Prerequisite: (DAL) PSY101.

PSY301 Children and Violence*3 credit hours*

This course enables students to gain an understanding of the issues resulting from children's exposure to violence. Topics examined include community violence, war and terrorism, peer victimization, media violence, and familial abuse and maltreatment. In addition, best practices in prevention and intervention programming are highlighted, as well as a dialogue encouraging students to examine their own beliefs about the nature and impact of violence our world.

PSY302 Research Methods**3 credit hours*

Review of quantitative and qualitative scientific research methods used to investigate psychological questions. Emphasis on gathering and evaluating information from multiple sources, synthesizing findings from available literature into specific research questions, and designing effective methods to address those questions. Emphasis on critical thinking, problem solving, and developing writing skills in a style appropriate to the discipline of psychology.

Prerequisites: (DAL) PSY101, (SEA) PSY210.

PSY304 Human Sexuality*3 credit hours*

Examination of human sexuality as expressed in attitudes, beliefs, and behaviors. Analysis of research methods and findings on social and developmental psychological aspects of sexuality, including dysfunction and its treatment.

PSY305 Psychology of Religion*3 credit hours*

In this course students discover how psychology helps us understand religious behavior and experience. We investigate the meaning and value of religious faith as interpreted through the major psychological schools. Students reflect upon their own past spiritual development and consider its future possibilities. They also probe into reasons why religion sometimes "gets sick" and what factors contribute to religious health.

PSY306 Psychology of Aging*3 credit hours*

Multidisciplinary perspectives on the biological, psychological, and social issues of aging, including affective, cognitive, and physiological changes and the social effects of increasingly older population demographics in a diverse and global society.

PSY310 Social Psychology**3 credit hours*

Survey of theory and research on human social behavior, including topics such as aggression, attitudes, attribution, group dynamics, interpersonal relations, and prejudice and stereotypes. Emphasis on the diversity of human experience and ethical conflicts in psychological research and practice.

Prerequisite: (DAL) PSY101.

PSY312 Diversity*3 credit hours*

Examination of how an understanding and respect for the diversity of class, ethnicity, gender, religion, and sexual orientation differences contribute to the scientific study of human behavior. Cross-cultural research is also explored.

PSY313 Psychology of Gender*3 Credit Hours*

This course provides critical analysis of the issues and research related to masculinity, femininity, and gender difference. The course examines both biological and cultural determinants of sex roles and how these affect men and women personally, socially, and institutionally. Gender variation in areas such as cognitive abilities, personality and social behavior is considered from multiple perspectives including evolutionary theory, genetic theory, hormonal theories, social learning theory, cognitive-developmental theory, and social role theory.

PSY314 Psychology of Women*3 credit hours*

This course provides a comprehensive overview of the major topics and theories relevant to the current study of psychology of women, and the research on the impact of gender on thinking and behaving. Topics include psychosocial development (e.g. marriage, relationships), biologically-based experiences (e.g. menstruation, sexuality, mothering), mental health issues, gender differences/similarities (e.g. cognitive abilities, personality, social behavior), issues related to ethnicity and sexual orientation, and social issues (e.g. violence against women, power, achievement and the worlds of education and work).

PSY320 Industrial/Organizational Psychology**3 credit hours*

Application of the theories and research in psychology to industrial and social organizations, including topics such as personnel, human factors, organizational development, and welfare of the consumer. Examination of the ethical and legal dimensions of conducting psychological research and practice in the workplace.

Prerequisite: (DAL) PSY101.

PSY350 Physiological Psychology**3 credit hours*

Survey of relationships of physiological processes, especially nervous system functioning, to behavior. Emphasis on current, interdisciplinary research findings on brain and behavior and their applications.

Prerequisite: (DAL) Natural Sciences course.

PSY360 Cognition and Learning*3 credit hours*

This course provides an introduction to theories and research on cognition and learning, especially topics such as knowledge acquisition, language, memory, thinking and the biological basis of learning and cognition. Applications to the assessment and treatment of human problems in a variety of organizational settings in education and mental health are also discussed.

PSY361 Personality Theory*3 credit hours*

This course examines psychoanalytic, biological, behavioral, cognitive, trait, humanistic, and interactionist theoretical approaches to understanding personality. Strengths and weaknesses of the various approaches are noted. Where available, modern research is integrated with each theoretical approach. Thoughtful evaluation of the eight approaches is emphasized, as is integration of theories to create a rich and multi-faceted picture of human personality. Practical applications to gender and cultural/ethnic differences are noted. Assignments are designed to foster student awareness and reflection concerning personal assumptions about personality. The assignments also encourage students to practice critical thinking skills when evaluating the eight approaches and the related research.

PSY370 Introduction to Addiction and Addictive Behavior*3 credit hours*

This introductory course provides an overview of addictions and substance abuse, including alcoholism and drug abuse. It introduces both the physiological and psychological characteristics of substance abuse and its effect in various life areas. Both individual and family dynamics are covered, as well as ideas for treatment options and recovery. Cross addiction and dual-diagnosis are discussed.

PSY390 Special Topics*3 credit hours*

Intensive study of a theme, process, or problem in psychology. May be repeated for credit.

PSY395 Independent Study*1 – 3 credit hours*

An Independent Study provides a means for students to pursue a topic of interest in greater depth than is otherwise provided by the curriculum. Typically, it engages the student in an extensive literature review of a topic, an independent research project, or supervised experience at an internship site.

PSY400 Counseling Theories**3 credit hours*

The basic theory, principles, and techniques of counseling and its application to professional counseling settings are explained. Also considered are the various theories of counseling and issues in the practice of professional counseling.

PSY405 Interviewing Techniques**3 credit hours*

Interviewing Techniques is an applied course designed to develop basic relationship building, interviewing, reporting, problem-solving and decision-making skills with diverse clients. The focus is on fundamentals and techniques that cut across multiple interviewing situations. The fundamentals and techniques learned will prepare students for current real-world applications. For those students planning to attend graduate school, the fundamentals and techniques learned will serve as a foundation for the development and refinement of clinical skills.

PSY410 Maladaptive Behavior and Psychopathology*3 credit hours*

This course provides the student with a body of knowledge concerning the recognition, classification, course, prognosis, and treatment of the range of human problems usually defined as psychological disorders. Human problems are examined within the framework of the *DSM-IV TR* classification system. In addition, students will be exposed to the various ethical issues and dilemmas associated with identifying, classifying and treating behavior as maladaptive or pathological. The role gender and culture play in identifying, classifying and treating behavior as maladaptive or pathological will also be explored.

PSY415 Psychological Assessment**3 credit hours*

In-depth examination of assessment processes and measurement strategies for aptitudes, intelligence, interests, performance, and personality of diverse populations. Ethical, legal, and social issues in test theory, construction, and evaluation. Emphasis on psychometric properties.

Prerequisite: PSY210.

PSY420 Disabilities*3 credit hours*

In-depth examination of research findings and personal beliefs and attitudes about disabling conditions and their effects on families, communities, and the larger society. Ethical and legal issues in the assessment, evaluation, and treatment of disabled persons in educational, mental health, and organizational settings.

PSY422 Forensic Psychology*3 credit hours*

In-depth examination of the theories and methods of forensic psychology and their applications to the policies and procedures of criminal justice, legal, and mental health settings.

PSY423 Psychology and Criminal Justice*3 credit hours*

This course aims to provide students with an understanding of psychology as it has been applied to crime and criminal justice. The course examines psychological perspectives on the offender, ranging from the examination of offenders' individual characteristics, such as intelligence, to integrated theories of offending behavior.

PSY430 Ethics In Psychology*3 credit hours*

Students are asked to explore the legal, ethical and professional choices faced by social service workers and chemical dependency counselors. Topics include confidentiality, counselor values, client rights, the licensure process, complaint procedures, informed consent, and standards of care. A multicultural perspective is used throughout the course.

PSY440 Psychology Internship and Seminar*3 credit hours*

Supervised field experience in a variety of settings (such as counseling, industrial/organizational, criminal justice type settings), combined with integrative, reflective class seminar. This course ties together the theories and methods of psychology in an applied setting and a practical grounding for ethics, diversity, and effective written and oral communication skills developed during the baccalaureate program.

PSY450 History and Systems of Psychology**3 credit hours*

Development of the discipline of psychology from its philosophical roots to the present, with an emphasis on the last 100 years. In-depth examination of psychology as a science, practice, and sociocultural force in contemporary times. Emphasis on critical thinking, writing skills, and critical history research methods.

PSY480 Biopsychosocial Effects of Substances*3 credit hours*

The biological, psychological, and social effects of mood-altering substances and behaviors, as well as their implications for the addiction process, are reviewed. Psychopharmacology of substances is emphasized, and effects on health are covered. Cultural norms and the disease concept/model are considered.

Prerequisite: (TC) PSY370.

PSY481 Substance Abuse and the Family*3 credit hours*

This course is an introduction to family systems, focusing on the effects of addiction pertaining to family roles and behavior patterns. The impact of mood-altering substances and behaviors as they relate to the family are discussed, along with multicultural and transgenerational issues. Students are introduced to family interventions and treatment.

Prerequisite: (TC) PSY370.

PSY482 Substance Abuse Treatment I*3 credit hours*

This course covers all aspects of treatment with attention to readiness to change. Students are introduced to the core functions of individual and group chemical dependency counseling, including screening, orientation, intake, assessment, treatment planning, counseling, case management, crisis intervention, relapse prevention, client education, referral, reports and record-keeping, and consultation.

Prerequisite: (TC) PSY370.

PSY483 Substance Abuse Treatment II*3 credit hours*

This course is a continuation of Substance Abuse Treatment I (PSY482). It explores in greater depth the core functions of chemical dependency counseling, as well as readiness to change. The course is designed for students who plan to pursue licensure as substance abuse/chemical dependency practitioners.

Prerequisite: PSY482.

PSY485 Chemical Dependency Practicum*2–8 credit hours*

The Chemical Dependency Practicum provides supervised experience and training in chemical dependency. In addition to assigned hours on site, students will also meet weekly in a practicum seminar led by a faculty member. Students will be matched to sites based on their need for particular skill development, interest, and schedule.

PSY490 Human Services Internship and Seminar*3 credit hours*

Capstone Course. Supervised field experience in a variety of community settings. A portfolio of projects accomplished during this internship will be completed, including a literature review. This course ties together the theories and methods of psychology in an applied setting and a practical grounding for ethics, diversity, and effective written and oral communication skills developed during the baccalaureate program.

PSY492 Advanced General Psychology*3 credit hours*

Capstone Course. Advanced seminar on topics from the natural and social sciences knowledge bases of the discipline. A portfolio of papers and projects from prior coursework will be completed, including a literature review. This course ties together the theories and methods of psychology as a science and practice, and is a scholarly integration of ethics, diversity, and effective written and oral communication skills developed during the baccalaureate program.

PSY493 Crime and Causes*3 credit hours*

This course studies the sociological and social psychological foundations of crime and delinquency. Topics include the definition and meaning of crime and delinquency, the etiology of crime and delinquency, the history and development of criminal law, and criminal behavior.

PSY494 Substance Abuse Treatment in the Criminal Justice System*3 credit hours*

This course will examine treatment and intervention approaches that are effective with the offenders in correctional settings. Such topics to be introduced are drug and alcohol treatment in correctional institutions, treatment modalities, principles of the therapeutic communities, characteristics and traits of the offender and issues related to the transition into the community.

RADIOLOGY (RAD)**RAD100 Introduction to Radiologic Technology***3 credit hours*

This course introduces the basic radiologic and professional concepts of radiologic technology and patient care, including considerations for the physical and psychological needs of the patient and family. Topics discussed include imaging equipment, basic positioning and terminology, patient care, universal precautions, infection control, monitoring vital signs, and pharmacology. An introduction to the terminology and basic principles of radiology is included. Students apply classroom theory in the laboratory.

RAD105 Radiologic Procedures I*3 credit hours*

This course provides the student with an in-depth study of the anatomy and positioning of the upper extremity, shoulder girdle, lower extremity, and pelvic girdle. Students apply classroom theory in the laboratory.

Prerequisites: BIO110, RAD100.

RAD106 Fundamentals of Image Analysis I*1 Credit Hour*

Students will learn the basic fundamentals of image analysis, including a system for identifying and correcting technical, positioning, and exposure errors in the radiographic image.

Prerequisite: RAD105 concurrent.

RAD110 Radiologic Physics*3 credit hours*

This course presents an introduction to general physics principles, electricity, and electromagnetism as they relate to the production of radiation. The origins of radiations, generators, motors, transformers, x-ray circuitry, and x-ray tube operation are introduced, and the characteristics of x-ray production and its interactions with matter are discussed.

Prerequisites: MAT107, RAD105.

RAD115 Sectional Anatomy*2 credit hours*

This course introduces the student to a basic study of sectional anatomy and its applications in the field of radiology, specifically as it relates to MRI and CT.

Prerequisite: BIO110.

RAD116 Fundamentals of Image Analysis II*1 Credit Hour*

Student will expand on the basic fundamentals of image analysis. Students will analyze radiographic images using a system for identifying and correcting technical, positioning and exposure errors in the radiographic image.

Prerequisite: RAD225 concurrent

RAD120 Principles of Exposure I*3 credit hours*

This course is a study of image formation and processing. Instruction is provided in the composition and maintenance of radiographic film, intensifying screens, film processing, chemistry, and darkroom procedures. Students apply classroom theory in the laboratory.

Prerequisites: MAT107, RAD105.

RAD130 Radiobiology/Radiation Protection*1 credit hour*

A discussion of radiation's interactions with living systems. Acute and chronic effects of radiation are discussed, as well as factors affecting biological responses and the characteristics and interactions with matter. Federal and state guidelines are reviewed and methods of minimizing radiation exposure.

Prerequisites: RAD110, RAD120.

RAD140 Radiographic Pathology*2 credit hours*

This course explores the radiographic correlation of the causes, appearances, and symptoms of disease based on radiographic findings. A research paper pertaining to a radiographic topic is required.

Prerequisites: RAD105, RAD205.

RAD154 Exploring Opportunities in Medical Imaging*2 credit hours*

Students will explore career options in medical imaging. Following an introduction to the various options, students will select a topic to complete various components of research intended to further their knowledge and assist them in determining if it is a career option for which they may pursue.

RAD160 Computed Radiography*2 credit hours*

This online course will present the basic concepts and applications of computed radiography. The student will investigate the process, function, limitations and advantages of computed radiography.

RAD170 Trauma Radiography I*3 credit hours*

This course will instruct students in the skills necessary to think critically in trauma imaging. Students will utilize Problem-Based Learning skills to integrate material from the Introduction to Radiologic Technology (RAD100) and Radiologic Procedures I (RAD105). Independent and group projects will be used to identify critical thinking mechanisms to solve scenarios.

RAD205 Radiologic Procedures II*3 credit hours*

This course provides the student with an in-depth study of the anatomy and positioning of the vertebral column, bony thorax, thoracic viscera, skull, facial bones, and sinuses. Students apply classroom theory in the laboratory.

Prerequisite: RAD105.

RAD225 Principles of Exposure II*2 credit hours*

This course expands upon Principles of Exposure I (RAD120). Instruction in the theory and application of radiographic quality, automatic exposure control, exposure charts and quality assurance procedures.

Prerequisite: RAD120.

RAD240 Advanced Imaging*3 credit hours*

Provides an overview of specialty areas in the radiography department. Modalities include: CT, MRI, ultrasound, nuclear medicine, angiography, pediatrics, orthoroentgenography, arthrography, myelography, interventional angiography, cardiac catheterization, and radiation therapy. The student gains an understanding of the basic procedure, equipment, terminology, and contrast agents.

Prerequisites: all general education courses, RAD140, RAD225, RAD270 concurrent.

RAD250 Quality Assurance for Diagnostic Imaging*1 credit hour*

This course is designed to provide the radiology student with an overview of the principles and practices of quality assurance for diagnostic imaging facilities. Course work will assist the student in developing skills in the planning and operating a quality assurance program. Topics include Total Quality Management, state and federal laws governing ionizing radiation, equipment testing and maintenance, personnel monitoring, training and continuing education, record maintenance, radiation protection programs, and the writing of policies and procedures.

Prerequisite: RAD120.

RAD255 Radiologic Procedures III*3 credit hours*

This course provides the student with an in-depth study of the anatomy and positioning of the digestive and urinary systems, mobile trauma, pediatric, geriatric, and venipuncture procedures. A review of previous radiologic procedures classes is included. Students apply classroom theory in the laboratory.

Prerequisite: RAD205.

RAD270 Clinical Education I*9 credit hours*

Direct supervised experience in the clinical affiliate that enables the student to become familiar with departmental policies, workflow and office procedures, body mechanics and radiographic procedures. The online component includes a demonstration of the application of didactic education in the clinical setting.

Prerequisites: all general education courses, CPR, and all radiologic technology technical courses except RAD280 and RAD290; RAD240 concurrent.

RAD280 Comprehensive Review*3 credit hours*

This online course allows students to assess, summarize, and incorporate all previously learned radiological concepts, principles, and positioning skills necessary for preparation of the national Radiologic Technology Examination.

Prerequisites: RAD240, RAD270, RAD290 concurrent.

RAD290 Clinical Education II*9 credit hours*

Continuation of radiologic technology clinical education in the clinical affiliate site. Students gain experience and develop skills in radiologic procedures, positioning, and techniques in preparation for entry-level skills. Students accomplish standard procedures under indirect supervision upon demonstration of performance-based competencies.

Prerequisites: all general education courses, CPR, and all radiologic technology technical courses except RAD280; RAD280 concurrent.

RADIATION THERAPY (RTH)**RTH100 Introduction to Radiation Therapy***2 credit hours*

This course provides students with an overview of radiation therapy and the practitioner's role in the healthcare delivery system. The course also includes the basic principles of radiation therapy, the cancer-management perspective, and patient care, as well as principles of radiation and health safety, and the professional responsibilities of the radiation therapist. This course must be taken in the first semester prior to all other program courses.

RTH102 Computer Science*1 credit hour*

This course include and introduction to computers and computing. It will include basic computer concepts and vocabulary and an overview of computer hardware and software. The role and function of computers will be discussed. The use of computers to solve problems will be discussed. Information storage and accessibility and computer networking and internetworking will be discussed.

RTH110 Radiologic Physics*3 credit hours*

This course is designed to establish basic knowledge of physics pertinent to developing an understanding of radiation used in the clinical setting. Concepts presented will include atomic structure, electricity, electromagnetism, the production of x-rays and interaction with matter, and the fundamentals of x-ray generating equipment. An overview of imaging modalities will be presented, with emphasis on fluoroscopy, computed tomography, and magnetic resonance imaging.

Prerequisite: MAT107, PHY105 (or concurrent), RTH100.

RTH115 Sectional Anatomy*2 credit hours*

This course establishes a working knowledge of sectional anatomy of the cranium and facial bones, brain, spine, neck, thorax, abdomen and pelvis. It also provides discussion of the application of sectional anatomy in the imaging sciences fields, particularly as it relates to CT, MRI, Sonography and Radiation Therapy Treatment Planning.

Prerequisites: BIO110, BIO115, COM110, RTH100.

RTH120 Radiation Therapy Physics/QM*3 credit hours*

This course reviews and expands upon concepts and theories from the Radiologic Physics course. A detailed analysis of the properties of radiation, x-ray production, radiation quality, and the interactions of ionizing radiation with matter are emphasized. The treatment units to deliver external beam radiation therapy are presented. Radiation measurement, exposure, and absorbed dose are discussed. The course addresses quality management topics in radiation therapy, including quality checks on charts, films, simulators, treatment units and treatment planning systems. The role of the radiation oncology team in quality management is discussed, along with the regulatory and legal implications for maintaining appropriate quality management guidelines.

Prerequisites: COM110, MAT107, MAT110 (or concurrent), PHY105, RTH100, RTH110.

RTH130 Radiation Protection/Radiobiology*2 credit hours*

Basic principles of radiation protection and safety for the radiation therapist. Radiation health and safety requirements of federal and state regulatory agencies, accreditation agencies, and healthcare organizations are incorporated. Specific responsibilities of the radiation therapist are discussed, examined, performed, and evaluated. Also included are basic concepts and principles of radiation biology. The interactions of radiation with cells, tissues, and the body as a whole and resultant biophysical events are presented. Discussion of the principles of tolerance dose, time-dose relationships, fractionation schemes, and the relationship to the clinical practice of radiation therapy are discussed, examined, and evaluated.

Prerequisites: BIO110, BIO115, COM110, MAT107, RTH100, RTH107.

RTH135 Principles and Practices I*3 credit hours*

This course provides an overview of the immune system and its role in fighting diseases including cancer. The pathology of neoplasms are discussed, including their cause, diagnosis, and how to differentiate between benign and malignant neoplasms. Cancers of the skin, bones, soft tissues, endocrine system, lymphoreticular system, and leukemia are discussed in regard to their etiology, epidemiology, detection, diagnosis, treatment, and prognosis. The radiation therapist's responsibilities of education, assessment, and communication in the management of these cancers are presented.

Prerequisites: BIO110, BIO115, COM110, MAT107, RTH100, RTH110, RTH115, RTH120, RTH130, RTH150.

RTH150 Treatment Planning I*3 credit hours*

This course is designed to establish factors that influence and govern clinical patient treatment planning for radiation therapy. Included are patient measurement, immobilization, and contour considerations, as well as radiobiological factors. Conventional and computed tomography simulation is explained. Radiographic consideration, anatomical landmarks, treatment simulation procedures, techniques, and objectives are emphasized. Class demonstrations/laboratories and projects are incorporated to complement specific content areas and are focused on the clinical application of treatment planning and radiological imaging principles. These include simulator operation, block fabrication, and beam modification.

Prerequisites: BIO110, BIO115, COM110, MAT107, RTH100, RTH110.

RTH201 Research Methodology*1 credit hour*

This course include and introduction to elements of the research process and protocols. Gathering and evaluation of information from multiple sources will be discussed. Interpretation of data and application of results will be discussed. Scientific research related to radiation therapy will be discussed.

Prerequisites: COM110, ENG101, RTH100, RTH135, RTH130, RTH220.

RTH210 Medical Law and Ethics*3 credit hours*

This course is designed to define sources of law, causes of action, and litigation processes related to the professional practice of medical imaging. The interrelatedness of standards of care, law, ethical standards, and competence are examined, as are laws and regulations affecting the practitioner in employment and liability. The course is designed to establish a foundation for, and define the parameters of, professional practice. Ethical behaviors within a defined scope of practice will be discussed and examined within the context of the healthcare delivery system.

Prerequisite: PHI101.

RTH220 Treatment Planning II*3 credit hours*

This course is a continuation of Treatment Planning I (RTH150). Photon and electron beam therapy and dosimetry are discussed, along with the factors that influence them. Dose distribution, dose calculation and treatment planning application are emphasized. The role of computers in radiation therapy is presented. Brachytherapy sources, applicators and implant methods, as well as 3-D conformal, intensity modulated, stereotactic, intraoperative and other new technologies in radiation therapy are introduced.

Prerequisites: BIO110, BIO115, COM110, MAT107, MAT110 (or concurrent), RTH100, RTH115, RTH120, RTH135, RTH150.

RTH230 Building Clinical Skills*3 credit hours*

This course addresses the necessary clinical skill requirements for competent radiation therapists. It prepares the student physically and emotionally for interaction with sick and terminally ill patients. Patient care aspects of the class address proper lifting techniques, patient transportation, and aseptic and sterile procedures involving catheters, syringes, needles and other radiation therapy and hospital/clinic equipment. Nutrition, pain, and infection control concerns are taught. The psychological and emotional challenges that cancer patients face (generally, and those that are specific to certain diagnoses) will be discussed. The course introduces technical and quality management skills prior to the student's clinical training, with emphasis on how these aptitudes contribute to the patients successful treatment experience.

Prerequisites: BIO110, BIO115, COM110, MAT105, RTH220, RTH240.

RTH240 Principles and Practices II*3 credit hours*

This course, a continuation of RTH 135, covers cancers of the respiratory system, central nervous system, head and neck, digestive system, female and male reproductive systems, genitourinary system, breast, and pediatrics. Field design, treatment prescription and side effects of treatment will be presented, discussed, recommended, and evaluated. As part of the process, the course examines and evaluates the management of neoplastic disease. The epidemiology, etiology, detection, diagnosis, patient condition, treatment and prognosis of neoplastic disease will be presented, discussed and evaluated in relationship to histology, anatomical site and patterns of spread. The radiation therapist's responsibilities of education, assessment, and communication in the management of neoplastic disease are presented and discussed.

Prerequisites: BIO110, BIO115, COM110, MAT107, MAT110, RTH100, RTH115, RTH120, RTH130, RTH135, RTH220, RTH230.

RTH280 Radiation Therapy Comprehensive Review*3 credit hours*

In this course students have the opportunity to assess, summarize, and incorporate all previously learned radiation therapy concepts and principles, including a review of simulation and basic dosimetry.

Prerequisites: all technical courses.

RTH290 Clinical Training, Radiation Therapy*6 credit hours*

Content and clinical practice experiences are designed for sequential development, application, analysis, integration, synthesis, and evaluation of concepts and theories in radiation therapy. Through structured sequential assignments in clinical facilities, concepts of team practice, patient-centered clinical practice and professional development shall be discussed, examined and evaluated, through clinical site rotation and online components.

RTH291 Clinical Training, Radiation Therapy*6 credit hours*

Continuation of Clinical Training, Radiation Therapy (RTH290).

SCIENCE (SCI)**SCI110 The Rise of Modern Science***3 credit hours*

The course begins by exploring the evolution of science since the scientific revolution of the 16th and 17th centuries. Emphasis is placed on the development of the scientific method and its role in influencing the course of scientific discovery and perspectives on the world. Students become familiar with the fundamental nature of scientific reasoning and its importance in understanding and shaping contemporary life.

SCI115 The Ecological Perspective*3 credit hours*

An introduction to the interrelationships of living things to each other and their environment. Students learn about plant and animal identification and behaviors as these relate to the important ecological concepts of habitat, ecosystem, biological communities, and dynamic balance. The roles of natural resources and impact of human activity are also considered.

SCI120 Science and Technology*3 credit hours*

An examination of the close relationship between scientific discovery and technological advancement, how theoretical scientific principles shape technological developments, and vice versa. Students also learn how practical concerns influence both technology and science, and how various scientific principles underlie certain technological applications.

SOCIOLOGY (SOC)**SOC110 Sociology in a Global Perspective***3 credit hours*

This course presents an analysis of the development and persistence of social patterns and the impact of cultural, environmental, and social factors on the individual. Discussions include the theories and methods by which groups are studied; current interpretations of issues, such as family, ethnicity, and politics; cross-cultural comparisons of sociological areas; the global community of human beings and its sociological constructs.

Prerequisite: ENG101 or its equivalent.

SOC115 Loss and Grief*3 credit hours*

This course addresses issues of loss and grief in life and in preparation for death. It examines uncomplicated and complicated grief reactions and disenfranchised grief and loss.

SOC116 Sex, Power, and Socialization*3 credit hours*

This course explores male and female gender roles in the contemporary United States. It examines gender socialization in childhood and adulthood, sexual politics, and power structures and dynamics within the family and the workplace. Special attention to the effects of class and race on gender role formation are also explored.

SOC117 Crime and its Causes*3 credit hours*

This course studies the sociological and social psychological foundations of crime and delinquency. Topics include the definition and meaning of crime and delinquency, the etiology of crime and delinquency, the history and development of the criminal law, and criminal behavior.

SOC118 Juvenile Delinquency*3 credit hours*

This course provides a comparative and historical survey of juvenile delinquency and juvenile justice. It studies issues such as the nature, magnitude, and social location of youth crime, an analysis of causal theories, and an overview of programs aimed at delinquency prevention and control.

SOC416 Sociological Perspectives on Class, Ethnicity, and Gender*3 credit hours*

This course explores the impact of social class, ethnicity, and gender on identity as well as the functions of roles in social organization. Family life, work, violence, sexuality and the possibilities for social change will be considered.

Prerequisites: PSY101 or SOC110.

VASCULAR (VAS)**VAS110 Vascular Anatomy and Physiology***3 credit hours*

This course is designed to cover the gross and cross sectional anatomy as well as physiology related to the vascular system. Pathophysiology is discussed and applied to diagnostic studies.

Prerequisites: BIO110, ENG101, MAT107, PHY105, DMS105.

VAS215 Cerebrovascular Procedures*2 credit hours*

This course will consist of a brief review of the cerebrovascular anatomy and physiology. Scanning protocols and diagnostic criteria related to cerebrovascular diseases will be discussed and applied in the laboratory setting.

Prerequisites: DMS110, DMS115, DMS155, VAS110, ECH120.

VAS225 Venous Procedures and Assessment*3 credit hours*

The course will review the anatomy, physiology, and disease processes in the venous system. Scanning protocols and assessment of disease will be discussed and applied in the laboratory setting.

Prerequisites: DMS210, DMS225, DMS255, VAS215.

VAS255 Arterial Procedures and Assessment*3 credit hours*

The course will review the anatomy, physiology, and disease processes in the arterial system. Scanning protocols and assessment of disease will be discussed and applied in the laboratory setting.

Prerequisites: DMS210, DMS225, DMS255, VAS215.

VAS280 Comprehensive Review*3 credit hours*

This is a seven and one-half- to 15-week course which integrates the range of skills and knowledge the student has gained in Vascular and Abdomen. Course content will focus on Vascular and Abdomen with a comprehensive review of lecture material learned in previous semesters. Students will complete an abdominal and vascular proficiencies. Final preparation for entry into clinical setting.

Prerequisites: all program coursework, except VAS290 and VAS300.

VAS290 Clinical Training*3 credit hours*

The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level employment competency will be attained. Clinical training occurs off-campus at an actual clinic, laboratory, or hospital approved by Argosy University.

VAS300 Clinical Training*6 credit hours*

The student will demonstrate competency in the performance of ultrasound at clinical facilities. Entry-level competency will be attained. Clinical training occurs off-campus at an actual clinic or hospital approved by Argosy University.

VETERINARY (VET)**VET001 Animal Care I***0 credit hours*

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

VET002 Animal Care II*0 credit hours*

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

VET003 Animal Care III*0 credit hours*

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

VET004 Animal Care IV*0 credit hours*

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

VET005 Animal Care V*0 credit hours*

Each student is to complete five shifts of on-campus animal care (dogs, cats, rodents, rabbits) prior to graduation, one shift per semester.

VET100 Comparative Anatomy*2 credit hours*

Students will be able to identify the fundamental components of the skeletal, muscular, nervous, circulatory, digestive, respiratory, urinary, endocrine, and reproductive systems. This course includes a basic study of the anatomical and physiological differences of domestic animals. The primary species examined are the dog and cat. This is a foundation course and must be taken in the first semester. Students entering the program during Session II must complete Comparative Anatomy in the second semester.

VET110 Small Animal Medicine I*3 credit hours*

An introduction to the role of the veterinary technician in the care of small animals. Study of basic animal safety, behavior, and husbandry. The recognition of common breeds, physical exams, and basic small animal care is introduced. Aspects of veterinary office procedures and drug calculations are included. An eight-hour vet clinic shadowing experience is required outside of class time.

VET112 Veterinary Office Procedures and Practice Management*3 credit hours*

This course covers the principles of veterinary office procedures, which includes record keeping, inventory control, finances, accounting, human resource issues, customer relations, grief counseling, leadership and interpersonal skills. Emphasis will be on the role of the technician in veterinary practice management.

Prerequisites: PSY180, VET110

VET115 Veterinary Laboratory Procedures*3 credit hours*

Introduction to clinical laboratory disciplines, such as lab safety, microscopy, immunology, hematology, cytology, urinalysis, and automation. Course focuses on urinalysis, kidney function, and renal diseases. Other components such as chemistry analysis, fluid analysis, and specimen handling are discussed.

VET120 Veterinary Hematology*3 credit hours*

A study of basic hematological principles, primarily using the canine and female species as a model. Cell identification, blood cell counts, morphology, hematocrits, and blood smears are discussed and performed. Abnormal morphology, anemia, transfusion principles and hemostasis are also discussed. An introduction to the unique hematological features of various species, including farm animals and exotic pets is provided. Lecture and laboratory experiences prepare students to perform a thorough laboratory analysis of blood.

Prerequisite: VET115.

VET125 Animal Behavior*3 credit hours*

An optional course designed as a general study of behavior, theory, and modification techniques for the dog and cat.

Prerequisite: VET110.

VET126 Introduction to Canine Training*3 credit hours*

This course is designed to introduce the student to the many different methods and types of training and the pros and cons associated with each style of training and the tools used in dog training. The course will begin with a review of basic animal behavior and learning theory. The student will also learn the history behind dog training and the differences between obedience training, sport training, behavior modification and basic problem solving. The course will address the most common obedience problems in dogs and puppies, e.g. housebreaking, basic house manners, mouthing, chewing, crate training, digging, jumping, barking, and begging. The course includes a 2 hour hands on lab designed to help the student develop their own training plan and training style. The goal of the course is to help the student gain an understanding of basic client education and basic obedience training and problem solving. The student is required to spend time each week outside of class time working on "house manners" with their assigned animal.

Prerequisite: VET110 or concurrent.

VET130 Veterinary Diseases*3 credit hours*

This course is a survey of various small animal disease conditions. Included are typical vaccination protocols, dermatology, endocrinology, immunology, clinical chemistry, cardiology, oncology, and other public health topics. In lab, students will learn and practice various blood drawing techniques and commonly performed lab tests not covered in other courses.

Prerequisites: ENG101 (concurrent); VET100, VET110, VET115.

VET140 Parasitology*3 credit hours*

Students are introduced to the study of common internal and external parasites of animals. The primary species examined are the canine and feline with some discussion of other domesticated and production animals. The life cycles and laboratory techniques for proper identification are emphasized. Transmission, control, treatment, zoonoses, and client education are also discussed.

Prerequisite: VET115.

VET150 Veterinary Pharmacology*3 credit hours*

A study of general drug classifications, uses, terminology, dosages, interpretation of prescriptions, and adverse side effects is included. Introduction to anesthetics.

Prerequisites: MAT097, MAT107 concurrent, VET100.

VET160 Veterinary Ultrasonography*3 credit hours*

An elective course that introduces the student to the basic foundations of ultrasonography procedures. Ultrasound theory, equipment instruction and imaging interpretation are emphasized.

Prerequisites: VET100, VET110.

VET201 AZEW: Introduction to Avian Medicine*2 credit hours*

This course will be very helpful for any students interested in exotic medicine. This course will be a 2 credit, 1/2 semester (session 1), optional course that will describe pet bird husbandry, common illnesses, behavior problems and treatments. There will be a 2 hour per week lecture plus an off site, hands-on laboratory at the Midwest Avian Adoption and Rescue Services (MAARS) on Tuesday afternoons. The facility at MAARS focuses on parrots. Students will learn techniques such as avian venipuncture, bandaging, medicating, tube feeding, anesthesiology and radiology. There will be time allotted into the schedule for students to drive from Argosy to MAARS. (Students must arrange their own transportation to the lab.) Offered fall and summer semesters.

Prerequisites: VET120 and VET240 completed or concurrent.

VET206 Veterinary Dentistry*3 Credit Hours*

This is an optional course that provides students with an in-depth understanding of dental anatomy and effects of periodontal disease. Other topics include endodontics, restorations, dental radiography, orthodontics, nerve blocks, exotic and equine dentistry, and preventative dental care. This course will also emphasize proper charting techniques, identifying abnormalities, dental prophylaxis, assisting in advanced procedures and the importance of client education.

Prerequisite: VET240.

VET210 Large Animal Medicine*3 credit hours*

Introduction to healthcare and nursing needs of large animals, specifically, cattle, pigs, sheep, goats, horses, and camelids. The focus is on the nutritional and husbandry requirements of large animal species, including parasites, diseases, and equipment identification. This course includes laboratory experiences off-campus. Students must provide their own transportation to off-campus sites. Students practice basic restraint procedures with emphasis on safety, grooming, knot tying, radiography, bandaging, physical examination, sample collection, and injection techniques. The laboratory is ONLY offered during the day on Thursday afternoons. Students must provide their own transportation to the off-campus laboratory sites.

Prerequisites: ENG101, VET100, VET140, VET 235 completed or concurrent.

VET215 Microbiology*3 credit hours*

Students are introduced to the morphological, biochemical, and stain reactions of common pathogenic bacteria affecting animals. Sample collection, media and growth requirements, and antibiotic sensitivity techniques are emphasized.

Prerequisite: VET115.

VET220 Anesthesiology and Surgical Assisting*3 credit hours*

This course provides an introduction to the basic concepts of anesthesiology, with an emphasis on assisting veterinarians. The curriculum includes development of knowledge in pre-anesthetic, anesthetic, and pain management drugs and their proper application skills in anesthetizing and skills in anesthetizing and monitoring patients and using anesthetic and monitoring equipment. Students learn and perform basic dental cleaning techniques on anesthetized animals. Surgical assisting will be presented through the study of surgical procedures commonly performed in veterinary practice. Skills are developed in maintaining a surgical suite, following principles of asepsis, preparation of animals and equipment for surgery, anesthetizing and monitoring surgical patients, assisting surgeons, and providing postoperative care.

Prerequisites: VET150, VET240.

VET221 Advanced Equine Techniques*3 credit hours*

Introduction to advanced equine techniques such as; restraint, sample collection, digital radiography, ultrasonography, dentition, behavior, husbandry, foaling and nutrition. Course is delivered in a lab format off campus. Students must provide their own transportation to the off-campus site.

Prerequisite: VET210.

VET230 Laboratory and Exotic Animals*3 credit hours*

Study of laboratory animals and exotic pets, with emphasis on the special care and housing requirements. Lab focus is on the handling of laboratory animals.

Prerequisite: VET120, VET140.

VET235 Veterinary Imaging*3 credit hours*

Study of the use of radiography in veterinary medicine. Development of skills in the use of equipment, safety, positioning, and developing radiographs and problem solving. Special emphasis is on technique chart development and troubleshooting. Includes an introduction to ultrasonography techniques.

Prerequisites: VET100, VET110.

VET240 Small Animal Medicine II*3 credit hours*

The study of small animal nursing care. Topics include emergency care, reproduction, nutrition, dentistry, and fluid therapy. Students perform CPR, advanced diagnostic, and therapeutic techniques including venipuncture and bandaging. This course is a more in-depth approach to the physical exam, behavior analysis, and supportive care of the dog and cat.

Prerequisites: MAT107, VET130.

VET244 Advanced Critical Care*3 credit hours*

Students will be introduced to common emergency and critical care procedures with an emphasis on assisting veterinarians in providing life support and advanced nursing care. Topics will include patient triage, CPR, blood pressure measurement, use and placement of central IV lines, nasal oxygen and nasoesophageal feeding tubes. Advanced fluid therapy, transfusion medicine, critical nursing care and blood gas sampling will also be covered. Tours of emergency or critical care facilities will be arranged and require some additional time outside of class. Students must provide their own transportation to the off-campus tour sites.

Prerequisites: VET 240 required, VET 220 concurrent.

VET246 Veterinary Toxicology*3 credit hours*

This course will explore the common household products that are poisonous to animals, as well as other toxic chemicals, dangerous plants, products and substances. The student will also study the presenting symptoms, treatments, and prognosis associated with the different household poisons.

Prerequisites: VET240.

VET250 AZEW Aquatics, Zoology, Exotics, and Wildlife*3 credit hours*

An optional course designed to give students a general overview of the study of aquatics, zoology, exotic species, and wildlife. Includes information about wildlife rehabilitation, zoo animal management, and nondomestic animal medicine such as reptiles, amphibians, and birds. Some field trips are scheduled.

Prerequisite: VET100, VET120, VET235 concurrent.

VET260 Wildlife Handling*1-3 credit hours*

This is an optional course and is conducted as an off-campus laboratory to be held at the Wildlife Science Center in Forest Lake, Minnesota.

This is an intensive 3-day, hands-on course in techniques for capturing and sampling animals in the wild. Topics covered will be drug delivery systems and drug combinations for anesthesia, venipuncture, use of monitoring equipment, physical examination, and emergency procedures. Procedures are performed on captive wolves and other large mammals. Students are required to have completed the entire rabies vaccination series before taking this course.

Prerequisites: VET100, VET110.

VET270 Ecology*3 credit hours*

An optional course in which students learn to identify many species by special anatomical features and life histories. The student is introduced to the environmental factors that affect the health and well-being of animals in a natural setting. The course includes 12–14 field trips.

VET280 Comprehensive Review*3 credit hours*

This course provides a comprehensive review of previous veterinary technician curriculum with an emphasis on laboratory procedures. Students assume primary care responsibility for one resident animal, including medical care, laboratory testing, and record keeping conducted under the supervision of a veterinarian and veterinary technician. Students also perform basic office procedures in a simulated small animal clinic, including practice in developing client relationships, nursing care, record keeping, clinic maintenance, and professional behavior. Clinic assignments are to be arranged by the instructor. This course must be taken immediately preceding clinical training. Some outside class time is required.

Prerequisites: all VET courses except VET290, concurrent with VET230. May be taken concurrently with VET220 with permission from the program chair.

VET290 Clinical Veterinary Training*6 credit hours*

Students work under the supervision of a CVT a veterinary setting during their final semester, receiving additional hands-on experience and improving their technical skills. Clinical training is conducted at facilities approved by Argosy University. Examples of sites include large and small animal hospitals, research labs, zoos, and universities and are selected according to the interests and qualifications of the student and site availability. Students are expected to spend 35-40 hours per week for 12 weeks at their internship site. This requirement must be fulfilled within one year of successfully completing academic coursework at Argosy University, Twin Cities.

Prerequisites: all academic coursework must be completed prior to clinical training.

Graduate Courses

Not every course is offered at each Argosy University campus. Availability is based on curriculum, faculty interest, local clinical needs, and student interest. *Registration Bulletins* and other announcements provide detailed course availability and prerequisite information. The listing presented here was current at the time of publication. We recommend contacting the particular campus for current course availability.

Course prerequisites that are campus-specific are indicated by the following abbreviations:

ATL	Argosy University, Atlanta
CH	Argosy University, Chicago
DAL	Argosy University, Dallas
DEN	Argosy University, Denver
DC	Argosy University, Washington DC
HI	Argosy University, Hawai'i
IE	Argosy University, Inland Empire
LA	Argosy University, Los Angeles
NAS	Argosy University, Nashville
ORA	Argosy University, Orange County
PHX	Argosy University, Phoenix
SAR	Argosy University, Sarasota
SCH	Argosy University, Schaumburg
SEA	Argosy University, Seattle
SF	Argosy University, San Francisco Bay Area
SD	Argosy University, San Diego
SLC	Argosy University, Salt Lake City
TAM	Argosy University, Tampa
TC	Argosy University, Twin Cities

COURSE NUMBERING SYSTEM

While many courses cross lines between class levels, and therefore the numbering system is not always completely consistent, the following offers a general correlation between course numbers and grade levels:

Grade Level		Course Number Range
Master's	First-Year	6000–6499
	Second-Year	6500–6999
Doctorate	First-Year	7000–7499
	Second-Year	7500–7999
	Third-Year	8000–8499
	Fourth-Year	8500–8999

Argosy University awards semester credit hours as noted in each course description.

ADJUNCT ENROLLMENT (ADJ)

ADJCOMP Comprehensive Exam

0 credit hours

Students may enroll in Comprehensive Exam (ADJCOMP) when they complete all coursework required to take the Comprehensive Exam as defined by their program of study, and submit a Comprehensive Exam Petition to the Student Services Department. No credit hours are earned, but enrollment allows students to maintain a less than half-time active enrollment status for up to one semester while taking Comprehensive Exams. It also creates a transcript record, reflecting enrollment for the Comprehensive Examination and the ultimate outcome of all attempts with a final grade of "Credit" or "No Credit."

ADJ900 Adjunct Enrollment

0 credit hours

No credit is earned for adjunct enrollment, but it allows students to maintain their status in the degree program. Adjunct enrollment serves both students who have finished their coursework, but have not yet met all degree requirements, and those who choose not to enroll in regular classes for a given semester.

BUSINESS (B)

B5001 Macroeconomics

3 credit hours

This course provides a study of economic analysis of the factors at work in the marketplace. Emphasis is placed on the study of macroeconomics. The study of the determination of income, output, employment, and prices in the economy are also examined.

B5002 Microeconomics

3 credit hours

This course places an emphasis on the study of microeconomics. A descriptive and analytical study of the market economy, it includes market structures, pricing, and distribution of wealth and income.

B5003 Principles of Accounting

3 credit hours

This course provides an introduction to the preparation and use of accounting principles. Emphasis is on basic accounting procedures, measurement of income and expense, working capital, and investments. Includes material on corporations, capital budgeting, and interpretation of financial statements.

B5004 Financial Management

3 credit hours

An introduction to the processes and principles involved in financial management. Practical emphasis is given to corporate entities, capital markets, as well as stock markets. Basic principles such as financial ratios and other financial measurements are examined.

B5005 Managing Decision Models

3 credit hours

Problem analysis and evaluation techniques are presented. Students are shown methods for defining, researching, analyzing, and evaluating a problem they would solve in their work or vocational environment. Specific statistical information covered in the course includes identifying and measuring objectives, formulating hypothesis, collecting data, working with levels of significance, analyzing variance, and constructing questionnaires.

B6002 Financial Accounting for Managers

3 credit hours

This course introduces students to published financial statements of public companies, which are usually incorporated into the annual reports issued to shareholders, creditors, financial analysts, and others interested in the company's financial position and results of its operations. The course examines management's analysis of the financial statements, generally accepted accounting principles, the financial statements, and the related footnotes.

B6003 Ethics in Business

3 credit hours

This course addresses the ethical dimensions of management with a special focus on the processes managers may use to raise and resolve ethical dilemmas and conflicts in organizational settings. Policies pertaining to treatment of those raising ethical issues will be considered. The legal and regulatory requirements of ethical conduct will be examined. Policies and codes of conduct established by various organizations and industry groups will be critically examined. The course will feature case studies involving alleged breaches of ethical conduct among publicly held corporations.

B6004 E-Business Applications

3 credit hours

This course is designed to introduce students to the dynamic world of Internet-based business/E-Business. Topics focus on the conceptual framework of Internet-based commerce for Business-to-Consumer (B2C) and Business-to-Business (B2B) computer systems, and how they integrate with organizational objectives. Students explore the implications of key information technologies used within and across businesses to conduct e-business, including customer relationship management, enterprise resource planning, online ordering and inventory management, supply chain management, e-procurement systems, data warehousing, data mining, intra-extranets, and knowledge management. Applied work provides hands-on application of programming and software development skills.

B6005 International Business for Managers

3 credit hours

The student gains knowledge of the current international business environment, including trade agreements, interacting with employees, issues in expatriate assignments (selecting them, training them, bringing them back home, etc.), an overview of tax concerns in international environments, and the difficulties/advantages of doing business across borders.

B6006 Business Principles

3 credit hours

This course discusses general business terminology, and briefly introduces accounting, economics, management, marketing, and finance. Emphasis is on understanding and applying concepts associated with current business practices.

B6007 Psychology Foundations for Leadership

3 credit hours

This course reviews the basic concepts, theories, and research regarding psychological issues related to organizational behavior and leadership. It examines the nature of leadership, leadership behavior, and specific psychological traits of ordinary individuals in leadership roles. Individuals will be helped to identify their leadership style.

B6010 Practicum in Business

1–3 credit hours

This course provides an opportunity for students with little or no practical work experience in a relevant business setting to meet Argosy University's requirement for such experience through as much as 12 months of part-time or full-time employment with an approved employer. A faculty mentor guides the student's integration of work experience and academic curriculum. At the completion of this course, the student prepares a final paper describing the application of his or her studies in the work setting.

B6021 Managerial Accounting

3 credit hours

Managerial accounting helps direct the financial activities of managers within the organization and has a strong emphasis on the future direction of the organization. This course examines the role of managerial accounting as it impacts organizational decision-making. It also reviews the analytical methodologies and performance measurements that are an integral part of the system of financial control within a business. Emphasis is placed on the critical thinking and decision-making ability of corporate managers.

B6022 Financial Management

3 credit hours

This course studies the conceptual framework for analyzing financial decisions based on contemporary principles of financial theory. The focus is on the development of corporate financial policy with emphasis on capital structure, cost of capital, and dividend policy. Students will examine discounting cash flow techniques, capital budgeting, and managing risk in investment decisions.

B6023 Strategic and Operational Planning

3 credit hours

Students learn how to develop the skills and concepts needed to ensure the ongoing contribution of a firm's operations to its competitive position. Typically this requires the firm to achieve, at a minimum cost, quality and economic parity, responsiveness and adaptability to customer needs and desires, rapid time to market, process technology, and sufficient and responsive capacity. Topics encompass all elements of coherent operation systems, process analysis, cross-functional and cross firm integration, product development, and technology and operations strategy.

B6024 Information Management

3 credit hours

This course addresses managing information resources and providing support services for users from a general management perspective. Information resources include internally and externally developed information (past, present and future), local and global communications networks and associated hardware and software technology; personnel and users; and operational and management systems. Support services include training and support for users and operational practices and security for electronic commerce. Best practices for the entire information technology management team are examined.

B6025 Management Decision Models

3 credit hours

This course offers students the opportunity to learn and apply specific methods, techniques and topics related to statistics and quantitative analyses. Students design analyses around professional problems in their organizations or an organization in which they choose to enhance efficiency or effectiveness. Successful managers and decision makers are able to understand and effectively use the tremendous amount of information available to them. This course provides practical applications and a critical thinking perspective for business managers.

B6026 Marketing Planning and Strategy*3 credit hours*

Organizations do not always have a clear understanding of marketing, the components of developing a marketing strategy, and the elements of planning and implementing a marketing plan. This course emphasizes the identification, analysis, and selection of target markets; development and management of product/service lines; pricing; demand analysis and forecasting; distribution systems; and advertising and promotions. Major forces impacting marketing strategy, such as electronic marketing, one-to-one marketing, consumer trends, competition, and regulating forces, are examined. Students diagnose marketing problems, identify opportunities at operational and strategic levels, and develop a marketing plan for their organization or an organization they choose to enhance.

B6027 Perspectives in Change Leadership*3 credit hours*

This course focuses on the essence of leadership and management, including the behaviors, attitudes, and perspectives that distinguish leaders. Effective strategies for developing managers and leaders in the context of modern organizations are emphasized. Leadership dilemmas and issues are analyzed. A multidisciplinary approach will be used to explore new demands and relevant strategies for effective leadership. Individuals will be helped to identify their leadership style.

B6028 Solutions to Organizational Challenges*3 credit hours*

This is a Capstone Course that “puts it all together” through a program application project. Students must complete a minimum of 30 semester credit hours before taking this course. The course is intended to help students frame unstructured business problems. Students must identify the central issues and determine the most appropriate tools and concepts from the core curriculum to apply in order to gain insight into these issues. This approach helps develop a cross-functional approach to business issues. Students are engaged in a project with an outside organization of their own choosing and receive extensive feedback as they carry out the project. Their project is presented to a faculty panel acting as decision makers for the organization.

B6101 Legal Environment of Business*3 credit hours*

This course provides an introductory environmental approach to understanding liability in the business environment, involving both personal and real property. Types of labor, business, and stock structures are examined with an eye toward maximizing control and minimizing liability for participants. Emphasis includes practical application of the Uniform Commercial Code.

B6102 Economic Analysis*3 credit hours*

This course offers a practical examination of the principles of microeconomics and macroeconomics as they relate to economic change, fiscal and monetary policies, regulatory action, and competition. Applications of economic principles and consideration of economic history include international as well as domestic issues.

B6105 Managerial Finance*3 credit hours*

The contemporary fundamentals of the theory of finance through the identification of tools such as net present value analysis are presented. The course applies financial theory and tools to capital budgeting and asset management. It includes the management of the asset structure and the liability structure of the firm. Both certain and risky situations in the contemporary business environment and possible management alternatives are considered.

B6106 Managerial Accounting*3 credit hours*

This course studies contemporary topics relating to the collection and use of internal accounting data for management decision making. Topics covered include activity-based costing, flexible manufacturing systems, the cost of quality, and ethical issues. These topics, where appropriate, are applied to not-for-profit, service, retail, and wholesale organizations in addition to manufacturing organizations.

B6107 Management of Information Resources*3 credit hours*

This course explores the strategic and management issues associated with the effective organizational use of information technology. Topics include role of the chief information officer; strategic planning, impacts and alliances; information technology assimilation; information technology architectures, functional organization, and operational control; information systems project management.

B6110 Supply Chain Optimization and Outsourcing*3 credit hours*

Supply Chain Management encompasses development of integrated strategies in managing over-all costs, attaining profit goals, and satisfying customers. Building on the implementation of enterprise software and new applications, leaders are better able to plan sales revenue, schedule production, set optimal inventory levels, plan distribution/warehousing and global logistics, source goods and services strategically, and finance operations through better working capital management. Recognition is also given to important interrelationships among sales management, logistics, production, marketing, and financial management. This course also focuses on outsourcing as a corporate strategy to reduce costs, improve cycle time, customer service and improve the overall performance of the supply chain. The human resource implications and challenges inherent in implementing outsourcing will be addressed and the pros and cons of this strategy debated in class. Requirements of the course will include case analyses.

B6120 Communications Strategies for Managers*3 credit hours*

This course focuses on the development of effective communication strategies and their applications in various organizational contexts and with different stakeholder groups. Topics covered include defining the organizational communications culture and styles, audience assessment, overcoming communications barriers, communications etiquette, and ethical dimensions of communications. Techniques covered include preparation of memos and business reports, business correspondence using email and hard copy formats, preparing and delivering oral reports, and facilitating discussions.

B6125 Leadership and Organizational Behavior*3 credit hours*

This course includes an exploration of the diverse determinants and organizational consequences of both individual and group behavior within formal organizations. Emphasis is on theories, concepts, and empirical findings from behavioral theory that will help leaders understand and motivate members and teams of an organization. Featured in this course are case studies of actual business situations.

B6190 Independent Study in Accounting*3 credit hours*

This course is completed on a one-on-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, the collection and interpretation of accumulated data, or a field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B6201 Investments/Portfolio Theory*3 credit hours*

This course explores theory and techniques that are basic for the control of investment risks and optimization of investment returns. This course analyzes contemporary theories such as the Random Walk, Market Efficiency, Portfolio Theory, Security Analysis and techniques of security selection and availability to the institutional portfolio manager. Topics include analysis of securities and security market operations, theories of market behavior, and application in selection of personal and corporate investment strategies. Students focus on the role of the modern portfolio manager in achieving diversification along with reviewing and evaluating client investment goals.

B6202 Corporate Taxation*3 credit hours*

This course provides a practical review of the federal corporate income tax structure. At the same time, the evolution of specific statutory provisions through the interaction of case law, political compromise, and economic considerations are discussed to give the student a broad base for understanding and applying the tax law.

B6203 Money and Banking*3 credit hours*

This course includes a contemporary and historical assessment of the functions, concerns, and problems of money and the Federal Reserve System, and their roles in economic efficiency and stability. Topics include financial markets and instruments; fundamentals of bank operations, regulation, and structure; the money supply process; the functions of a central bank; the strategy of monetary policy; the federal budget and the economy; and the causes and effects of inflation.

B6204 Advanced Finance*3 credit hours*

This course focuses on the capital structure of a corporation, including dividend policy. Also discussed are options, warrants, initial public offerings, and mergers and acquisitions.

B6205 Advanced Accounting*3 credit hours*

This course covers traditional advanced accounting topics such as consolidations and reporting for the combinations, accounting for partnerships, not-for-profit accounting, and other areas of interest.

B6206 Global Finance*3 credit hours*

This course explores managing international business and global competition with an understanding of international financial instruments, markets and institutions. Topics include foreign exchange risk, determination of exchange rates and interest rates, management of foreign exchange risk with forwards, options, and swaps; exchange rate forecasting; the review of currency speculative attacks; and dynamics of the balance of payments with focus on understanding international capital flows, country debt and exchange rate fluctuations.

B6208 Case Studies in Finance*3 credit hours*

This course uses the case-study method to explore short- and long-term financing options, capital costs, investment decisions, and mergers and acquisitions as financial solutions for a wide range of organizations. Using the cases, students study and analyze the current financial situation, then consider possible alternatives and, finally, select and justify the best financial solution for the case.

B6210 Special Topics in Finance*3 credit hours*

This seminar provides advanced graduate students an opportunity to explore selected topics, issues, and problems in finance with the guidance of a senior faculty member.

B6252 Accounting Theory and Practice*3 credit hours*

This course focuses on accounting theory and policy concepts, and is designed to enhance understanding and analysis by students. Accounting theory is examined, as well as its implications and relations to problems in accounting.

B6253 Auditing*3 credit hours*

This course covers theory and issues relevant to internal and operational auditing. The focus is on relevant auditing concepts and their applications to current auditing problems, including electronic audits.

B6254 Accounting Information Systems*3 credit hours*

This course explores and analyzes the topics and methods in accounting information systems. The focus is on management of the accounting information system. Both practical and theoretical issues are considered.

B6290 Independent Study in Finance*3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B6301 Promotion Management*3 credit hours*

Promotional strategy is analyzed through its major components: personal selling, advertising, sales promotion, and public relations. Marketing communications and sales methods are examined through a task-objective method.

B6302 Consumer Behavior*3 credit hours*

Theories and research findings from the behavioral sciences are examined from the point of view of their applicability to marketing management. Conclusions are drawn from psychology, sociology, anthropology, economics, and marketing research.

B6303 Marketing Research for Decision-Making*3 credit hours*

This course focuses on the importance of marketing research for making sound marketing strategy decisions. The course details the stages of the marketing research process including: the purpose of the research, designing the plan for the research, performing the research, and preparing the research report. The course identifies marketing information systems and highlights the marketing decision support system.

B6304 Advanced Marketing Management*3 credit hours*

This course provides an in-depth examination of the role of marketing in helping to define the objectives of businesses and not-for-profit organizations, and in achieving these objectives. Aspects of marketing decision making, such as strategic planning, the marketing management process, promotion, distribution, and pricing strategies, are covered. Cases and current problems are utilized in applying theory to the real world.

B6309 Special Topics in Marketing*3 credit hours*

This course provides advanced graduate students an opportunity to explore selected topics, issues, and problems in marketing, with the guidance of a senior faculty member.

B6311 Marketing Behavior and Decision-Making*3 credit hours*

This course focuses on the consumer and business-to-business decision making processes of which can be extensive, limited, or routine. Consumers proceed through multiple stages to reach a purchasing decision, usually personal and often impulsive, when they purchase from businesses. Topics include need recognition, alternative search, alternative evaluation, purchase decision, post-purchase evaluation. The course highlights how the process is influenced by social, marketing, and situational factors. In parallel, business-to-business (B2B) marketing behaviors and decisions are different in their purchasing issues: purchasing decisions, providing a problem-solving solution, long-term profitable relationships; product development, branding, communications channels, promotions, pricing/discounts/quantities.

B6320 Integrated Marketing Communications*3 credit hours*

This course focuses on the marketing communications tools, techniques and media used in the business world. Creating the right customer focus requires a coordination and integration of multiple elements: promotion, advertising, sales promotion, personal selling, public relations, licensing, sponsorships, and customer services. The goal of the course is to present an integrated marketing strategy through the unification of all communications tools providing a comprehensive message to targeted customers.

B6390 Independent Study in Marketing*3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B6401 HRM/Personnel Administration*3 credit hours*

This study of contemporary views on the complex decision-making process regarding the management of human resources within an organizational system is geared to meeting both individual needs and organizational objectives. New acquisition, development, rewarding, and maintenance of human resources are researched, analyzed, and discussed.

B6402 Personnel Law and Regulations*3 credit hours*

This course introduces students to labor relations by examining the scope of statutes that govern self-organization, as well as employer actions that affect the right to self-organize. Emphasis is placed on the legal aspects of needs planning, employee relations, and policy administration. Negotiating and administering collective bargaining agreements, as well as remedies for illegal strikes, boycotts, and picketing are stressed. Other selected topics include communications, compensation, appraisal/development, employer/union discrimination, and collective bargaining.

B6403 Labor and Management Relations*3 credit hours*

An objective evaluation of the demand for, and supply of, labor in its relation to management's needs provides a solid foundation for managers and human resources professionals. The theory and application of collective bargaining and employee benefit programs are also emphasized. The impact of labor contracts on global competition and corporate flexibility in a changing world are examined.

B6404 Compensation Management*3 credit hours*

This course includes a practical exploration of the concepts, theories, principles, and applications of job analysis, job evaluation, position design and descriptions, job classification, compensation systems, salary and wage surveys, incentive pay, profit sharing, and fringe benefits. Current practices are examined and projected; changes and trends are discussed.

B6405 Training and Human Resources Development*3 credit hours*

This course explores the roles of training and organizational development in the growth, development, and success of organizations. Organizational development is examined in terms of its history, underlying assumptions, characteristics, components, and different types of interventions. Components of effective training are identified and addressed, including needs assessment, program development, instructional design and delivery, and evaluation.

B6409 Special Topics in Human Resources*3 credit hours*

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems in human resources, with the guidance of a senior faculty member.

B6420 Foundations of Sustainable Business*3 credit hours*

This course provides an overview and comparative understanding of sustainable business practices along with frameworks of sustainable business practice and economic principles provide the foundations for helping managers achieve competitive advantage. This course also presents current theory and practice of systems thinking to understanding global, environmental, and social change. This holistic and dynamic understanding helps bridge the social sciences with the natural sciences to understand the complexities involved in developing and implementing sustainable business practice. Issues of sustainable business practices are explored in order to provide tools and methods to help students understand, make decisions, implement and evaluate emerging global issues surrounding sustainable business practice.

B6421 Change Management and the Sustainable Enterprise*3 credit hours*

The course introduces Six Sigma is a change management framework that has evolved from a focus on process improvement using statistical tools to a comprehensive framework for managing a sustainable business. The course also surveys the analytic tools and techniques which are useful in the design and operation of sustainable systems from supply networks to distribution channels. The material is taught from a managerial perspective, with an emphasis on where and how specific tools can be used to improve the overall performance, reduce the total cost, while increasing the sustainability of the firm's value chain.

B6422 Ethical and Economic Dimensions of Sustainable Business*3 credit hours*

This dynamic graduate course provides an analysis of ethical theories that address topics of global and business sustainability. Also included are relevant economic theories that inform sustainability decisions in business and organizations. Theories and readings in natural capitalism, managing and accounting for the triple bottom line, finding and developing market solutions, and determining and reducing externalities are included. Additionally, measuring and reporting firm performance and reviewing social responsibility standards, policies and risks are included.

B6423 Sustainable Venture Plan Seminar*3 credit hours*

This course is project-based and is intended to help students to learn how to frame sustainable systems problems. The course uses project management tools to plan and implement a sustainability study. Students are asked to identify an existing organization and conduct a full sustainability analysis. Students are asked to identify the sustainability issues of the organization and choose the most appropriate analysis to use among such tools as systems modeling, six sigma, sustainable value chain analysis, etc. The course focuses on gaining practical insight from the sustainability analysis process.

B6450 Financial Strategies for Managers: An Integrated Approach*3 Credit Hours*

This course is designed for managers who need a background in accounting and finance. The course integrates, from a management perspective, relevant principles and concepts drawn from both accounting and finance. The course introduces students to such financial concepts as the relationship of cash flow to the time value of money; cash management, receivables management, and capital budgeting techniques. Completion of this course will prepare students to assess and analyze the quality of accounting information as presented in financial statements, and utilize the data for both strategic and operational management decisions.

B6490 Independent Study in Human Resources*3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements. *Note: Students are generally limited to one Directed Independent Studies course per program of study.*

B6501 Accounting and Finance for Healthcare Managers*3 credit hours*

This course provides accounting methods and traditional financial management concepts of risk, value, return, cost of capital and cash flow for both for-profit and non-profit organizations. Topics include: analysis of cost reports, payment capitation, corporate structure and taxation implications, governmental requirements, utilization management, case mix/payer mix, severity of illness assignment, basic tools of capital budgeting, risk analysis tactical alternative and forecasting, and an examination of how ethics in healthcare finance has affected the healthcare marketplace. Challenges include balancing cost effectiveness with patient care.

B6502 Legal Perspectives in Healthcare Organizations*3 credit hours*

This course provides an in-depth study of legal issues unique to healthcare organizations. Topics include malpractice exposure, living wills, confidentiality, licensure, governance, labor law, and other relevant issues. The impacts and interactions of regional, state, and federal regulations are reviewed.

B6503 Risk Management*3 credit hours*

This course offers a comprehensive study of methods available for risk and limiting financial exposure. Topics include insurance, underwriting, self-insurance, loss control, insurance fraud, workers' compensation, government regulation, and current issues in the insurance industry.

B6504 Managing and Measuring Quality in Healthcare Organizations*3 credit hours*

Increasingly healthcare organizations are challenged to improve patient outcomes, redesign business processes and execute quality and risk management initiatives. This course begins by introducing the student to the field of quality management and how these principles have been adopted by healthcare organizations to improve patient outcomes and program quality. Case studies will be used to illustrate how patient outcomes have been improved and business processes redesigned to achieve improvements in quality, risk reduction and other key business results/outcomes.

B6505 Government Regulation in the Healthcare Industry*3 credit hours*

This course is structured to provide an understanding of the varying concerns of government regulators of the healthcare industry. Health licensure, professional provider misconduct, promotion of social policy, and the dynamic application of licensure requirements are reviewed. Regulation of healthcare markets, rationing of health services, and effects of third-party providers are examined.

B6507 Healthcare Organizations: Changing Dynamics and Emerging Trends*3 credit hours*

This course maps the dynamic environment in healthcare focusing on the interplay among organizations, the impact of the changes and trends on business models within healthcare, and the implications of changes in healthcare policy on the future of the healthcare delivery system in the U.S. The course will touch on healthcare economics, effective business models and emerging organizational challenges facing healthcare organizations today.

B6508 Managing Programs and New Initiatives in HealthCare*3 credit hours*

Managing programs in healthcare is essential to assure quality outcomes and well managed programs. Also, implementing new strategic initiatives to improve performance are part of effective leadership. This course takes the focus of improving day to day operations and also analyzing, implementing and measuring new initiatives. Change management will also be emphasized to help plan successful implementation of programs and initiatives.

B6509 Special Topics in Healthcare Administration*3 credit hours*

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems in healthcare administration, with the guidance of a senior faculty member.

B6520 Financial Decision-Making*3 credit hours*

Financial decision making is explored with focus on special topics through case studies such as lease versus buy, Venture Capital and other private equity investing, real estate finance, matching corporate strategy with organizational financing, and tax planning.

B6590 Independent Study in Healthcare Administration*3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in business; or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience. Students may not earn credit for any course more than once, including Directed Independent Studies.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B6601 International Business Practice*3 credit hours*

This graduate course examines the nature and complexities of international business; the factors that determine the international environment [economic, accounting, ethical, physical, socio-cultural, political, legal, labor, competitive, and distributive]; most important international organizations; and the methods that can be used by business to effectively and ethically deal with these forces. The course provides an in-depth review and analysis of the latest theories and research on leadership and collaboration research and literature as it related to international business practices will be examined. Communication projects will focus on critical thinking, problem solving, and decision making based on relevant research, information literacy, applied technology, integration, ethical and diversity concerns.

B6602 International Economics*3 credit hours*

This course focuses on applications of economic theory, including the impact of international trade, the World Trade Organization (WTO), the General Agreement on Trade and Tariffs (GATT), regional economic integration such as the European Union (EU) and the North American Free Trade Agreement (NAFTA), and international trade policy.

B6604 International Marketing*3 credit hours*

This course focuses on the opportunities, problems, and challenges involved in international marketing. The course examines the methods companies use to organize their international versus domestic markets, international market research tasks, methods of entry strategies in the international markets, and potential marketing strategies for a multinational firm. Knowledge of local cultural environments is high-lighted as a prerequisite for success.

B6606 International Regulatory Compliance*3 Credit Hours*

This course will examine the impact of regulatory and compliance issues within a global marketplace. This course will focus on the evolution of international organizations such as the World Trade Organization, United Nations, the European Union, and North American Free Trade Agreement, Foreign Corrupt Practices Act, and their attempts to regulate international business transactions.

B6608 International Standards, Regulation, and Compliance*3 credit hours*

This graduate course provides the advanced graduate student with an opportunity to explore the standards, standard setting practices, regulations, and compliance issues with the most important international organizations and agreements. The course provides an in-depth review and analysis of the latest theories and research on international standards, regulation, and compliance. Research is done to discover the processes, regulations, compliance standards that impact international business. Attention is given to issues of violation, defense, conflict resolution options, and resolution. Special attention is given to how international corporations are organized and function internally and as part of the globalization process. The topic must be researched from a multidisciplinary, theoretical, research study, and practical implemental perspective. Communication projects will focus on critical thinking, problem-solving, and decision-making based on relevant research, information literacy, applied technology, integration, ethical and diversity concerns.

B6609 Special Topics in International Business*3 credit hours*

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems of International Trade with the guidance of a faculty member.

B6610 International Project*3 credit hours*

This course provides the participant with a general overview of international management, including the concepts of corporate culture, integration, implementation, and globalization. The course enables students to study in another country with the guidance and supervision of a qualified faculty member, accompanied by other graduate students. Business practices, culture customs, and trade practices unique to that country or that region will be the focus of discussion. Learning will be enhanced with business facility tours, and meeting with university professors, industry executives, and government leaders. The country is selected on the basis of prevailing student and faculty interests.

B6622 Capital Markets

3 credit hours

This course teaches students how to finance an organization by focusing on financial aspects in terms of original and growth capital. Topics include pro-forma development and review, business valuation modes, financing startups, going public, selling out, cash flow analysis and raising capital from private investors, venture capitalists, vendors, insurance companies and banks.

B6690 Independent Study in International Trade

3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course, an analysis of new ideas, theories or concepts in business, or evaluation of new strategies used in business. It can involve the resolution of an isolated business problem, collection and interpretation of accumulated data, or a field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B6731 Understanding and Managing Human Differences

3 credit hours

This course offers insights and approaches for understanding cultural/social/gender differences, dealing with difficult people, and assessing conflict styles. Students identify, analyze, and plan for those elements within the cultural, economic, and political environments that require specialized understanding and strategy for successful management.

B6732 Perspective in Ethics

3 credit hours

This course addresses the ethical and moral dimension of business. It stresses the application of moral concepts to practical case situations involving ethical dilemmas. Practical questions are addressed regarding the responsibilities and values involved in managing a firm's relationship with individual employees, the marketplace, and society. Students analyze and understand the implications alternative resolutions of moral dilemmas have on organizational performance.

B6733 Team Strategies

3 credit hours

In this course, students join forces to apply the disciplines, frameworks, tools, and techniques required for team- and small-group performance. The course builds on basic team skills, such as contracting, giving and receiving feedback, and meeting management goals. Topics include task clarification, development of shared values, project management, goal attainment, measuring success, team facilitation and leadership, team learning and coaching. Students work in teams to identify a project in an organization and design a team activity to take place during the course.

B6734 Organizational Systems Leadership and Change

3 credit hours

Managerial leaders are frequently called upon to act as internal consultants and change agents. This course explores these roles, as well as change theory and the skills that are required to bring about change in individuals, groups and organizations. Change is explored from a systems perspective.

B6735 Power, Culture, and Leadership

3 credit hours

This course focuses on helping individuals understand, and come to terms with, a number of important questions concerning the exercise of leadership. First, while the development of power and influence is essential for effective management, what role do these play in the exercise of leadership? Second, how is leadership impacted, and how does it in turn impact organizational culture? Third, how can the leader engage in creative destruction and renewal of organizations? Fourth, what is the value of corporate pathfinding and vision? Finally, what impacts do individual and collective leadership in organizations have on each other?

B6750 Communications and Connectivity

3 credit hours

This course explores critical issues of communications and connectivity among global and internet-based information systems, from strategic, organizational, and technical perspectives. Topics of focus are strategic, physical, logical, and organizational connectivity.

B6761 Leadership in Public and Nonprofit Organizations

3 credit hours

This course provides an opportunity to investigate issues and trends shaping the nonprofit and public sectors and the challenges they present for leaders. "Best practices" and benchmarking public and nonprofit sectors are examined. Topics include trends in philanthropy and public giving; mergers, strategic alliances and joint ventures within and across sectors; new models for governance and boards; and the type of leadership that is required to create and maintain high levels of excellence in organizations.

B6762 Organizational Theory and Management Behavior

3 credit hours

Behavior within the public organization framework and the new dynamics required in management are considered. Focus is on such issues as perception, attitude formation, motivation, leadership, systems theory, communication and information flow, conflict theory, and decision theory.

B6763 Public Policy Process

3 credit hours

This course studies processes of making public policy, including detection of public issues, consideration of alternatives, and adoption and implementation of solutions. This course highlights the major contributors in the policy process, as well as the environment within which they work.

B6764 Financial Aspects of Public and Nonprofit Organizations

3 credit hours

This course studies fundamental normative debates in the public and nonprofit financial management arena with a focus on resulting implementation principles and techniques in governmental accounting, financial reporting, budget and revenue decisions, debt management, cash and investment management, pensions and employee benefits, and risk management.

B6801 Forensic Auditing

3 credit hours

This course concentrates on the taxonomy that is the essence of a fraud audit. This course provides new tools and techniques available to professionals who perform audits designed to uncover instances of fraudulent activity. This course covers topics such as: the recognition of characteristics or organizations likely to become victimized by fraud; how to detect and deter accounting fraud; how to conduct an efficient, systematic fraud investigation; and the most current techniques available to document fraud and prepare and save evidence related to fraudulent activities.

B6802 Forensic Accounting*3 credit hours*

This course focuses on fraud detection and control from the perspective of public, internal and private accountants. This course covers such areas as principles and standards for fraud-specific examination; fraud-specific internal control systems; proactive and reactive investigative techniques. Case studies and student presentations will be used extensively in exploring the many facets of forensic accounting.

B6803 Legal Aspects of Fraud*3 credit hours*

This course covers the laws that are violated by those who commit fraud or who are involved with fraudulent activity. A part of this course will be dedicated to the topic of Expert Witnessing in forensic accounting.

B6804 Forensic Investigative Techniques*3 credit hours*

This course is designed as the Capstone Course. The course covers the nature of fraud and the characteristic of those who commit fraud.

B6812 Management, NAFTA, and Business in the U.S.A.*3 credit hours*

The course introduces the principles of NAFTA, management values in North America, management values in the United States, American business environment, and American social and political systems as they affect management.

B6814 World Business*3 credit hours*

This course examines principles and issues in international business, world economics, and international organizations.

B6889 Fraud Examination: Theories and Methods*3 credit hours*

Fraud examination will cover the principles and methodology of fraud detection and deterrence; an integral component to effective corporate compliance. The course includes such topics as: fraud theories, skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, payroll and expense reimbursement schemes, non-cash misappropriations, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses.

B6890 Fraud Auditing and Financial Analysis*3 credit hours*

This course focuses on uncovering financial statement fraud. Focus will be on financial statement fraud, ratio and variance analysis, financial shenanigans, analyzing and interpreting financial anomalies, and use of computer assisted audit techniques (CAAT) software in uncovering financial fraud.

B6891 Legal Aspects of Fraud, Investigation, and Expert Testimony*3 credit hours*

This course focuses on various elements of modern internal auditing as they relate to providing reasonable assurances against fraud detection and prevention. Financial, operational and compliance control best practices at basic, intermediate and advanced levels are introduced and discussed to help the professional fraud prevention expert develop an effective system of accounting and operational controls within an organizational setting.

B6892 Internal Auditing & Control Management*3 credit hours*

This courses focuses on civil and criminal procedures, gathering admissible evidence, CV writing, forming and expressing opinions, report writing and testifying skills for the professional fraud examiner. In addition, interviewing and interrogation techniques, and proper techniques to secure a court-admissible confession are also introduced and discussed.

B6899 History of Regulatory Legislation*3 credit hours*

This course will focus on a review of the history of the establishment of the Federal and State Agencies and attendant legislation whose goal was, and continues to be, the development, implementation, and monitoring of limits imposed on the business practices of the United States industrial complex. Students will also examine the more significant regulatory legislation of the 19th and 20th century, as well as the cultural events that defined the need for, and the intent of, landmark legislation. Those authors whose writings chronicled both the political agenda and public opinion relative the value of the growth in the regulatory environment will be studied.

B6900 Thesis*6 credit hours*

This course involves the research for, and the writing of, a thesis on an accounting topic.

B6902 Corporate Compliance*3 credit hours*

This course will examine corporate compliance as a response to the Sarbanes-Oxley legislation, which is intended to dramatically alter business practices, relative to honesty, integrity, compliance, and ethical behavior in corporate America. Students will review the elements of the Act with particular emphasis on the areas of the Public Company Accounting Oversight Board (PCAOB); auditor independence; corporate responsibility; enhanced financial disclosure; corporate fraud and accountability all designed to promote greater financial security and address corporate malfeasance. Additionally, students will, through discussion and research, consider the catalytic effect of such scandals such as Enron, Tyco, WorldCom, Arthur Andersen, et al on legislative action. As a part of developing a contextual framework this course will, also, analyze current and proposed changes in corporate governance that is attended to assure corporate compliance with the Act.

B6904 Monitoring and Assessing Corporate Compliance*3 credit hours*

The central theme of this course will be to monitor and assess corporate responses to compliance. This course is designed to study in depth those options available to manage compliance. An additional focus of this course will be an examination of the elements necessary to implement an effective risk management program. The elements will include senior management commitment, relevant policy, compliance validation programs, adequate risk measurement, and the role of internal auditors. Students will review options available to corporations for aligning corporate structure and standards more closely with compliance risk measurements. Special focus will be on organizational changes designed to reduce compliance risk related to independent decision making, conflict of interest, and ethical behavior.

B6910 Customized Course I*3 credit hours*

This course provides an opportunity for MBA students to have a customized learning experience whereby they work with a faculty member to create a Customized Course in an area of their choice. The Customized Course may arise from a situation pertaining to professional employment; an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or an applied problem or opportunity that needs identification; analysis; implementation/execution and recommendation or evaluation.

B6920 Customized Course II*3 credit hours*

This course provides an opportunity for MBA students to have a customized learning experience whereby they work with a faculty member to create a Customized Course in an area of their choice. The Customized Course may arise from a situation pertaining to professional employment; an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or an applied problem or opportunity that needs identification; analysis; implementation/execution and recommendation or evaluation.

B7001 Business Research Writing*3 credit hours*

This course provides a solid foundation necessary for academic writing. Topics include formats, literature reviews, citations, problem statements, research proposals, research questions, hypotheses, critiques of journal articles, evaluation of dissertations and dissertation abstracts, and writing for journals. The course is completed when the student, after completing all prior assignments, submits a finished article to an academic journal.

B7202 Advanced Corporate Taxation*3 credit hours*

This course is an introduction to current topics in accounting information systems. Topics include accounting and systems concepts, the role of accounting information systems, and their applications in computer environments such as e-commerce, developing accounting systems, internal controls, flowcharting, disaster recovery, and EDP/IT auditing.

B7205 Advanced Accounting*3 credit hours*

This course explores advanced issues in accounting for consolidations, branch operations, segment and interim reporting, partnerships, and corporations in financial difficulty.

B7223 Strategic Planning and Implementation*3 credit hours*

Drawing upon a wide range of disciplines this course explores theory, research, and practice in corporate and business strategy focusing on the determinants of firm performance and results. Building on the focus of the doctoral program, doctoral students will gain an in-depth understanding of how to create, execute, and measure strategy effectiveness and business results. The course will develop critical and conceptual thinking skills by understanding the interplay of industry structure, competitive environments, organizational resources, competitive advantage, leadership, corporate structure, globalization, talent development, and uncertainty. By applying concepts to case studies, analytical problem-solving, business judgment, financial analysis, and synthesis will be refined.

B7251 Research Methodology in Accounting*3 credit hours*

This course provides a broad overview of academic literature in accounting. Study focuses on topics of interest, tools and techniques for research, and methodological issues in the various areas of accounting. Exploration and discussion of issues related to developing a personal research agenda in accounting are covered.

B7252 International Accounting and Taxation*3 credit hours*

This advanced course explores an in-depth review and analysis of the latest theories and research on accounting and taxation issues from an international perspective. Study includes how and why accounting and taxation topics differ from country to country, the impact of these issues on the international organization, problems related to the differences and the organizations that have developed to resolve ethical and operational problems. Written projects will focus on critical thinking, problem solving, decision making and information literacy. The class includes independent research into the development, implementation and regulation issues for global organizations.

B7253 Advanced Seminar in Managerial Accounting*3 credit hours*

This course explores the current and historical academic literature in managerial accounting. Previous and current research concepts, findings and methodologies, along with their implications for applied research and practice, are explored. The concepts are studied from the perspective of how they might be developed and tested.

B7254 Advanced Seminar in Financial Accounting*3 credit hours*

This course explores the current and historical academic literature in financial accounting. Previous and current research, findings, and methodologies along with their implications for applied research and practice are explored. The concepts are studied from the perspective of application in contexts outside the firm.

B7255 Development of Accounting History and Theory*3 credit hours*

This course focuses on accounting history and the development of theory and organizations in accounting, enabling the student to understand the how and why of current concepts and practices in accounting.

B7258 Selected Accounting Topics*3 credit hours*

This course allows advanced doctoral-level work in management, financial accounting, educational, and other topics based upon student demand and availability of faculty members.

B7259 Independent Study in Accounting*3 credit hours*

This course focuses on doctoral-level analysis of selected accounting topics and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B7260 Expert Accounting Systems*3 credit hours*

This course offers doctoral-level exposure to expert information systems in accounting systems that can track goods and resources through manufacturing/work processes, select customers/suppliers automatically, assist in just-in-time approaches to work, and help in automated decision making. The course is designed to explore theoretical, as well as practical, advantages/problems associated with expert accounting systems.

B7261 Advanced Seminar in Auditing*3 credit hours*

This course involves the study of the academic literature related to internal and independent auditing issues. Current research findings and their application and impact on the field of auditing are analyzed and critiqued within a seminar format.

B7301 Marketing Decision Models*3 credit hours*

This course is a study of basic marketing and consumer behavior models, with particular attention to the use of classical and contemporary literature sources. Applications include insights into conceptual modeling for cognitive perceptual mapping, multi-attribute preference and choice models, and sales forecasting.

B7302 Marketing Management Seminar*3 credit hours*

This course examines the latest corporate and marketing strategy theories. It provides an in-depth review and analysis of the latest theories and research in product/service development, pricing promotion, and distribution.

B7303 Advanced Consumer Information Processing*3 credit hours*

This course allows an advanced study of the classical and contemporary research underlying individual and group behavior of consumers. Theories from the behavioral sciences will be applied to consumer behavior, from descriptive, predictive, and normative perspectives.

B7304 Advanced Marketing Research*3 credit hours*

This is an advanced study of the total process of generating and transforming data relevant for the marketing decision maker. Emphasis is placed on types of designs, measurement and scaling methodologies, sampling theories, and techniques of data analysis. The student develops an empirical article for submission to a peer-reviewed journal or conference.

B7305 Advanced Marketing Seminar*3 credit hours*

This course examines the development of marketing theory. Topics are selected from original sources and from the various literature bases that support marketing as a discipline. The course provides an in-depth review and analysis of the foundations of marketing and their impact on modern marketing practice.

B7306 Advanced Promotion Management*3 credit hours*

This course analyzes promotional strategy through its major components: personal selling, advertising, sales promotion, public relations, publicity, and online marketing. Marketing communications and sales methods are examined through a task-objective method. Students are required to complete wide reading in the area and develop an empirical article for submission to a peer-reviewed journal or conference.

B7307 Advanced Consumer Behavior*3 credit hours*

This course examines theories and research findings from the behavioral sciences from the point of view of their applicability to marketing management. Conclusions are drawn from psychology, sociology, anthropology, economics, and marketing research. Students are required to complete wide reading in the area and develop an empirical study examining a topic in consumer research at an advanced level.

B7308 Advanced Marketing Research*3 credit hours*

A thorough examination of the scope and role of research in making marketing decisions is essential for students selecting a career in marketing. This course analyzes current techniques and strategies and provides opportunities for developing skills in conducting actual research. It examines contemporary research findings; students develop a marketing research study that reflects an advanced level of thinking and analysis of a marketing area.

B7310 Selected Marketing Topics*3 credit hours*

This course offers advanced, doctoral-level work in marketing topics, based upon student demand and availability of faculty.

B7311 Independent Study in Marketing*3 credit hours*

This course offers doctoral-level analysis of selected marketing subjects including information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B7312 Culturally Responsive Marketing*3 credit hours*

This course examines the cultural, subculture, generational, class, life course, and group influences of consumer behavior based upon domestic and global marketing environments. Major issues to be discussed and experienced through case studies are: positive and normative managerial interventions; multiple interpretations of consumer creativity; and the probing of consumer behaviors. Integration of macro- and micro-level global forces shaping regional and global markets will be investigated through practical business experiences, current literature, research studies, case studies and current marketing practices.

B7315 Global and Multinational Marketing*3 credit hours*

Marketing and selling products into the global environment presents many demanding decisions that need to be updated on a consistent timeframe with hard-to-retrieve knowledge, information and data. Challenging decisions must be made in international marketing objectives/strategies/policies, regional and country market selection, products that fit regions-countries, multiple distribution channels, communications to fit each global region, management models and organizations per region/country, knowledge/information/data management, exploration of cultural issues, competition, economies, and customers.

B7320 Marketing and Innovation*3 credit hours*

This course focuses on the processes involved in marketing innovative products to current and new markets. Taking a product from idea to development to actual launch, including: identifying potential/new markets, appreciation for the innovative product planning phase; understanding the customer's potential needs/wants/behaviors pre-product introduction through diffusion; writing the potential/new market strategic plan; management processes and resources required for marketing innovative products; and the management processes necessary for the re-innovation or sustaining the marketability of the innovative product.

B7325 Marketing Organization and Control*3 credit hours*

This course examines the challenges of aligning and/or transforming a product-centric organization into a customer-centric organization. Major company and marketing issues discussed are: reassessment of the company and marketing vision-strategy-operations; utilization of company and marketing resources; direct and indirect effects on in-house and customer driven technology/communications/networks/information management; organizational behaviors/changes necessary to convert employees to a new line of thinking; changes in revenues/profits/earnings; and, customer services. The goal of the course is to provide a structure on how to align and/or transform company and marketing operations to maximize customer value.

B7330 Marketing Research and Design*3 credit hours*

This course is uniquely designed to introduce students to the conceptual and technical issues of marketing research and design based upon behavior research methodologies. Major topics are: behavioral research designs; variances in domestic and global market research data gathering techniques; filling the domestic and/or global product-market knowledge gap based upon company strategies; and analytical techniques applied to marketing data.

B7335 Theory and Research in Consumer Branding*3 credit hours*

Consumer branding is the focal point of all businesses, domestic and global. Challenges in developing effective consumer brands must be integrated with the company's short- and long-term strategic and operational plans. One of the major goals is to identify branding issues in depth, experienced by marketing firms. Multiple venues are involved in this course—feature presentations by distinguished marketers in the region, corporate marketing professionals, combined with global marketing experts. Topics included are challenges and changes in marketing branding strategies that worked yesterday but likely will not fit tomorrow's customer, managing the distribution channel to build brand equity, developing effective communication strategies in a digital environment, establishing effective global brands by region, issues/attributes/challenges in building domestic and global customer relationships.

B7352 Advanced Studies in Accounting Theory and Practice*3 credit hours*

This course focuses on the current development of accounting theory and policy concepts. In this changing world of computer systems, internationalization, larger size firms, environmental concerns, and other developments, it is designed to enable students to study and write on the developing edge of accounting theory. Accounting theory is examined as well as its implications and relations to current business developments.

B7353 Advanced Auditing*3 credit hours*

This advanced course reviews, and provides research opportunities on, issues of financial auditing. While covering theory and issues relevant to internal and operational auditing. The focus is on relevant auditing concepts and their applications to current auditing problems, including electronic audits.

B7354 Advanced Accounting Information Systems*3 credit hours*

This course is an introduction to current topics in accounting information systems. Areas include accounting and systems concepts, the role of accounting information systems, and their applications in the variety of computer environments such as e-commerce, developing accounting systems, internal controls, flowcharting, disaster recovery, and EDP/IT auditing.

B7401 Organizational Behavior*3 credit hours*

The focus of this course is the theoretical and practical implications of organizational behavior, as addressed from a social science perspective. It stresses how being a consumer of organizational research can help the manager with everyday problems, and help the researcher to answer organizational behavior questions. Upon completion of the course, the student will have mastered the concepts of the field, such as diversity in the workplace, perception and attribution processes, motivation and individual differences in organizations, group dynamics and decision making, team work, leadership, and quality improvement programs.

B7402 Advanced Human Resource Management*3 credit hours*

This course provides advanced exploration in employee selection, performance appraisal, compensation, training and development, human resource policy and strategy, and other areas of human resource management.

B7403 Management Science*3 credit hours*

This course provides an in-depth presentation of the tools and techniques of management science as applied to real-world problems. The subject matter includes linear programming, sensitivity analysis, distribution models, decision analysis, forecasting, PERT/CPM, financial models as certainty models, and simulation models.

B7404 Stress Management Control*3 credit hours*

This course examines the organizational factors that cause stress and identifies the costs of stress to the organization. Emphasis is placed on the principles and methods of preventive stress management from an organizational perspective, including the improvement of individual-organizational relationships, the shaping of organizational policies and procedures, and the design of effective stress management training, employee assistance, and personal wellness programs.

B7405 Business Policy Seminar*3 credit hours*

This course provides the participant with a general overview of the planning, strategy formulation, strategic thinking, strategy implementation, and evaluation processes. Managerial styles and personal strategies are also discussed. The course takes an international view of business policy in a world without borders. Research areas in business strategy are also analyzed.

B7406 Ethics in Business and Management*3 credit hours*

This course considers ethics in business and management from a research perspective. Topics of study include foundations, ethical codes, ethics education, ethics research, student perspectives of ethics, ethics by business application, and cross-cultural ethics research.

B7407 International Human Resource Management*3 credit hours*

This course explores the human resource management issues that exist in the international business environment, sensitizes students to the differences in human resource systems, and broadens their perspective on the appropriate management of human resources in a multinational context.

B7408 Organizational Development and Change Management*3 credit hours*

This course addresses planned change efforts in organizations, covering organizational design, structure, principles of organizations, human resources training, intra- and inter-departmental communications, coordination activities, and leadership growth and development.

B7409 Holistic Management*3 credit hours*

This course provides advanced exploration of the fusion of Organization Learning and Strategic Management in the development of the concept of Holistic Management for sustainability. Through discussion of sustainability literature, written papers, and case analysis, students will review and analyze strategies that require an integration of the functional activities in operations, marketing, R&D, finance, and Human Resources, into a balanced model for strategic decision-making to attain organizational objectives. Doctoral students will demonstrate knowledge and application of global and business sustainability by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject matter.

B7410 Selected Management Topics*3 credit hours*

This course offers advanced, doctoral-level work in management topics, based upon student demand and availability of faculty members.

B7411 Independent Study in Management*3 credit hours*

This course offers doctoral-level analysis of selected management topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies used in research. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B7412 Advanced HRM/Personnel Administration*3 credit hours*

This course provides advanced exploration of employee selection, performance appraisal, compensation, training and development, human resource policy and strategy, and other areas of human resource management. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject.

B7413 Organizational Systems Theory*3 credit hours*

This course focuses on theories, research and practice at the organization level of analysis. Beginning with a brief overview of the history of organization theory, the course focuses on contemporary perspectives including resource dependence theory, structural contingency theory, social network analysis, organizational ecology and the impact of technology on work. The emphasis will be on the applicability of theory in organizational life. Readings will ground the DBA student in the literature and a project derived from the DBA students' interests and professional experience will form the basis application of the theories and research findings to business. The course will also focus on what theory is, and what theory is not and also on how to apply theory effectively to develop robust solutions and achieve organizational results.

B7414 Advanced Personnel Law and Regulations*3 credit hours*

This course provides advanced exploration in labor relations by examining the scope of statutes and case law governing self-organization, as well as employer action. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal to show knowledge and application of the subject. Emphasis is placed on the legal aspects of needs planning, employee relations and policy administration. Negotiating and administering collective bargaining agreements as well as remedies for strikes, boycotts and picketing, are covered.

B7415 Advanced Compensation Management*3 credit hours*

This course provides advanced exploration of the principles of internal/external pay equity through review and creation of salary surveys, job descriptions, job classifications, and comparisons of compensation strategies. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal.

B7416 Advanced Training and HR Development*3 credit hours*

This course provides advanced exploration of the roles of training and organizational development in the growth, development, and success of organizations. Organizational development is examined in terms of its history, underlying assumptions, characteristics, components, and different types of interventions. Components of effective training are identified and addressed, including needs assessment, program development, instructional design and delivery, and evaluation. Doctoral students demonstrate knowledge and application by submitting a term paper that is capable of being published in a refereed and non-refereed journal.

B7417 Advanced Management Consulting*3 credit hours*

This course emphasizes knowledge and application of the latest theories and research in consulting. Through discussion of literature, written papers, and case analysis, students will review and analyze the theoretical foundations of organizational and management consulting and apply them to business problems and strategies. The course provides an overview of the consulting profession with a subsequent emphasis on developing proficiencies in a range of skills required to practice consulting.

B7418 Management Decision-Making Models*3 credit hours*

This course provides students with a fundamental understanding of management science models. Students research, discuss, and analyze the utility of management decision models in business today, using real-world case studies. The goal of the case study analysis is to examine the deliberation process that produces the optimum course of action. The primary focus of this course will be to understand from a managerial point of view the concept of decision-making models as well as the interpretation and application of these concepts to contemporary business problems.

B7419 Application of Leadership Skills*3 credit hours*

This course is designed to expose students to comprehensive leadership skills. Individual measurement approaches will assess strengths and weaknesses—in order to help the student develop well-rounded leadership competencies. The student will also demonstrate comprehensive leadership skills in an applied leadership project—one calling for the demonstration of multiple leadership capabilities.

B7420 Overview of Global Business Sustainability*3 credit hours*

What is sustainability? Why at this point in the 21st century is the focus of policy-makers, Politicians, business executives and concerned citizens on this topic? This course develops a business case for sustainability, presents alternative viewpoints, discusses in depth natural capitalism, challenges the paradigm that growth is always good and challenges the learner to rethink consumerism and its impact on the planet and its inhabitants.

B7421 Sustainable Systems: The Science of Industrial Ecology*3 credit hours*

This course introduces the science of Industrial Ecology (IE). IE is presented as a framework for studying the interactions of modern technological society with the environment. The course helps students to understand the potential for environmental improvement in industry using an analogy of industrial systems to natural ecological systems. Industries, organizations and manufacturing processes are seen as interacting systems rather than isolated components in a system of linear flows. Students will learn to diagnose and solve complex system-level problems by applying the IE framework.

B7422 Developing Sustainable Products and Services*3 credit hours*

This integrative course investigates the organization's supply chain from the development, packaging and marketing of new products and services through the implementation of sustainable manufacturing/operations and logistics that reduce waste through reducing the firm's carbon footprint. This course features the opportunity for DBAs across a range of functional disciplines to demonstrate the return on investment of sustainable products, services and/or supply chain.

B7423 Designing Sustainable Environments*3 credit hours*

"Going green" is becoming a goal of cities, regions and organizations. This course focuses on the latest theories and practice of urban design and planning, looking broadly at public policy, urban design and planning and business models designed to develop market and build green environments. Students examine the "green" perspective through frameworks, practices, and tools that construct economic and environmental success.

B7424 Field Study or Research in Global and Business Sustainability*3 credit hours*

This course is a project-based course that explores the research and analytic tools organizations use to assess their sustainability issues. The course presents the research and analytic tools used in an environment sustainability study. In small groups, students learn systems modeling and sustainability consulting skills by working on a semester-long project with real-life organizations and managers. The course focuses on gaining practical insights from the sustainability/systems analysis process.

B7432 Corporate Social Responsibility*3 credit hours*

This graduate course provides an in-depth review and analysis of the latest theories and research on corporate social responsibility. The course focuses on understanding governmental and quasi-governmental regulatory institutions and related corporate social responsibility business impacts; an understanding of the process of developing corporate social responsibility standards and policies, how to interpret them, and how to determine relative weight; and an understanding of how to assess, deal with and prevent corporate social responsibility risks. Emphasis includes working with and being a team leader and in collaboration. Communication projects will focus on critical thinking, problem solving, and decision making based on relevant research, information literacy, applied technology, integration, ethical and diversity concerns. Attention is focused on utilizing leadership and collaboration practices in corporate social responsibility within an organization, an industry, country, region, and world.

B7501 Healthcare Industry Trends and Analysis*3 credit hours*

This course presents an overview of the United States health services system from an historical and contemporary perspective. Course content will examine patterns and utilization of health services, an examination of health service providers, non-financial and financial resources for health services, assessment and regulation of health services performance, and an overview of national health policy.

B7511 Independent Study in Healthcare Administration*3 credit hours*

This course offers doctoral-level analysis of selected topics in healthcare administration, focusing on doctoral-level analysis of selected Information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B7521 Global Challenges*3 credit hours*

This graduate course provides an in-depth review and analysis of the latest theories and research to provide the advanced graduate student with an understanding of a range of global challenges. The issues include management of global businesses, management of businesses that are impacted by globalization, and management of businesses that use the Internet. Cultural, ethical, standards of practice, political, and legal differences are examined. Communication projects will focus on critical thinking, problem solving, and decision making based on relevant research, information literacy, applied technology, and integration concerns. Attention is focused on utilizing leadership and collaboration practices in dealing with global challenges.

B7601 Multinational Marketing Strategy*3 credit hours*

This course provides an overview of international business. Emphasis is given to the comprehensive international environment (cultural and political environment, legal system, etc.) and similarities and differences of doing business abroad. The course examines international product positioning, promotional strategies, pricing issues, and distribution strategies on the international market. This course also provides practical and theoretical knowledge and skills for entrepreneurs and managers interested in doing business abroad.

B7602 Global Management Models*3 credit hours*

This advanced course provides an in-depth review and analysis of the latest theories and research on global management models. The course reviews and provides research opportunities on chain management issues focused on ethical international management, including the integration of corporate culture, integration, implementation, and globalization. Specific applications to research areas in business strategies are explored. Written projects will focus on critical thinking, problem-solving, decision-making and information literacy.

B7603 International Financial Management*3 credit hours*

This course provides a background on the international environment, and focuses on the managerial aspects from a corporate perspective. It examines international financial environment, exchange rate behavior, exchange rate risk management, and the role and functioning of international banking. This course also provides students with theoretical and practical knowledge in international financial management. The student will be able to use this knowledge in academia and in business.

B7604 Seminar in International Business*3 credit hours*

This course presents a survey of the most important activities in international business and offers a framework of thinking about them from the perspective of the company manager. Students examine international trade and foreign direct investment patterns and theories, international financial markets and how firms dealing in those markets operate, trade and investment barriers, and functioning of economic integration, challenges and opportunities of multinational operations, and the means by which MNEs develop and sustain a competitive presence. The seminar interchangeably provides in-depth coverage of the most important world markets: Europe, Asia, South America, etc.

B7605 International Trade Law*3 credit hours*

This course provides an overview of international trade law for managers. Emphasis is placed on legal aspects managers might encounter when engaged in international trade. Topics include contracts, intellectual property rights, product liability, and trade practice legislation.

B7606 International Monetary Economics*3 credit hours*

This course provides an in-depth analysis of historical and contemporary issues in international monetary economics. Topics include balance of payments, different exchange rate regimes (fixed, floating, pegged, managed floating), the reform and evolution of international monetary arrangements, the gold standard, the Bretton Woods system, target zones, optimum currency areas, the European monetary system, and the European monetary union.

B7607 Comparative Economic Systems*3 credit hours*

This course provides students an understanding of the organization, operation and performance of economic systems, both in theory and in practice. It examines alternative methods of determining the bill of goods to be produced, the allocation of resources to produce it, and the distribution of the resulting income. The course explores various alternative answers by analyzing and comparing different economic systems.

B7608 Advanced International Organizations*3 credit hours*

This advanced course reviews, and provides research opportunities on, issues of international trade from a multidisciplinary, strategic, and meta-analysis perspective. Students examine the nature and complexities of international business and international trade policy from the perspective of senior management, consultant, and policy maker. Theory, research, and literature from a political, economic, sociocultural, social psychology, legal, and historic perspective are explored in depth.

B7609 International Project I*3 credit hours*

This course provides the participant with a general overview of international management, including the concepts of corporate culture, integration, implementation, and globalization. The course enables students to study in another country with the guidance and supervision of a qualified faculty member, accompanied by other graduate students. Business practices, culture, customs, and trade practices unique to that country or that region will be the focus of discussion. Learning will be enhanced with business facility tours, and meeting with university professors, industry executives, and government leaders. The country is selected on the basis of prevailing student and faculty interests.

B7610 Leadership in Global and Multicultural Organizations*3 credit hours*

This advanced course reviews and provides research opportunities on leadership issues in global, international, and multicultural organizations. Culturally sensitive leadership skills, styles, practices, models, trends, theories, and concepts are examined. Attention is given to international ethical, diversity, and conflict management research and practices. The course includes theoretical orientation and theory-to-practice experiences using case studies, demonstrations, and simulations. The course provides an in-depth review and analysis of the latest theories and research on leadership in global and multicultural organizations. Written projects will focus on critical thinking, problem solving, decision making and information literacy. Attention is given to team leadership, team collaboration skills within a culturally diverse world.

B7611 Independent Study in International Business*3 credit hours*

This course offers doctoral-level analysis of selected international business topics, including selected information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B7612 Advanced International Economics*3 credit hours*

This advanced course reviews and provides research opportunities on issues of international economics. This course focuses on applications of economic theory, including the impact of international trade, the World Trade Organization (WTO), the General Agreement on Trade and Tariffs (GATT), regional economic integration such as the European Union (EU) and the North American Free Trade Agreement (NAFTA), and international trade policy.

B7613 International Project II*3 credit hours*

This course provides the participant with a general overview of international management, including the concepts of corporate culture, integration, implementation, and globalization. The course enables students to study in another country with the guidance and supervision of a qualified faculty member, accompanied by other graduate students. Business practices, culture, customs, and trade practices unique to that country or that region will be the focus of discussion. Learning will be enhanced with business facility tours, and meeting with university professors, industry executives, and government leaders. The country is selected on the basis of prevailing student and faculty interests. The country selected must be different from that chosen in International Project I (B7609).

Prerequisite: B7609.

B7616 International Business Law and Practices*3 credit hours*

This advanced course provides an in-depth review and analysis of the latest theories, research, and information on international trade law for managers. Emphasis is placed on legal aspects managers might encounter when engaged in international trade. The course reviews and provides research opportunities on issues of international trade from a multidisciplinary, strategic, and meta analysis perspective. The course examines the nature and complexities of international business and international trade policies. Theory, research, ethics, and literature from a political, economic, social cultural, social psychology, legal, and historic perspective will be explored in depth. Written projects will focus on critical thinking, problem solving, decision making and information literacy.

B7628 Leading Innovation and Change*3 credit hours*

This course will examine the challenges of leading and managing innovative change and creative processes. The conditions in which the innovative change process is synthesized within organizations will be evaluated and the following items will be reviewed: literature on the innovative process; the contribution of individuals; cross functionality; geographic dispersion; technical communication; inter- and intra-organizational networks; organizational characteristics; organizational learning; and market changes. The primary goal of the course is to provide a holistic view of the process of innovation, through exploration of literature. This course will provide exposure to a variety of perspectives on innovation and will promote integrative thinking about the conditions under which innovation is supported.

B7630 Contemporary Accounting Theory*3 credit hours*

This course will involve an intensive study of recent developments, research and literature in accounting theory promulgated by the various professional accounting associations and regulatory agencies. This course will focus on an in-depth examination of contemporary issues in financial and managerial accounting within the context of pronouncements of the financial accounting standards board and their subsequent inclusion in Generally Accepted Accounting Principles.

B7640 Accounting in a Global Financial Community*3 credit hours*

This course compares the theoretical basis of accounting standards from an international perspective. The impact of diverse cultures, the pronouncements of the IASB, and governments on the harmonization of accounting standards will be examined. Additionally this course will examine the reliability of internationally prepared financial statements from the perspective of SEC, investors and creditors.

B7650 Accounting Control Systems*3 credit hours*

This course will study the development and use of financial control systems. The primary emphasis of this course will be on the effect of legislation and the assurance services required by regulators and associations in the development, implementation and, monitoring of control systems. A secondary focus will be on issues faced by controllers and other financial managers in administering accounting control systems.

B7660 The Evolution of Accounting Theory and Practice*3 credit hours*

This course chronicles the development of accounting theory as a response to changes in culture. The goal of this course is to analyze the relations of accounting and the social world, in a historical context, to better understand why accounting and auditing standards have achieved their present state of evolution.

B7670 Financial Reporting Theory*3 credit hours*

This course will study the utility of financial statement interpretation in the strategic process of management. An intensive study and critical examination of accounting and financial reporting theories, concepts and standards; evaluations of the pronouncements of accounting standard-setters and financial reporting regulators will be an integral part of this course.

B7680 Accounting and Corporate Governance*3 credit hours*

Corporate governance is the process, used by management, to administer the resources entrusted to it by its stockholders. The accounting process measures and reports management's financial representations within the context of generally accepted accounting principles, thus, adding creditability to management's financial assertions. This course will study this complex relationship between corporate management and accounting.

B7701 Data Management Strategies and Technologies*3 credit hours*

This course explores data management and its enabling technologies as key components for improving mission effectiveness through the development of open, enterprise-wide, and state-of-the-art data architecture. In addition, the course considers key data management strategies, their enabling information technologies including data bases, data warehousing, electronic archiving, data mining, the web "database" search engines, and other knowledge discovery methodologies. The goal of the course is to enable students to identify and implement data management strategies and data-related technologies that enhance the objectives, strategies and resources of their organizations.

B7702 Management Information and Decision Support Systems*3 credit hours*

This course provides doctoral students a perspective on how information technologies impacts decision-making. While disciplines such as computer science analyze the design of information technology, i.e. the manner in which information exchange is affected, this course takes a techno-economic approach. The first theme will examine the infrastructure of doing online business and the coordination between online business and traditional way of doing business. The second theme will be information and knowledge management examining the human aspects of knowledge management such as the role of communities of practice, types of organizational values and leadership competencies needed to support information sharing and collaboration; and examine ways to measure the contribution of knowledge in meeting organizational objectives and strategies.

B7703 Artificial Intelligence*3 credit hours*

This course provides an examination of the managerial and business use of artificial intelligence, with more attention to expert systems. The course is mainly a review of literature, with the broad objective of informing the student about the state-of-the-art in this field. As such, there is initially an examination of the basic technology and the processes for acquiring, representing, and implementing knowledge. In addition, substantial exploration of current application areas is included. The purpose is to bring the student up to speed in this emerging technology. Finally, the question of future possibilities and potential is considered.

B7704 Managing Information Systems Resources*3 credit hours*

The course examines challenges and risks associated with enterprise-wide initiatives including oversight, technology, integration, culture, policy realities, and project management. The course provides a management overview of the current state-of-the-art trends in information systems technology: software development technologies; data management; computer systems hardware; human-computer interfaces; voice recognition; natural language understanding; collaborative technologies; telecommunications technologies; and electronic commerce technologies. Topics include organization and process changes resulting from enterprise application implementation.

B7705 Global Enterprise Networking and Telecommunication*3 credit hours*

This course focuses on the management and technological aspects of network and telecommunications technology in a global networked enterprise, examining their costs, benefits, security implications, implementation impacts, various net-centric applications, and wide area networks and associated Internet technologies. The course includes an overview of global communications protocols, network and distributed database management systems, network security, storage and multimedia delivery issues, shared virtual reality technologies, and the significance of shifts in regulatory and industry structure.

B7706 Systems Design and Evaluation*3 credit hours*

This course examines the information systems process, including methodologies of systems analysis and design. Issues include project management; interface design; organizational requirements; constraints; documentation; implementation; control; performance evaluation; leadership challenges of initiation, collaboration, design, implementation; and portfolio project management of process-centric improvements. The course explores best practices and strategies for building elements of a successful business case, including analysis of alternatives, risk assessments, information assurance strategy, acquisition strategy, and performance-based management systems. For the final project, students will develop a business case for an IT project, which will demonstrate mastery of the course objectives.

B7707 Themes in Information Systems*3 credit hours*

This course explores key management, organizational, behavioral issues and challenges in Information Systems (IS). The course covers problem areas such as corporate strategy and information technology (IT), IT-related innovation, business value of IT, IT adoption, managing the systems development process, harnessing knowledge and learning via systems, and understanding IT and organizational change. Both classics and recent IS/IT research articles will be used. The course requires individual reading of papers, class discussions and work on short and long research papers. The course will give students a broad understanding of the themes and research questions that identify the core identity of the information systems research field.

B7708 Selected Information Systems Topics*3 credit hours*

This course offers exposure to current special topics in the information systems area: the latest Internet concepts, web-based approaches to business, etc. The course allows advanced doctoral-level work in management/business information systems areas, based upon student demand and availability of faculty members.

B7709 Research in Information Systems*3 credit hours*

This course examines the scope and role of research in computer information systems. Since research programs derive from theory foundations, an exploration of the theoretical grounds underlies the course. Fundamentally, information systems support the making and communication of decisions; therefore decision theory is an important theoretical element. Further, since the decision process is an intensely human activity, a wide range of human theory is relevant, including psychology, sociology, communication, learning, and education. The course seeks to develop understanding of the rather unique interdisciplinary nature of information systems research, as well as the more pragmatic aspects of conceptualizing and implementing a research program.

B7710 Advanced Information Systems Seminar*3 credit hours*

This course provides an in-depth view of information systems and business strategy in terms of organizational structure, control systems, and information systems technologies. It also provides an understanding of business process engineering and future trends in information systems. The student will develop an empirical article for submission to a peer-reviewed journal or conference.

B7711 Independent Study in Information Systems

3 credit hours

This course focuses on doctoral-level analysis of selected information systems topics, and is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories, or concepts; or evaluation of new strategies. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

B7777 Solutions Leadership

3 credit hours

Getting things done in complex organizations is difficult and the best leaders are those who know how to mobilize ideas, support, people and resources to address tough problems. Doctoral students in this class will develop in-depth understanding of the research and theory on leading strategic change/initiatives focusing on understanding the role of organizational history and corporate culture, the climate for change, organizational politics, resources and rewards, people and teams and communication play in solutions leadership. Students will also focus on challenges and solutions in their respective fields and work with colleagues to understand the interdependencies and impact on the business of implementing solutions.

B7783 Solution-Oriented Decisions Models

3 credit hours

This graduate course provides an in-depth review and analysis of the latest theories and research to provide the advanced graduate student with an understanding of various models of decision making and how to select the best combination for appropriate solutions. The methods cover quantitative, qualitative, game theory, group dynamics, expert systems, ethical, and logical theories, research, and methods. Focus includes developing and instituting decision making audits to evaluate decision[s] that are to be or have been made. The use of information systems technology for decision support systems is analyzed. Communication projects will focus on critical thinking, problem solving, and decision making based on relevant research, information literacy, applied technology, integration, ethical and diversity concerns. Focused attention is on utilizing leadership and collaboration practices in solutions oriented decision-making.

B7910 Customized Course I

3 credit hours

This course provides an opportunity for DBA students to have a customized learning experience whereby they work with a faculty member to create a Customized Course in an area of their choice. The Customized Course may arise from a situation pertaining to professional employment; an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or an applied problem or opportunity that needs identification; analysis; implementation/execution and recommendation or evaluation.

B7920 Customized Course II

3 credit hours

This course provides an opportunity for DBA students to have a customized learning experience whereby they work with a faculty member to create a Customized Course in an area of their choice. The Customized Course may arise from a situation pertaining to professional employment; an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or an applied problem or opportunity that needs identification; analysis; implementation/execution and recommendation or evaluation.

B7930 Advanced Seminar in Research Methods

3 credit hours

This 15-week seminar focuses on preparation for the Comprehensive Examination and the development of the dissertation prospectus. The focus is on learning how to review massive amounts of theory, data, and research and learning to synthesize it into useful knowledge. The focus also includes advanced understanding of the research project development and management. Students may enroll in the latter part of the doctoral program as defined by their program of study as an elective.

B7935 Dissertation—Business

3 credit hours

All DBA dissertations require a minimum of 12 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Students register for 3 credit hours for four consecutive semesters. If student fails to defend his/her dissertation by the end of the fourth semester, he/she must register for a 3 credit extension for each subsequent semester until passing his/her defense. At the end of each semester, the dissertation chair will issue a grade of "PR" ("Progressing") indicating that the student is progressing toward completion of the dissertation or a grade of "NC" ("No Credit") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" ("Credit") once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 12 credit hour requirements for completion of dissertation. Course is graded "Credit/No Credit."

COUNSELING (C)

C6035 Human Growth and Development

3 credit hours

This course focuses on a historical view of human development leading to the current lifespan approach to form an understanding of the developing individual. Influences on human development, ranging from individual models to cross-cultural groups, are explored. Emphasis is given to personality, social, intellectual, and physical development, and the major theories used to describe how people change throughout their lifespan.

C6036 Essentials of Interviewing

3 credit hours

This course provides an experiential exposure to the elements of good interviewing skills that are the foundation for counseling and other interpersonal interactions. This course is required for the student who has not had an interactive interviewing skills course, and is an excellent skill enhancer for the more experienced student. Expected student outcomes include development of the foundation skills that enhance understanding and problem solving between individuals in a variety of multicultural settings, including counseling, consulting, supervision, and training.

C6041 Foundations of Mental Health Counseling*3 credit hours*

This course examines the roles and responsibilities of the professional counselor in a pluralistic society. Issues include efficacy, licensing, accountability, ethical standards, and relationship to professional associations, as well as publication, presentations, and issues related to private practice development. Information technology is also included as it relates to the professional counselor. Expected student outcomes include a plan for personal development that includes University matriculation beyond a program of study that refers to specific individual goals, and demonstration of minimum competencies for successful degree completion. [Formerly The Professional Counselor (C6040).]

C6362 Student Appraisal*3 credit hours*

This course identifies the purpose of assessment and the issues and concepts in the measurement, data interpretation, and follow-up evaluation for exceptional students. The purpose is to introduce formal and informal assessment instruments and techniques, and alternative assessment instruments. The course introduces curriculum-based assessment and programming approaches for planning and providing instruction based on ongoing diagnosis. The course also offers a synthesis for assessment and programming approaches and suggestions for their implementation.

C6431 Counseling in Community Settings*3 credit hours*

This course presents a new paradigm in mental health and wellness. It presents contemporary counseling theory, such as brief therapy as it relates to theories of prevention, as contrasted with rehabilitation theory. Early identification and early intervention therapeutic models are studied. Evaluation instruments are presented. The focus of the course is on psychoeducational and interpersonal communication, decision making and developmental models. Special topics such as support networks, nontraditional therapies, self-concept, mind-body connections, lifestyle, stressors, conflict resolution, transition and change, problem solving, and cultural esteem, are addressed from a prevention perspective. The expected student outcome is the ability to apply prevention theory to life adjustment problems in the counseling process. [Formerly Prevention Theory (C6437).]

C6432 Diagnosis and Treatment of Psychopathology*3 credit hours*

This course provides a framework for exploring the range of personality and behavioral disorders as presented in the *Diagnostic and Statistical Manual of Mental Disorders* by the American Psychiatric Association (*DSM-IV*). The class focuses on description, etiology, assessment, and understanding of major diagnostic categories. The student becomes familiar with the utilization of Axis I through V Diagnostic dimensions. Developmental and Dynamic elements are considered in the context of case studies.

C6433 Theories of Personality*3 credit hours*

This course presents a comprehensive overview of the major personality theoreticians, including Freud, Jung, Adler, Skinner, Sullivan, Fromm, Murray, and Rogers. All major theories of personality are studied with special emphasis on psychoanalytic, psychophysiological, behavior, interpersonal, cognitive, social, humanistic and existential theory. Contemporary research that expounds personality theory is also reviewed. Students are expected to apply basic theoretical tenets to the understanding and analysis of personality development. The expected student outcome is the ability to integrate personality theory and counseling practice.

C6435 Individual Evaluation and Assessment*3 credit hours*

This course provides students with a paradigm for understanding various psychological tests used in making predictions about human behavior. Reasons for testing and assessment are explored, and students become familiar with the administration, scoring, and interpretation of various objective and projective tests. Topics include the uses of intelligence tests, achievement, personality, and vocational tests. Validity and reliability will be examined so that students are exposed to the limitations inherent in every test. The difference between testing and assessment will be clarified.

C6436 Individual Counseling Theories and Practice*3 credit hours*

This course is designed to provide the counselor with a theoretical foundation for individual counseling. There is an emphasis on developing a personal model for integrated individual counseling practice, as well as a survey of the major theories and contributors to the field of individual counseling.

C6438 Group Theories and Practice*3 credit hours*

This course is designed to provide the counselor with a theoretical foundation for group counseling. There is an emphasis on developing a personal model for group practice, as well as a survey of the major theories and contributors to the field of group counseling. Types of group leaders, ethical issues in group work, states of group development, and integrating group theory into a counseling practice are of special interest.

C6439 Human Sexuality*3 credit hours*

This course explores the various aspects of human sexual behavior and counseling issues related to sexuality. The biological, psychological, social, emotional, and developmental aspects of human sexual behavior are studied. Specific techniques and approaches to sexuality counseling are applied to case studies. The complexity of sexual behavior is emphasized, and other dynamics and related factors are also explored. Special topics, including sexually transmitted disease, cultural influences, societal norms, ethical issues, family planning, substance abuse, aging, sexual disorder and sexual deviancy, are considered. The expected student outcome is the ability to apply knowledge about sexuality counseling to a variety of case studies, to analyze the case studies fully, and to recommend appropriate treatment plans.

C6440 Ethics in Counseling*3 credit hours*

This course explores the legal, ethical, and professional choices faced by practicing human service professionals. A wide variety of ethical issues and topics are covered. Topics include ethical decision making, professional standards, counselor values and attitudes, counselor competence and supervision, client rights and confidentiality, dual relationships, and ethical issues in research and testing. This course also focuses on ethical issues in multicultural counseling, marital and family therapy, group counseling, and issues related to dealing with unethical behavior. Expected student outcome is the development of a comprehensive appreciation of difficult ethical issues in counseling.

C6441 Psychosocial Theory*3 credit hours*

This course provides for the advanced study and application of psychosocial theory to counseling. It offers an in-depth examination of the emergence of psychosocial theory and the role of psychosocial theory in counseling. The focus of the course is on the theories of personality and social development formulated by Jung, Adler, Rogers, Maslow, and Erikson. Current issues such as AIDS, feminist psychology, ethnic diversity, life adjustment, and violence are examined from a psychosocial perspective. The expected student outcome is the identification of the underlying psychosocial processes that impact the counseling process.

C6443 Group Guidance Counseling*3 credit hours*

This seminar presents the theories and strategies of group guidance counseling. The dynamics of group interactions are presented and the process of group activity is studied. Psychodynamic, behavioral, developmental, psychoeducational, and transactional models of group counseling are discussed. The special focus of the seminar is on the application of group counseling techniques to student populations. Specific group counseling issues, such as peer influence, which especially affects school-aged populations, are considered. Expected student outcomes include facility with the organization and conduct of effective group interventions within multicultural school systems.

C6444 Counseling Exceptional Students and Families*3 credit hours*

This seminar addresses the special counseling needs of exceptional students from birth through high school, the complex psychology of exceptional children, and the nature and needs of specific types of exceptional students relative to the counseling process, as well as special characteristics of this population and appropriate counseling strategies. Special topics include crisis intervention, self-esteem, peer relationships, adaptations, family involvement, multicultural impact, special education-related service requirements, current issues and trends, and interdisciplinary collaboration.

C6445 Social and Cultural Competencies for Counselors*3 credit hours*

This course is designed to acquaint students with the unique characteristics of special populations and the competencies necessary for counselors to work effectively across diverse populations and in a variety of settings. Special attention is given to various cultural groups and special populations (e.g., African Americans, Native Americans, Latino Americans, Asian Americans, Arab Americans, the disabled, the older person, and gay women's and single parent issues). Emphasis is placed on personal explorations and development that will enhance awareness, knowledge, skills, and attitudes for more effective counseling interactions with a variety of special groups.

C6446 Substance Abuse Counseling*3 credit hours*

Substance abuse issues and concerns are no longer viewed as solely the concern of those in the chemical dependency field. Most conscientious helping professionals recognize the need to be informed and aware of basic substance abuse knowledge and skills. At some point most counselors, educators, and other helping professionals will likely encounter the challenging clinical reality of substance abuse. It is also a reality that the substance abuse field has mushroomed with knowledge regarding possible causes of chemical dependency, various methods of treatment and counseling, and differing prevention and intervention strategies and techniques. This course includes such topics as definitions of alcohol and drug abuse/dependency, diagnosis, etiology, signs/symptoms, medical and psychological complications,

effects on the family, codependency, children of alcoholics, adolescent substance abuse, student assistance programs, evaluation and treatment modalities, multiple substance abuse, and other related topics. A major goal of this course is to provide the helping professional with an essential, yet basic, knowledge of substance abuse in order to appreciate the scope and depth of this rapidly changing field.

C6447 Counseling At-Risk Students*3 credit hours*

This course addresses the special counseling needs of at-risk students from birth through high school. The term *at-risk* can be useful for describing many young people whose potential for becoming responsible and productive adults is limited by the challenges within the ecology of their lives. These include problems at home, in schools, in communities; problems with some of the cultural norms and social messages that contribute to risk in children's lives; and problems within children and adolescents themselves. At-risk categories include school dropouts; substance use and addiction; teen pregnancy and risky sexual behavior; antisocial behavior, delinquency and youth gangs; school shooters; youth suicide; and exceptional student education. Special characteristics and appropriate counseling strategies are discussed. Special topics include crisis intervention, peer relationships, family involvement, multicultural impact, education-related requirements, current issues and trends, and interdisciplinary collaboration.

C6448 Group Counseling in Schools*3 credit hours*

This course presents the theories and strategies of group guidance counseling. The dynamics of group interactions are presented and the process of group activity is studied. Psychodynamic, behavioral, developmental, psychoeducational, and transactional models of group counseling are discussed. The special focus of the seminar is on the application of group counseling techniques to student populations. Specific group counseling issues, such as peer influence, which especially affects school-aged populations, are considered. Expected student outcomes include facility with the organization and conduct of effective group interventions within multicultural school systems.

C6452 Career and Lifestyle Assessment*3 credit hours*

This seminar explores the basic tenets of career counseling as it applies to vocational, occupational, and career issues. The focus of the seminar is on the process of career counseling with various populations, using dynamic and didactic models. Special consideration is given to career education, career exploration, career choice, and career counseling. Testing instruments, including appropriate achievement tests, interest inventories, aptitude tests, personality tests, and valued tests, are reviewed. Expected student outcomes include the ability to develop and manage a career counseling program, the ability to identify available resources, and the ability to facilitate career development among diverse individuals throughout the lifespan.

C6459 Consultation in Education*3 credit hours*

This course presents the consultative theories and techniques related to successful consultation and collaboration in educational practice. The focus of the course is on effective, individual (micro) consultation with professionals and others working in the field of education and related disciplines. The process of educational consultation will be examined, the role and responsibilities of the educational consultant are examined, and practical skills related to the delivery of services within the school systems are developed. Expected student outcomes include the demonstration of core competencies associated with successful consultative practice in a multicultural educational setting.

C6460 Supervision for Counselors*3 credit hours*

This course examines the role of supervision in the counselor's career and lifelong professional development. The course also addresses the role of professional supervision in a variety of settings. The course is intended to serve as an opportunity for the student to identify his/her current stage of professional development. The student will create a professional development plan including components of professional identity, academic, experiential knowledge, and ethics. This course is intended to be the student's final in-residence course.

C6490 Practicum in Mental Health Counseling*1 credit hour*

The practicum is beginning of the student's supervised clinical training. Under supervision, the student completes 100 hours of clinical experience in an appropriate counseling setting. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The student is required to arrange an appropriate practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist will directly supervise the student. The faculty seminar leader, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student outcomes of the practicum include clinical experiences which contribute to the student's growth and development as a counselor.

C6491 Field Experience: Mental Health Counseling I*3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, the student must be directly supervised by an appropriately licensed or certified therapist. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The activity of the student is closely monitored by the course instructor and the field-site supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

Prerequisites: (TAM) C6035, C6036, C6041, C6432, C6436, C6438, C6440, C6445, and faculty permission.

C6492 Field Experience: Guidance Counseling I*3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in guidance counseling. The student is required to participate in the field experience for a minimum of eight hours per week for 15 weeks. While engaged in the guidance counseling practicum, the student must be directly supervised by a school guidance counselor who is either employed by the public school system or is certified as a school guidance counselor. While engaged in a mental health practicum, the student must be directly supervised by an appropriately licensed therapist. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development, and satisfactory field evaluations.

Prerequisites: (SAR) C6509, C6440, C6036; (TAM) C6035, C6036, C6433, C6436, C6440, C6443, C6445, C6510, and faculty permission.

C6493 Field Experience: Guidance Counseling II*3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in guidance counseling. The student is required to participate in the field experience for a minimum of eight hours per week for 15 weeks. While engaged in the guidance counseling practicum, the student must be directly supervised by a school guidance counselor who is either employed by the public school system or is certified as a school guidance counselor. While engaged in a mental health practicum, the student must be directly supervised by an appropriately licensed therapist. The purpose of the field experience is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

Prerequisites: (SAR) C6509, C6440, C6036; (TAM) C6492, and faculty permission.

C6494 Field Experience: Mental Health Counseling II*3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

Prerequisites: (SAR) C6036, C6440, C6041; (TAM) Mental Health Counseling: C6491 and faculty permission; (TAM) Marriage and Family: C6035, C6036, C6432, C6436, C6440, C6441, PC6021, PC6230, and faculty permission.

C6495 Field Experience: Mental Health Counseling III*3 credit hours*

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting, under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

Prerequisites: (SAR) C6036, C6440, C6494, and faculty permission; (TAM) C6494, and faculty permission.

C6496 Field Experience Extension*1 credit hour*

This course is a continuation of Field Experience: Mental Health Counseling III (C6495).

C6509 Principles of School Counseling

3 credit hours

This course is designed to introduce the student to the theory and practice of developmental school counseling. The theory of developmental counseling is examined and the role of the counselor as school counseling specialist and facilitator is reviewed. Specific counseling interventions and issues, including individual counseling, small group counseling, large group counseling, peer facilitation, consultation, coordination and accountability, are explored. Expected student outcomes include the development of basic counseling skills for diverse school populations.

C6510 Principles of Guidance

3 credit hours

This course is designed to introduce the student to the theory and practice of developmental guidance and counseling. The theory of developmental guidance is examined and the role of the counselor as guidance specialist and facilitator is reviewed. Specific counseling interventions and issues, including individual counseling, small group counseling, large group guidance, peer facilitation, consultation, coordination and accountability, are explored. Expected student outcomes include the development of basic guidance and counseling skills for diverse populations.

C6524 Ethics for School Counselors

3 credit hours

This course explores the legal, ethical and professional choices faced by practicing school counselors. A wide variety of ethical issues and topics are covered. Topics include ethical decision making, professional standards, counselor values and attitudes, counselor competence and supervision, student rights and confidentiality, dual relationships, record keeping, school law, and ethical issues in research and testing. This course also focuses on ethical issues in multicultural counseling, group counseling, consultation, and issues related to dealing with unethical behavior. Expected student outcome is the development of a comprehensive appreciation of difficult ethical issues in school counseling.

C6601 Practicum — Counseling

1 credit hour

The practicum is the beginning of the student's supervised clinical training. Under supervision, the student completes 100 hours of clinical experience in an appropriate counseling setting. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The student is required to arrange an appropriate practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist will directly supervise the student. The faculty seminar leader, in conjunction with the field-site supervisor, will monitor and evaluate the activity of the student. Expected student outcomes of the practicum include clinical experiences which contribute to the student's growth and development as a counselor.

C6602 Internship I — Counseling

2 credit hours

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

C6603 Internship II — Counseling

3 credit hours

This course requires the student to arrange an independent and appropriate clinical practicum in an approved counseling setting. While engaged in a practicum, an appropriately licensed or certified therapist must directly supervise the student. The purpose of the field experience is to provide an opportunity to practice counseling skills in an applied setting, under the supervision of an experienced practitioner and under the direction of an Argosy University faculty member. The course instructor and the field-site supervisor closely monitor the activity of the student. Expected student outcomes include submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

C7000 Advanced SPSS

3 credit hours

This course is designed to provide students with advanced knowledge and skills in the area of data analysis using SPSS software. Students are expected to become capable of data entry and retrieval processes, as well as, advanced analysis including but not limited to, descriptive statistics, chi-squares and one-way analysis of variance.

C7410 Assessment in Counseling

3 credit hours

This course reviews key concepts of psychometric theory and assessment. The administration and interpretation of frequently used psychometric instruments are explored. Students are exposed to instruments and approaches for the assessment of cognitive, emotional, and personality functioning as well as career and interest surveys. The course will also focus on conceptualization and presentation of assessment findings. Ethical considerations of the assessment process and supervision of others conducting assessments will be explored.
Prerequisite: (ORA) PC6525 or equivalent.

C7421 Etiology of Mental Illness

3 credit hours

There are multiple causes of mental illness, including those beyond the expertise of the professional counselor, that are necessary to consider when planning an intervention and functioning in multidisciplinary teams. This course focuses on the biological, genetic, and diathesis stress models of mental illness. Students examine multiple causes of mental disorders, and explore biochemical, physiological, genetic, and tissue changes that account for the manifestation of specific symptoms in mental illness. This course is for professional counselors, and does not require an extensive background in psychobiology.

C7431 Counseling in Community Settings*3 credit hours*

This course is designed to provide students with the foundations, contextual understandings, basic knowledge, and skills for developing and carrying out counseling programming for low income and vulnerable population groups in a variety of settings. Students will demonstrate—and/or realize the need for—the ability to conduct needs assessments, find funding, develop administrative structures, advocate for clients and services, and evaluate programs. In the process of developing this knowledge, students will develop a grant proposal for funding such programs.

C7432 Advanced Individual Counseling*3 credit hours*

This seminar provides an advanced examination of individual counseling for counselors, psychotherapists, psychologists, social workers, mental health workers, and other similar human services professionals. Classic models of counseling are explored and their appropriateness in various case studies are evaluated. Concepts and techniques from nine major therapeutic approaches are explored, along with a focus on developing a personalized style and theoretical orientation in relation to each client's unique life situation.

Prerequisites: (ORA) PC6230 or equivalent; (SAR) C7434, C7435, or C7436.

C7433 Advanced Group Counseling*3 credit hours*

The focus of this seminar is the direct application of theories of group dynamics and group leadership within the therapeutic process. Discussion revolves around the use of groups in facilitating personal growth and resolving emotional and interpersonal difficulties. The seminar examines the developmental stages of group process and the problems inherent in group leadership. The expected student outcome is the ability to practice effective group therapy.

Prerequisite: (ORA) PC6505 or equivalent; (SAR) C6438.

C7434 Cognitive-Behavioral Theories of Counseling*1–3 credit hours*

The Cognitive-Behavioral course provides students with an in-depth knowledge base of the cognitive-behavioral theories, past and present. Course content addresses theoretical concepts from an historical perspective, applied intervention strategies associated with theoretical underpinnings, and a review of past and current outcome research relevant to theoretical conceptualizations of the seminal work of Bandura, Beck, Ellis, Festinger, Glass, Meichenbaum, Pavlov, Skinner, and Wolpe and subsequent researchers who contributed to the discipline or application of cognitive-behavioral psychology.

Prerequisite: (ORA) PC6230 or equivalent.

C7435 Existential-Humanistic Theories of Counseling*3 credit hours*

This course explores in-depth the humanistic psychotherapies. The origins and histories of the existential, Gestalt, and person-centered therapies are examined. Particular emphasis is given to the philosophical and phenomenological assumptions underlying these approaches. Key figures of each of these schools of therapy will be highlighted. Whenever possible, primary sources will be used.

Prerequisite: (ORA) PC6230 or equivalent.

C7436 Psychodynamic Theories of Counseling*3 credit hours*

There are many theories that seek to explain human behavior, but none contain the richness and complexity of Psychodynamic Theory. This course seeks to explore human behavior as a function of events occurring inside the mind. Course assignments will examine, through psychoanalytic literature, the history and evolution of psychodynamic theory as a major force in shaping contemporary psychotherapy. Concepts such as instinct, drive, psychosexual development, structural, and dynamic organization of mental functioning, as well as psychological defense, are studied.

Prerequisite: (ORA) PC6230 or equivalent.

C7437 Advanced Prevention Theory*3 credit hours*

This course presents a new paradigm in mental health and wellness. It presents contemporary counseling theory, such as brief counseling, as it relates to theories of prevention, as contrasted with rehabilitation theory. Early identification and early intervention models are studied. Evaluation instruments are presented and students are expected to develop introductory understanding of their application and interpretation. The focus of the course is on psycho-educational and interpersonal communication, as well as, decision making and developmental models. Students are expected to develop advanced mastery of prevention theory and its application to community counseling.

C7439 Dynamics of Marriage and Family Systems*3 credit hours*

This course presents the history and foundations of marital and family theory and practice using a system framework. The primary purpose of the course is the study of the emergence and the tenets of the major theoretical constructs in marriage and family therapy, including psychoanalytic, behavioral, experiential, strategic, and structural models. The specific therapeutic interventions derived from these models are evaluated. Ethics, controversial issues, cultural identity, and contemporary trends are also considered. The expected student outcome is the ability to apply basic theoretical tenets to individual case histories.

C7440 Marriage and Family Therapy*3 credit hours*

This seminar provides advanced study in marriage and family therapy and practice, offering an in-depth examination of the theories and research related to the conduct of counseling and therapy with couples and families. Special attention is given to the specific marriage and family therapy techniques that are most successful in practice, including psychodynamic, experiential systems, structural, strategic, behavioral, and psychoeducational strategies. Special topics such as multicultural issues, alternative lifestyles, spousal abuse, substance abuse, and brief therapy are discussed. The expected student outcome is the ability to develop and utilize effective, individualized, therapeutic interventions with diverse couples, based on sound theoretical judgment.

Prerequisite: (ORA) PC6700 or equivalent.

C7443 Multicultural Issues in Counseling*3 credit hours*

Mental health professionals work with an increasingly diverse ethnic population, yet their training is usually focused on Western philosophy. Such limitations in training make it difficult for non-Western and ethnic clients to secure culturally sensitive services. This may be true even when the mental health profession is non-Western. This class will expose students to the historical experiences of colonialism and study its effects on the modern psychological organization of ethnic minorities. The course will explore the mental health needs of African, Latino and Hispanic Americans from a historical and cultural perspective. The course will examine how the process of colonialism has affected the present mental health of various ethnic groups. Students who wish to register for this class should be aware that class discussions may be frank, examining the anger, rage, and other issues of ethnic minorities that make working with them so challenging. It is hoped that through this type of open discussion, students will be better prepared to understand the psychology of ethnic minorities.

Prerequisite: (ORA) PC6511 or equivalent; (SAR) C6445.

C7444 Multicultural Issues in Counselor Education and Supervision*3 credit hours*

The dilemmas faces by counselors, counselor educators and supervisors are multifaceted and become increasingly complex when working with people who have different worldviews. This course explores the challenges involved in developing practices that reflect a convergence of our current knowledge about multicultural counseling theory, practice and ethical reasoning in an effort to develop practices reflecting an integration of absolutism, relativism and universalism. The course reviews current theories of teaching, supervising and counseling from a cultural perspective, emphasizing the roles of rational, virtue, social constructivism, and collaborative and integrative perspectives to aid the students in creating a transcultural integrative approach to practice.

Prerequisite: (ORA) PC6511 or equivalent.

C7445 Brief Psychotherapies*3 credit hours*

This course focuses on a review of contemporary models of the brief psychotherapies. The class explores theoretical models that underlie this mode of treatment and examines ways for their application in applied settings. In addition, the class contrasts brief psychotherapy models with classical therapies, such as behavioral and psychological therapies.

Prerequisite: (ORA) PC6230 or equivalent; (SAR) C6436.

C7450 Adolescent Psychology*3 credit hours*

Theoretical, applied, and research issues related to the physical, educational and psychological development of adolescents are reviewed. Theoretical perspectives of Freud, Erikson, Marcia, Sullivan, and Piaget are presented and contrasted. Applied issues relative to the psychological and cognitive adjustment of teenagers are reviewed, including developmental changes, puberty, risk-taking, social development, peer pressure, self-esteem building, extended family adjustment, teen parenting, sexual identity, and career exploration. Crisis issues, deviant behavior research, and treatment concerns are also reviewed, such as antisocial behavior, violence, substance abuse, depression, and suicide as related to the adolescent population. Research methods appropriate for use with the adolescent client are presented with emphasis on outcome measures and experimental designs that are relevant to adolescent psychology.

C7451 Theories of Child and Adolescent Counseling*3 credit hours*

This is an advanced course in the study of the theories of child counseling based on developmental, psychodynamic, behavioral and social learning, and psychoeducational theory and research. Assessment, diagnosis, and therapeutic approaches and treatment plans are considered as vital elements of the counseling process. Stages of development, maturation variables, and special intervention modalities such as play, art, and drama are reviewed. The involvement and influence of family, school and society are examined. Contemporary issues and problems such as child abuse and disadvantaged children are discussed. The expected student outcome is the ability to apply counseling theory to children and adolescents.

Prerequisites: (SAR) C6035, C6436.

C7452 Professional Development in Counseling*0–3 credit hours*

This course focuses on the development of counselors and therapists over their career lifespan in order to enhance the professional development and competence of counselors/therapists. Issues related to a stage model of professional development, as well as publications and private practice development, are also considered. Information technology is included as it relates to the professional counselor. Expected student outcomes include a plan of personal development that includes University matriculation and beyond, a program of study that reflects specific individual goals, and demonstration of minimum competencies for successful degree completion.

C7453 Clinical Consultation*3 credit hours*

This course presents the consultative theories and techniques related to successful multidisciplinary consultation and collaboration in clinical practice. The focus of the course is on individual (micro) consultation with professionals and others working in medical, forensic, social service, and mental health systems, as well as allied disciplines. The process of clinical consultation is examined, the role and responsibilities of the clinical consultant are explored, and practical skills related to the delivery of services are developed. Expected student outcomes include the emergence of core competencies associated with successful consultative practice in a clinical setting.

C7454 Models of Clinical Supervision*3 credit hours*

This course examines the current definitions and applications of clinical supervision. The major models of clinical supervision are presented, along with the role of clinical supervision in a variety of settings, including the academic “counselor-in-training” as well as the various professional settings in which clinical supervision is performed. The course explores the benefits and shortcomings of individual versus group supervision, with particular focus on characteristics that make for a competent supervisor and effective supervisory relationships. It further explores the role of both supervisor and supervisee, ethical and legal considerations, evaluative criteria, cultural and gender issues, and research issues and methods. The expected student outcome is the development of an individual training model and the ability to demonstrate an understanding of the ethical requirements of supervision. (Restricted to doctoral students with professional counseling experience.)

C7455 Addictions Counseling*3 credit hours*

This course focuses on a wide variety of topics and issues related to addictions counseling. Many different aspects of alcoholism and addictions counseling are examined from a variety of different vantage points and perspectives. Course content includes defining addictions, chemical dependency, models of understanding, alcohol and alcoholism, etiology of addiction, medical and psychiatric complications, effects on the family, evaluation and diagnosis, intervention, treatment approaches and counseling techniques, recovery process and twelve-step programs, and professional and ethical issues in addictions counseling. The expected student outcome is demonstration of knowledge and awareness regarding major issues related to addictions counseling.

Prerequisite: (ORA) PC6900 or equivalent; (SAR) C6446.

C7458 Diagnosis and Treatment Planning*3 credit hours*

The foundation of an effective treatment plan is the data gathered through biopsychosocial assessment. Data can be collected from interviews, client history and records, testing, or collateral contacts. This course presents specific steps for developing an effective treatment plan based on assessment data and recognizing the uniqueness of each client. Plans include a variety of interventions and approaches based on both behavioral problems and/or *DSM-IV* diagnosis.

Prerequisite: (ORA) PC6005 or equivalent; (SAR) C6432.

C7459 Psychopharmacology for Counselors*3 credit hours*

Counselors are increasingly members of interdisciplinary teams, and need new information in order to communicate with other disciplines. This course is designed to acquaint the professional counselor with the history and use of psychotropic drugs. Emphasis is given to the understanding of the uses of these drugs and the common side effects of the major categories of psychiatric medications. Relationships between major *DSM-IV* classifications and appropriate medications are presented.

Prerequisite: (SAR) C6432.

C7460 Techniques of Child and Adolescent Counseling*3 credit hours*

This seminar presents the various counseling techniques that are successful in treating children and adolescents. The unique counseling needs of children and adolescents are identified and special techniques and traditional methodologies are considered. Specific topics such as peer relationships, sexuality, abuse, substance abuse, and ethical treatment of children are also reviewed. Expected student outcomes include the development of clinical skills essential for providing appropriate services to children and adolescents.

Prerequisites: (ORA) PC6104 or equivalent; (SAR) C6035, C6436.

C7461 Ethics in Counselor Education and Supervision*3 credit hours*

This course provides an advanced exploration of the legal, professional and ethical choices faced by counselor educators and supervisors. Basic ethical issues are first reviewed and extended into a practical, case-oriented study of current demands and obligations for teaching and supervising students and practitioners. A relational-contextual perspective is presented to aid participants in developing sensitivity to the application of ethical standards, professional liability practices, and risk management techniques to their development as educators and supervisors. The successful student will recognize the importance of integrating various models in practice.

Prerequisite: (ORA) PC6300 or equivalent.

C7462 Ethics in Practice*3 credit hours*

This course provides an advanced exploration of the legal, ethical, and professional choices faced by mental health practitioners. Basic ethical issues are first reviewed and extended into practical, case-oriented study of current demands and obligations for the mental health issues in ethics, professional liability, risk management, and managed care service environments. Successful practitioners will recognize changes in the way employers provide mental health benefits, and will modify and market their services accordingly, in order to offer ethical and effective treatments and consultative services.

Prerequisite: (ORA) PC6300 or equivalent; (SAR) C6440.

C7463 Theory and Practice of Motivation*3 credit hours*

This course covers the theory and development of motivation. Major interest is placed on the factors of motivation, models, and strategies for enhancing motivation in individuals and groups, variables affecting (and affected by) motivation, and environmental influences on motivation.

C7465 Teaching in Higher Education*3 credit hours*

This course focuses on various models, perspectives, research and techniques pertaining to learning to teach in higher education. Issues related to values, beliefs, pedagogical techniques, learning styles, as well as how to structure, deliver, and evaluate instruction will be covered. Students will develop essential concepts and strategies related to organizing and presenting courses in a practical and effective style applicable to all domains of knowledge.

C7471 Treatment of Sexual Dysfunctions*3 credit hours*

This course explores the various aspects of human sexual behavior and sexuality counseling issues. The biological, physiological, and social attributes that shape human sexual behavior and its changes, values, responsibilities, and needs are addressed, as well as medical aspects of sexual pathology in pathogenesis and recent therapy possibilities. A wide variety of issues will be considered, including sexually transmitted diseases, planning a family, sexuality, and aging.

Prerequisite: (SAR) C6439.

C7492 Internship in School Counseling*3 credit hours*

This course requires the doctoral student to arrange an independent and appropriate clinical experience in school counseling. The student is required to participate in the internship for a minimum of eight hours per week for fifteen weeks. The student must be directly supervised by a school guidance counselor who is either employed by the public school system or is certified as a school guidance counselor. The purpose of the internship is to practice counseling skills in an applied setting under the supervision of an experienced practitioner and under the direction of an Argosy University mentor. The activity of the student is closely monitored by the course instructor in conjunction with the field supervisor. The progress of the student is formally evaluated by the course instructor and the field supervisor. Expected student outcomes include the submission of a reflective journal that chronicles the student's growth and development and satisfactory field evaluations.

C7500 Advanced Counseling Practicum*1 credit hour*

Advanced Practicum: The advanced practicum provides for the development and refinement of advanced counseling and supervisory skills related to the professional practice of Counselor Education and Supervision. This can either be conducted at the student's current work site or on-campus (functioning as a supervisor for MA practicum students) upon recommendation and decision of the program chair. If conducted at the student's current work site, the practicum experience must include new learning that is qualitatively different from the student's occupational responsibilities. The student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession.

C7510 Advanced Counseling Internship*2 credit hours*

Doctoral students are required to complete doctoral-level counseling internships that total a minimum of 600 clock hours. The 600 hours include supervised experiences in clinical settings, teaching, and supervision. The internship includes most of the activities of a regularly employed professional in the setting. The 600 hours can be allocated at the discretion of the doctoral advisor and student, based on experience and training. Students should be given the opportunity to participate in additional supervised practicum or internships that are appropriate to their career objectives. During internships, the student will receive weekly individual and/or triadic supervision; this supervision is usually performed by a supervisor with a doctorate in counselor education or a related profession. Group supervision is provided on a regular schedule with other students throughout the internship by a program faculty member.

C7537 Special Topics in Counseling*3 credit hours*

This seminar presents special topics related to counseling, enabling full-time and visiting faculty members, including recognized leaders in the field, to provide special seminar offerings in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in all areas of counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

Prerequisite: (ORA) PC6600 or equivalent.

C7542 Advanced Career and Lifestyle Assessment*3 credit hours*

This course provides an in-depth exploration of the tenets of career counseling as they relate to vocational, occupational and career issues. The focus of the course is on the process of career counseling with various populations, using dynamic and didactic models. Special consideration is given to career education, career exploration, career choice, and career counseling. Testing instruments, including appropriate achievement tests, interest inventories, aptitude tests, personality tests, and values tests are reviewed. Expected student learning outcomes include mastery of the ability to develop and manage a career counseling program, the ability to identify available career resources and the ability to facilitate career development among diverse individuals throughout the lifespan.

C7601 School Counselors as Consultants*3 credit hours*

This course presents the consultative theories and techniques related to successful multidisciplinary consultation and collaboration in educational settings. The process of consultation is examined, the roles and responsibilities of the school consultant are explored, and practical skills related to school consultation are developed. Expected student outcomes include the emergence of core competencies associated with successful consultative practice in school settings.

C7660 Foundations of Counseling Psychology*3 credit hours*

This course examines the systems of orientation, identity, roles and responsibilities of the counseling psychologist in a pluralistic society. A critical examination of the historical context of counseling psychology is explored. Issues include standards of the profession, licensing, accountability, ethics, professional associations, social and cultural foundations, skills and theories. This course will also examine the roles and functions of counseling psychologists in a variety of settings and contexts, as well as issues related to supervision, consultation, and private practice development.

C7699 Doctoral Counseling Practicum I and Seminar*0 credit hours*

Each practicum provides a supervised one-semester counseling psychology experience in an appropriate work environment. The student will be supervised on-site by an appropriately licensed supervisor. The practicum seminar will meet on a weekly or biweekly basis. Both site and faculty supervisors closely monitor the activity of the student.

C7700 Doctoral Counseling Practicum II and Seminar*0 credit hours*

Each practicum provides a supervised one-semester counseling psychology experience in an appropriate work environment. The student will be supervised on-site by an appropriately licensed supervisor. The practicum seminar will meet on a weekly or biweekly basis. Both site and faculty supervisors closely monitor the activity of the student.

C7701 Doctoral Practicum III and Seminar*0 Credit Hours*

Each practicum provides a one-semester counseling psychology experience. The student will be supervised on-site by a licensed psychologist. The practicum seminar will meet on a weekly basis. Both site and faculty supervisors closely monitor the activity of the student.

C7702 Doctoral Practicum Seminar IV*0 Credit Hours*

Each practicum provides a supervised one-semester counseling psychology experience in an appropriate work environment. The student will be supervised on-site by an appropriate licensed supervisor. The practicum seminar will meet on a weekly or biweekly basis. Both site and faculty supervisors closely monitor the activity of the student.

C7750 Fundamentals of School Guidance and Counseling*3 credit hours*

This course provides for the advanced study of developmental models of school guidance and counseling. Six specific school counseling interventions are explored in depth. Through readings, interviews, and application exercises, the student will gain a solid foundation of developmental programs based on the ASCA National Model. Expected student outcomes include the development of skills needed to implement a developmental program in a school setting.

C7834 Directed Independent Study: Counseling*1–3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories, or concepts in counseling; or evaluation of new strategies used in counseling. It can involve the resolution of an isolated educational problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

C7900 Half-Time Internship*0 credit hours*

This course offers a variety of supervised field experiences in a variety of settings.

C7901 Internship*0 credit hours*

This course offers a variety of supervised field experiences in a variety of settings.

C7930 Advanced Seminar in Research Methods*3 credit hours*

This 15-week seminar focuses on preparation for the Comprehensive Examination and the development of the dissertation prospectus. The focus is on learning how to review massive amounts of theory, data, and research and learning to synthesize it into useful knowledge. The focus also includes advanced understanding of the research project development and management. Students may enroll in the latter part of the doctoral program as defined by their program of study as an elective.

C7935 Dissertation—Counseling*1–9 credit hours*

Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration may carry 1–5 credit hours. At the end of each semester, the dissertation chair will issue a grade of “PR” (“Progressing”) indicating that the student is progressing toward completion of the dissertation or a grade of “NC” (“No Credit”) indicating that the student should receive no credit for dissertation that semester. All “PR” grades will be changed to “CR” (“Credit”) once the student has successfully completed all dissertation requirements. Any grade of “NC” (“No Credit”) will be permanent and will not count toward the credit hour requirements for completion of dissertation. Course is graded as “Credit/No Credit.”

PSYCHOPHARMACOLOGY (DP)**DP5000 Psychopharmacology Foundations***3 Credit Hours*

This course is designed to provide students the necessary background in basic human anatomy, physiology, organic chemistry, and biochemistry necessary to successfully complete the other courses in the psychopharmacology program.

DP6000 Neuroanatomy*2 credit hours*

The objective of this course is to provide a basic understanding of the structure and function of the nervous system. This course exposes the student to functional aspects of the brain and spinal cord from a systems perspective. Aspects covered include CNS topography, sensory systems, motor systems, etc.

DP6200 Pathophysiology*4 credit hours*

The objective of this course is to provide a basic understanding of human physiology and pathology, including normal anatomy and physiological processes, variability in response due to age, gender, disability, and ethnic differences, medical conditions affecting biodisposition, side effects, including contraindications, as well as pathological states emphasizing how alterations in normal physiology affect bioavailability and biodisposition of pharmacological agents. This course examines the pathophysiologic mechanisms of common clinical disorders such as coronary artery disease, heart failure, hypertension, etc. In addition, content area reflects issues regarding pathophysiological adaptation, responses, and common therapeutic interventions.

DP6300 Introduction to Physical Assessment and Laboratory Exams*3 credit hours*

The objective of this course is to provide a well-grounded foundation in medical history taking and physical diagnosis as well as a basic understanding of laboratory analysis. Topics covered are medical history taking, complete physical exam, and systems examination, such as cardiovascular system, pulmonary system, and neurological system. Includes familiarity with medical charts, physical exams, laboratory and radiological examinations.

DP6350 Pharmacology*2 credit hours*

This course introduces students to the general principles of drug action and dynamics, toxicities, and therapeutic uses. Material to be presented includes the effects of adrenergic drugs, antipsychotic drugs, anti-anxiety agents, and drugs of abuse. Basic understanding of drug interaction is also presented.

DP6400 Neurophysiology*2 credit hours*

The objective of this course is to provide a clinically oriented survey of the human nervous system and provide an understanding of the peripheral and central nervous system including cellular neurophysiology, functioning of the brain, the role of neurotransmitters, receptors, plasticity and related concepts. The course will also provide information on the structure and functioning of specific systems throughout the brain and provide students with an integration of diagnostic tools.

DP6450 Pharmacotherapeutics*2 Credit Hours*

The objective of this course is to provide a well grounded foundation in the study of the therapeutic uses and effects of drugs in mental health. The course includes pharmacotherapeutic interactions, psychotherapy/pharmacotherapy interactions, drug interactions, drug interactions, compliance maintenance programs, computer-based aids to practice, and pharmacoepidemiology.

DP6500 Clinical Pharmacology*4 credit hours*

The focus of this course is on the clinical aspects of adverse drug reactions and drug data basis. Topics to be covered are pharmacokinetics, pharmacoepidemiology, drug-induced disease, adverse drug reactions, and pharmacology of the aging process.

DP6650 Psychopharmacology*3 credit hours*

This course provides a solid background in the principles and practice of psychopharmacology. Topics to include the study of disease and a more detailed review of neurotransmitters such as serotonin, norepinephrine, acetylcholine, GABA, and glutamate. Additional topics include presentation of the clinical pharmacology of antipsychotic, antidepressant, and anti-anxiety drugs, as well as drug interactions and psychopharmacology in special populations such as children and older adults.

DP6700 Special Issues in Pharmacology*2 credit hours*

The objective of this course is to provide an overview of pharmacology across the age span and in special circumstances. Specific issues covered include drug interactions and toxicities encountered during the early life of the child, evaluation of drug responses in the elderly, and age-related changes in pharmacological management, pharmacological pain management, and the use of pharmacological agents in chemical dependency.

DP6750 Neurochemistry*2 credit hours*

The educational objective of this course is an understanding of the molecular, chemical, and cellular biology of the nervous system. The study of neurotransmitters, steroids, and peptides is emphasized; other aspects of medical neurochemistry and behavioral neurochemistry are also addressed. It will seek to describe and characterize in molecular terms, interaction, signaling in sensory and cognitive processes and in more long-term processes such as synaptogenesis, neuronal plasticity and degeneration. Different approaches will be discussed from organic and peptide synthesis to molecular and cellular biology. The course will focus on cell-cell interactions, adhesion molecules and extracellular matrices, intracellular trafficking, cytosol-nuclear communication, nerve growth and regeneration, excitotoxicity, apoptosis, drug addiction and prion diseases.

DP6800 Applied Clinical Psychopharmacology Seminar I*1 credit hour*

The objective of this course is to provide a background in the professional, ethical, and legal issues associated with the use of pharmacological agents; interactions between psychotherapy and psychopharmacological interventions; issues of pharmacoepidemiology; and computer-based aides to practice.

DP6900 Legal, Ethical, and Professional Issues in Psychopharmacology*1 Credit Hour*

The objective of this course is to provide a background in the professional, ethical, and legal issues associated with the use of pharmacological agents.

DP6950 Psychopharmacology Practicum*1 Credit Hour*

Students in practicum will provide pharmacotherapy evaluations for at least 50 patients enabling the student to build competency with a range of ages, gender, ethnicities, cultures, and diagnoses. They will be supervised for at least one hour per week for each 10 patients seen by a healthcare provider with independent prescriptive authority and appropriate training in psychopharmacology.

EDUCATION (E)**E6001 Art K – 12 Instructional Methods***3 credit hours*

This course is a combination of theory, philosophy, and methodology in educational settings designed to explore the artistic experience with emphasis on the personal and interpersonal aspects of art and the implication for their application in both schools and community. It intends to provide the student with a variety of teaching concepts and modes of expression, with an incorporation of learning styles and multiple intelligences in art education to further enable the educator to understand young people ages three to eighteen.

E6009 Foundations of Montessori Education*3 credit hours*

This Foundations course is designed to give participants an understanding of the historical and philosophical foundations of the Montessori Method as a unique form of scientific pedagogy. Participants will learn about important educational reformers who influenced Dr. Maria Montessori's work, understand the life story of Dr. Montessori, be introduced to first generation leaders who influenced the Montessori movement in Europe and in America following Dr. Montessori's death, and consider important concepts of the Montessori philosophy of education and child development. A review of the seminal influences on Dr. Montessori by specific Western educational philosophers such as Rousseau, Pestalozzi, Froebel, Piaget, and Piaget will be made. The course highlights Dr. Montessori's views on the preparation of the teacher as well as her emphasis of effective ways of working with children.

Note: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6010 Practicum in Education*1–3 credit hours*

This course provides an opportunity for students with little or no practical work experience in a school or college to gain such experience through as much as 12 months of part-time or full-time employment with an approved employer. A faculty mentor guides the student's integration of work experience and academic curriculum. At the completion of this course, the student prepares a final paper, describing the application of his or her studies in the work setting. This course is taken in addition to the regular program of study and may not be used to meet program requirements or electives.

E6011 Montessori Educator Internship Experience & Practicum I*1.5 credit hours*

This course will assist students in developing individualized research projects within an elementary-level school setting under the supervision of a Montessori teacher. Students who cannot work under a supervising Montessori teacher will be required to have more contact hours with the course instructor. Course projects will be designed based on the experience and needs of each student. Students will design a year long project of study that involves classroom management, student observation, practice in lesson presentation and development, and materials-making. Projects will need to be approved by the instructor within the first month of school.

Year long projects in a Montessori course of study are traditionally child observations and study, materials making or designing an extension of the basic curriculum that fits the needs of the particular classroom. The course lectures and interaction will encourage educators to follow Dr. Montessori's principles in a real classroom environment. Educators will encounter different problems, depending on whether or not they are in a Montessori school with an administration that is aligned with the principles, in a more traditional public school setting, or starting a school or classroom from scratch. Teacher best practices will also be highlighted in this course.

Working with an experienced Montessori educator is essential in learning the nuances of Montessori education. The internship must cover an entire school year from Fall to Spring. Students will be required to submit videos of lesson presentations, classroom management techniques, and other required projects assigned by the course instructor. Students will enroll for the internship course in the fall semester. The final project will be due at the end of the school year/term.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6012 Montessori Educator Internship Experience & Practicum II
1.5 credit hours

This course will assist students in developing individualized research projects within an intermediate-level school setting under the supervision of a Montessori teacher. Students who cannot work under a supervising Montessori teacher will be required to have more contact hours with the course instructor. Course projects will be designed based on the experience and needs of each student. Students will design a year long project of study that involves classroom management, student observation, practice in lesson presentation and development, and materials-making. Projects will need to be approved by the instructor within the first month of school.

Year long projects in a Montessori course of study are traditionally child observations and study, materials making or designing an extension of the basic curriculum that fits the needs of the particular classroom. The course lectures and interaction will encourage educators to follow Dr. Montessori's principles in a real classroom environment. Educators will encounter different problems, depending on whether or not they are in a Montessori school with an administration that is aligned with the principles, in a more traditional public school setting, or starting a school or classroom from scratch. Teacher best practices will also be highlighted in this course.

Working with an experienced Montessori educator is essential in learning the nuances of Montessori education. The internship must cover an entire school year from Fall to Spring. Students will be required to submit videos of lesson presentations, classroom management techniques, and other required projects assigned by the course instructor. Students will enroll for the internship course in the fall semester. The final project will be due at the end of the school year/term.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6013 Montessori Presentations in Elementary Mathematics
3 credit hours

This course of study is an overview of the classic Montessori mathematics materials and will cover best practices in the instruction of all of the basic mathematical skills from early childhood through the early elementary years. In this course, students will view video presentations of a teacher working with a student using various math materials. The student/teacher video is designed to give the participant a sense of how the lesson is presented in an actual classroom setting with an age-appropriate student or students.

An accompanying video analyzes the lesson in a discussion format, providing important information on how to present the lesson, where the lesson fits in with the math scope and sequence, what materials are needed, direct and indirect aims of the lesson content. Students will be provided with an accompanying lesson plan for each lesson presented as well as blackline masters of the content where applicable. Math I will concentrate on number sense, memorization of facts, operations with whole numbers, introduction to fractions and geometry for the education of kindergarten to 3rd grade students.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6014 Montessori Presentations in Intermediate Mathematics
3 credit hours

This course is designed to allow the student/learner to view video presentations of a Montessori classroom teacher working with a student on various Montessori math materials designed for the elementary level. The student/teacher video is designed to provide the viewer with a sense of how the lesson is designed and presented in an actual classroom setting with an age appropriate student or students. An accompanying video analyzes the lesson in a discussion format, providing important conceptual information on how to present the lesson, where the lesson fits in with the math scope and sequence, what materials are needed, direct and indirect aims of the lesson content. Student/learners will be provided with an accompanying lesson plan for each of the lessons presented, as well as black line masters of the presented content, where applicable. Math II will focus on geometry, operations with fractions and decimals, integers, beginning algebra, graphing, and practical applications. Work on and with Montessori materials will be stressed, along with the discussions on the transition from the concrete to the abstract.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6015 Classroom Management, Observation, and Child Development
3 credit hours

This course will highlight actual Montessori classes in action. The student will observe video clips of children in actual classrooms at the early childhood and elementary levels in Montessori schools. Participants will be asked to give summaries of observations, reflect on what worked and what did not, and give "advice" on what could be improved with regard to student behavior or lesson presentation. The course will be interspersed with readings from Dr. Montessori's writings on will, imagination, discipline, normalization, and other important topics relating to understanding the children in our care. Finally, the participant will be asked to reflect on child development lectures and to compare them to the videos of actual students in a classroom setting.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6016 Montessori Presentations in Elementary Language Arts
3 credit hours

In this course, students will observe video presentations of a Montessori teacher working with a student on various Montessori language materials in the areas of phonics, beginning reading, grammar, sentence structure and analysis, spelling and mechanics. The student/teacher video is designed to give the viewer a sense of how the lesson model is being presented in an actual classroom setting with an age-appropriate student or students. An accompanying video analyzes the lesson in a discussion format, giving important information on how to present the lesson, where the lesson fits into the language scope and sequence, what teaching materials are needed, and the direct and indirect purposes of the lesson content.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6017 Montessori Presentations in Intermediate Language Arts
3 credit hours

In this course, student/learner will observe video presentations of a Montessori classroom teacher working with a student on various Montessori language materials, in the areas of handwriting, formal writing, reading comprehension, for the older student, advanced grammar materials and verb study, and the importance of reading across the curricula. The student/teacher video is designed to give the viewer a sense of how the model lesson is presented in an actual classroom setting with age-appropriate student(s). An accompanying video analyzes the lesson in a discussion format, giving important information on how

to develop and present the lesson, where the lesson fits in with the language scope and sequence, what materials are necessary, direct and indirect aims of the lesson content.

NOTE: Enrollment in this course is limited to students in the Master of Arts in Instructional Leadership Program with a Concentration in Montessori Education.

E6032 Historical and Philosophical Foundations of Education
3 credit hours

This course examines differing views of the aims of education in America. The historic settings in which the educational system developed are analyzed, and the course objective is to identify major social and cultural issues in relation to their historic antecedents, including major leaders in American education.

E6033 Foundations of Intellectual Development
3 credit hours

This course is designed to explore various components that impact American education. Topics include history, cultural variations, psychological behavior patterns, and learning styles.

E6050 Reflective Assessment
4 credit hours

This course is designed to guide teachers through self-assessment using the Illinois Professional Teaching Standards as a framework. Students will engage in writing projects, lesson plan development, technology assignments, and teaching, evaluating their adherence to the Illinois Professional Teaching Standards.

E6100 Research in Education
3 credit hours

This course provides an introduction to the theory and practice of research in the field of education. Both design and analysis issues are discussed. The student is involved in both research review and design relevant to his/her professional level of certification. Action research will be the research design of major focus.

E6110 Language Development and Reading
3 credit hours

This course introduces the student to the concept that language development is a continuous, sequential process of learning at every level from pre-kindergarten through adulthood. Language development is the basis for learning to read and to develop the realization that communication is the base goal of language. The student analyzes the interrelationship between language development, reading, and communication skills.

E6137 Educational Leadership
3 credit hours

This course examines the trends in educational leadership in the public and private sectors. The focus is on effective leadership practices as they relate to educational organizations. This includes leadership and ethical behavior, inter- and intraorganizational leadership strategies, management theory and practice, and organizational culture.

E6211 Strategies for Teaching Adult Learners
3 Credit Hours

This courses focuses on the methods and techniques appropriate for the effective instruction of adults in a variety of settings. Attention will be given to the concepts, theories, and principles relevant to the selection, use, and evaluation of instructional strategies.

E6232 Educational Law
3 credit hours

This course provides a review of the legal foundations of public and private education. Students review federal, state, and local legal parameters as they overlap various jurisdictions. Laws related to student rights, employee relations, curriculum, instruction, and contractual agreements are analyzed.

E6233 Educational Finance
3 credit hours

This course leads the student through the steps necessary to build an effective school budget. It outlines the budget responsibilities of the superintendent of schools, the assistant superintendent, and the school principal.

E6235 Interpersonal Communication
3 credit hours

This course explores the basic concepts involved in effective interpersonal relationships and suggests ways to use these concepts to build an effective management team.

E6250 Intro/Best Practices in Training and Development
3 Credit Hours

This course will provide students with multiple perspectives of real world applications, knowledge, and skills necessary for practitioners in the field of training and development. This course focuses on the steps and processes for the development, delivery, and implementation of training programs. Various methods available to the trainer will be discussed, including case method simulation, role playing, and OJT.

E6331 Survey of Curriculum Theory and Design
3 credit hours

This course provides an examination of the theories of curriculum development and the prominent curricular designs utilized in contemporary education. Emphasis is placed on appropriate certification-level principles of curriculum and the instructional strategies best suited to those curricular designs.

E6333 Curriculum Planning: Elementary School
3 credit hours

This course highlights the unique characteristics of the elementary school child, teacher, and environment. An analysis of the influence of contemporary society and state education departments on elementary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within a historical context. Substantial references to various theories of the purposes of education and curricular expectations are explored.

E6334 Curriculum Planning: Secondary School
3 credit hours

The unique characteristics of the secondary school child, teacher, and environment require careful attention. An analysis of the influence of contemporary society and state education departments on secondary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within a historical context and substantial references to various theories of the purposes of education and curricular expectations.

E6336 Technology in K–12 Education
3 credit hours

The effective application of a wide variety of instructional technology is explored in this course. The teaching and learning processes are studied from the perspective of evaluating, selecting, and using instructional and administrative technology in the K–12 learning environment.

E6337 Instructional Technology in Higher Education*3 credit hours*

This course provides a comprehensive introduction to the selection and use of instructional technology in higher education. Emphasis is placed on the evaluation and effective integration of technology in curriculum design and delivery, and examining the scope and role of technology in contemporary education and training.

E6339 School Organization and Curriculum*3 credit hours*

This course provides an examination of the organizational structure of schools and school systems and their relationships to and effects on school programs, teaching strategies, testing and measurement, and evaluation of programs in the public schools.

E6341 Child and Adolescent Development*3 credit hours*

This course provides an in-depth study of human development, focusing on infancy and childhood through adolescence. Particular attention is given to the interdependency of physical, cognitive, personality, and social aspects of development. Consideration is also given to integrating empirical and theoretical perspectives with real-world applications. The ultimate goal of this course is to create a greater understanding of, and sensitivity to, the contemporary child at home, at school, and in the general society.

E6350 Advanced Supervision of Curriculum and Instruction*3 credit hours*

This course provides an examination of the application of research and theory to problems of instructional supervision at the building level. Leadership, morale, organizational climate, planned change, group decision making, and differentiated staffing are studied.

E6352 Guidance and Counseling for Talent Development and Giftedness*3 credit hours*

Students of exceptional ability or potential in many talent areas require support, nurturing, and effective guidance and counseling. This course includes consideration of social and emotional needs, motivation, self-image, career options, and strategies for working effectively with individuals and groups.

E6361 Foundations of Exceptional Student Education*3 credit hours*

This course is designed to meet initial certification requirements and renewal of any exceptional educational coverage. It examines characteristics, and problems in providing programs to meet the needs of exceptional students, including specific learning disabilities, emotional disabilities, and socially maladjusted, gifted, hearing impaired, mentally disabled, speech and language impaired, and visually impaired students. The course is intended to provide an overview of issues related to the education of exceptional students.

E6362 Assessment of Exceptional Students*3 credit hours*

This course identifies the purpose of assessment and the issues and concepts in the measurement, data interpretation, and follow-up evaluation for exceptional students. The purpose is to introduce formal and informal assessment instruments and techniques, and alternative assessment instruments. The course introduces curriculum-based assessment and programming approaches for planning and providing instruction based on ongoing diagnosis. The course also offers a synthesis for assessment and programming approaches and suggestions for their implementation.

E6365 Inclusion: The Education of All Students*3 credit hours*

Inclusive education means that all students in a school, regardless of their strengths and weaknesses in any area, become part of the school. This course will assist educators with best practices on implementing effective and successful inclusion in classrooms. In addition, time will be spent on exploring and discussing including students with disabilities in the classroom; building partnerships with parents; getting the most out of support services; and creating positive behavioral supports.

E6366 Behavior Management in the Classroom*3 credit hours*

This course focuses on approaches to behavior management and motivational strategies when working with exceptional students. Content includes definition of applied behavior analysis, behavior analysis techniques and criteria, and procedures for selecting, defining, and measuring behavior. The rationale, uses, implementation procedures, and consideration for special applications of behavior change technology are studied. Course objectives include a demonstrated knowledge of applied behavioral techniques; a demonstrated knowledge of selection, definition and measurement of behavior change; the ability to evaluate and analyze behavior change; the ability to develop a multidisciplinary behavior management plan based on behavioral assessment data; knowledge of the legal issues related to the techniques of discipline; and a demonstrated ability to promote the generality of behavior change.

E6373 Teaching Reading to Exceptional Students*3 credit hours*

This course examines methods for teaching reading to exceptional students, including the use of diagnostic and descriptive procedures with individual and group reading instruction. It examines the study of diagnostic and remedial approaches, materials, and procedures currently used in the field. This course examines the factors related to the diagnosis, assessment, and remediation of reading difficulties.

E6412 Classroom Application of Reading Models and Strategies*3 credit hours*

Congress included a number of changes in the Individual Education Plan (IEP) requirements to emphasize the necessity of improving educational outcomes. This course is intended to provide a foundation for writing and implementing an (IEP). Course content will include: a) IDEA 1997 requiring that IEPs contain measurable annual goals and specify the methods by which a student's progress toward his or her goals can be measured; b) information regarding the IEP teams and appropriate ways to inform parents of students in special education of their child's progress toward his or her annual goals and the extent to which this progress is sufficient to enable the child to achieve these goals; c) measures regarding student failure to make progress toward his or her annual goals and the revision of the IEP; d) methods for allowing a student to advance appropriately toward attaining the annual goals.

E6413 Individual Education Plan (IEP) Design and Assessment

3 credit hours

Congress included a number of changes in the IEP requirements to emphasize the necessity of improving educational outcomes. This course is intended to provide a foundation for writing and implementing an Individual Education Plan (IEP). Course content will include: a) IDEA 1997 requiring that IEPs contain measurable annual goals and specify the methods by which a student's progress toward his or her goals can be measured; b) information regarding the IEP teams and appropriate ways to inform parents of students in special education of their child's progress toward his or her annual goals and the extent to which this progress is sufficient to enable the child to achieve these goals; c) measures regarding student failure to make progress toward his or her annual goals and the revision of the IEP; d) methods for allowing a student to advance appropriately toward attaining the annual goals.

E6420 Multicultural Education in Contemporary Society

3 credit hours

This course provides an examination of today's schools and methods of teaching within the context of the current demographic revolution taking place in American society. Focus is on the elements of culture and eliminating the barriers to cultural understanding.

E6425 Diversity Issues in Education

3 credit hours

This course provides a systematic comparison of social units and studies in the interaction of those social units with one another in an educational setting. The common problems and concerns of the different social units are discussed as they apply across the varied spectra of special needs found throughout the educational arena.

E6501 Current Trends in School Curriculum

3 credit hours

This course provides a critical analysis of current curriculum issues on problems in education within their cultural context. Topics vary.

E6510 Measurement and Assessment in Education

3 credit hours

This course provides an examination of measurement as it applies to student performance in the classroom based on Bloom's Taxonomy, as well as a review of current practices and trends in assessment in the schools. Topics include quantitative and qualitative measures, such as standardized testing, criterion-referenced tests, teacher-made tests, rubrics, and portfolios.

E6511 Human Growth and Development

3 credit hours

This course is designed to give the prospective professional educator a thorough overview of human development from birth through adolescence and to develop an awareness of what impact physical, social, emotional, and intellectual development may have on the student, the learning environment, and instructional decisions. Throughout the course, issues of diversity as it applies to economic, social, racial, ethnic, and religious will be explored as well as the needs of students with disabilities will be addressed within the context of each topic.

E6522 The School, Family, and Community

3 credit hours

This course addresses the myriad relationships among the school, the family, and the community as they affect the mission of the school district and the operations of the individual campus. The course will examine the role of the School Board within the broader community, the intricacies of school communications, the importance and political relevance of parents groups and booster organizations, the effect of inter-governmental relations upon the school, and site-based management practices which include parents and others. Community, faculty, and parent empowerment will be considered along with the complex issues that require creative problem-solving.

E6610 Learning Theories and Teaching Strategies

3 credit hours

This course provides an examination of the relationship of teaching strategies to learning styles through methods, curricula, and materials. The course focuses on the implications of learning-style-concepts, and suggests teaching strategies for accommodating varied learning styles in the classroom.

E6615 Leadership in Education

3 credit hours

This course introduces students to the major theories and trends in educational leadership. Leadership, management, and organizational behaviors are examined, including diversity, moral leadership, and shared leadership.

E6620 Supervision of Curriculum

3 credit hours

This is an advanced course in curriculum management, examining the processes and procedures of supervising curriculum change, follow-through, and evaluation, with special attention given to curriculum review committees, in-service training, articulation, and diversified programs for students.

E6703 School Organizational Communication Skills

3 credit hours

This course provides an examination of the skills required to effectively communicate within the school's organizational environment. The course focuses on a variety of issues embedded in the school organizational communication systems, including trust, school climate, perception, motivation, and the communication skills required.

E6705 Human Resource Management and Development

3 credit hours

This course provides an examination of the human resource concepts and practices associated with developing and managing an effective education team. Different approaches to management, motivation, professional development, and performances are addressed, along with obstacles to effective team development.

E6710 Organizational Management and Development*3 credit hours*

This course provides an examination of various theories and models for the management and development of the school organization. The course focuses on leadership theory, management of physical, human, and fiscal resources, as well as grant writing.

E6714 Adult and Organizational Learning*3 Credit Hours*

This course provides an examination of today's factors that affect adult learning and the organizational cultures that promote or inhibit learning. Students explore topics that include: learning styles, brain-compatible learning, and multiple intelligences with a focus on developing effective instructional strategies

E6734 Structured English Immersion*3 Credit Hours*

This course is designed to extend the skills of education professionals in providing instruction to both identified English Language Learners and English proficient students by focusing on supporting speaking, listening, writing and reading skills. In addition, learners will know and understand the socio-cultural influences on ELLs, the impact of bilingualism and home language use, and methods for cultivating home and school partnerships.

E6801 Instructional Technology and Distance Education Trends*3 credit hours*

This course provides participants with a basic understanding of the instructional applications of modern technology. Participants gain an understanding of the philosophy and purposes behind instructional technology, as well as strategies for its integration into the classroom. Major topics include the synthesis of concepts, knowledge and skills of the instructional technologist and distance educator, future trends in the field, strategic planning for the professional, refining roles, and responsibilities of the leader in the field.

E6802 Instructional Development and Delivery*3 credit hours*

This is an advanced course in the utilization of technology in instruction. Major topics include the assessment and development of instructional strategies, the integration of instructional technologies, tactics for instructional media selection, and the formative and summative evaluation of instructional technology utilization.

E6803 The Internet for Educators*3 credit hours*

This course explores the differing technologies available to educators, and how those are applicable to classroom settings. It provides a hands-on introduction to the Internet, with special emphasis on educational uses.

E6804 Managing and Evaluating Instructional Technology and Distance Education*3 credit hours*

This course presents theories and methods of planning, operating, and evaluating instructional technologies and distance education, managing in educational and corporate settings principles of staff training, proposal development, and legal issues.

E6805 Integrating Technology into the Classroom Curriculum*3 credit hours*

This course introduces classroom teachers to using technology to enhance instruction and learning. Participants use curriculum documents to develop learning outcomes utilizing technology in various subject areas. Software applications are introduced and associated with content. Desktop publishing, multimedia, and the Internet are used to support curriculum projects.

E6831 Directed Independent Study*1–3 credit hours*

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides students an opportunity to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course, an analysis of new ideas, theories or concepts in education, or evaluation of new strategies used in education. It may involve the resolution of an isolated educational problem, collection an interpretation of accumulated data, or a field experience to meet licensing requirements. *Note: Students may not earn credit for any course more than one, including Directed Independent Studies.*

E6850 Meeting Special Learning Needs*3 credit hours*

This course focuses on family and community relations; collaborative initiatives; and comprehensive, integrated services approaches to meeting special needs of a wide range of learners, including those addressed by special education legislation, as well as others, such as English language learners, homeless learners, children of migrant workers, children of illegal aliens, children whose parents are incarcerated or drug addicted, etc. Emphasizes special education laws, regulations, and processes (i.e. IDEA, ADA, IEP's, staffings, least restrictive environment, classification, identification, evaluation).

E6900 Cultural Diversity*3 credit hours*

This course focuses on the principles of first and second language acquisition, including historical and current theories, psychological, sociocultural, political, and pedagogical factors, and issues related to cultural interaction and communication in school and community contexts. Topics are addressed with regard to theoretical foundations and applied contexts.

E6901 Foundations of Education*3 credit hours*

This course provides a general orientation to the roles of schools in society, as well as issues and topics related to student achievement, curriculum and instruction, the roles of teachers in schools and communities, teacher education and credentialing, and the process of becoming a teacher. In addition to course activities, presentations, and assignments, the student will complete fieldwork in a variety of classroom settings.

E6902 Curriculum and Instruction for Diverse Elementary School Settings*3 credit hours*

This course examines educational, curricular, behavior management, and assessment practices in today's elementary schools. Course topics include theories and applications of research on teaching and learning and curriculum design in elementary education, the use of technology in teaching and learning, and theories and applications related to the research on student achievement in elementary schools. Emphasis is placed on teaching and learning in multicultural communities.

E6903 Language and Literacy Education in Elementary Schools*3 credit hours*

This course focuses on the scope and sequence of language arts in the K–8 curriculum. It addresses the role of literacy in the elementary school curriculum; methods and materials for teaching language and literacy to students from diverse sociocultural, ethnolinguistic, and ability backgrounds and experiences; strategies for utilizing literacy across the curriculum; first and second language acquisition theories; and teaching of English as a second language. Content areas that prepare candidates to pass the RICA test are also included in this class.

E6904 Mathematics Education in Elementary Schools
3 credit hours

This course presents strategies and models for effective instruction of mathematics in elementary schools. Course topics include instructional planning, student assessment, the role of culture in mathematics, utilizing technology in teaching to enhance children's math performance and progress, the use of realia and other manipulatives in math education, and integrating mathematics across the elementary school curriculum.

E6905 Social Studies Education in Elementary Schools
3 credit hours

This course presents strategies and models for effective instruction of social studies in elementary schools. Course topics include instructional planning, student assessment, cultural applications of social studies education, utilizing technology in teaching, the use of realia and other artifacts for social studies education, and integrating social studies across the elementary school curriculum.

E6906 Science Education in Elementary Schools
3 credit hours

This course presents strategies and models for effective instruction of science in elementary schools. Course topics include instructional planning, student assessment, cultural applications of science education, utilizing technology in teaching, the use of realia and other artifacts for science education, and integrating science across the elementary school curriculum.

E6907 Field Experience I: Beginning Student Teaching
3–6 credit hours

In this course, students complete the first semester of a directed field teaching experience in an approved elementary or secondary school classroom. Students are supervised by a mentor teacher and an Argosy University supervisor, and are required to develop a teaching portfolio.

E6908 Field Experience II: Advanced Student Teaching
3–6 credit hours

In this course, students complete the first semester of a directed teaching experience in an approved elementary or secondary school classroom. Students are supervised by a mentor teacher and an Argosy University supervisor, and are required to complete a teaching portfolio.

E6909 The Adolescent Learner
3 credit hours

This course examines the psychological, physiological, behavioral, and cognitive characters and factors that affect learning among adolescents. The course emphasizes the teaching of adolescents in diverse secondary school environments.

E6910 Curriculum and Instruction for Diverse Secondary School Settings
3 credit hours

This course examines educational, curricular, behavior management, and assessment practices in today's secondary schools. Course topics include theories and applications of research on teaching and learning and curriculum design in secondary education, adolescent development, the use of technology in teaching and learning, and theories and applications related to the research on student achievement in secondary schools. Emphasis is placed on teaching and learning in multicultural communities.

E6911 Language and Literacy Education in Secondary Schools
3 credit hours

The course addresses the role of language and literacy in the secondary school curriculum. Course topics include methods and materials for teaching language and literacy to students from diverse sociocultural, ethnolinguistic, and ability backgrounds; strategies for utilizing literacy across the curriculum; and approaches to address the learning needs of proficient readers, readers with learning disabilities and other special education needs, and students who are English language learners.

E6912 Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools
3 credit hours

In this course, students will examine topics related to teaching and learning in their own discipline and across disciplines. Students are guided by an interdisciplinary team of faculty in reviewing and applying teaching models, student assessment techniques, theories of cognitive and affective student outcomes, and curriculum planning for effective instruction of diverse and inclusive secondary school classes across disciplines.

E6913 The Reflective Professional
3 credit hours

This course examines issues and topics related to reflective teaching practice and school reform among secondary school teachers. Models, strategies, and issues related to interdisciplinary curriculum planning, cooperative education, and action research are also addressed in learning activities and applications of field teaching experiences.

E6914 Theories and Methods of Bilingual/Multicultural Education
3 credit hours

This course focuses on the teaching of students from diverse cultural, linguistic, and socioeconomic backgrounds. The course incorporates applications of Crosscultural Language and Academic Development (CLAD) competencies to enable students to develop culturally and linguistically diverse pedagogical programs, and to develop teaching and learning strategies for multicultural populations.

E6915 Pedagogy in Primary Language (BCLAD Students Only)
3 credit hours

This course is taught entirely in Spanish, and is designed to prepare students to obtain the Bilingual Crosscultural Language and Academic Development (BCLAD) certificate. It gives students the knowledge and skills necessary to become effective bilingual teachers in a public school classroom in California. This course is completed by BCLAD students only.

E6916 Health Education for Teachers
1 credit hour

(Includes CPR certification for infants, children, and adults)

This course identifies and examines concepts of health and health education in public schools. Emphasis is placed on health education of children and adolescents, nutrition, and substance use and abuse. The course includes CPR certification for infants, children, and adults, and meets one of the state of California requirements for the Clear Credential. *Prerequisite: A California preliminary teaching credential or admission into the Argosy University, Orange County or Argosy University, San Francisco Bay Area Master of Arts in Education in Curriculum & Instruction program with Teacher Credential Preparation concentration.*

E6917 Mainstreaming Diverse Students
3 credit hours

The course examines instructional strategies, theories, and applications for the teaching of exceptional children and youth. The course meets one of the state of California requirements for the Clear Credential. *Prerequisite: A California preliminary teaching credential or admission into the Argosy University, Orange County or Argosy University, San Francisco Bay Area Master of Arts in Education in Curriculum & Instruction program with Teacher Credential Preparation concentration.*

E6918 Educational Computing Foundations*3 credit hours*

This course presents an overview of teaching and learning through computer-based technologies in a variety of K–12 education settings and disciplines. Issues related to privacy, access, technological applications, and ethical situations in information technology instruction are also addressed in this course. The course meets one of the state of California requirements for the Clear Credential.

Prerequisite: a California preliminary teaching credential or admission into the Argosy University, Orange County or Argosy University, San Francisco Bay Area Master of Arts in Education in Curriculum & Instruction program with Teacher Credential Preparation concentration.

E6919 Medical Issues in the Classroom*3 credit hours*

In today's inclusive classrooms, educators encounter students with a wide range of medical needs, from asthma and ADHD to diabetes and depression. This course explores and discusses the latest information on how students' medical conditions and their treatments directly affect their classroom behavior and learning ability. Time is spent using this information and current research to create successful learning environments such as how to physically modify the classroom to accommodate special needs, communicate with medical professionals to share their insight on students' conditions, and collaborate with families.

E6925 Capstone Project*3 credit hours*

This is a Capstone Project, determined by the adviser and campus, which focuses on learning outcomes. The project may include a comprehensive examination, comprehensive portfolio, or other relevant project that incorporates reflection, analysis, and application of theoretical material and classroom experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

E6950 Educational Leadership Internship*3 credit hours*

This course is designed to be a collaborative and supervised internship experience among the university, the intern/candidate, and the cooperating school administrator in K–12 public or private school setting. This experience is personalized to each intern/candidate relative to the skills, knowledge, and dispositions of the national school leadership standards. Participation in this internship experience under the direction of the Education program is required.

E6960 Illinois Principal Internship*3 credit hours*

The Illinois Principal Internship is a semester-long, standards-based, supervised internship, which is planned and guided cooperatively by University and school district personnel. Interns serve as administrators in P-12 public or private-school settings, with the experience personalized to each intern relative to the knowledge, performances, and dispositions of the Illinois Professional School Leader Standards and the Illinois Content-Area Standards for Principals. Completed concurrently with the Capstone project.

E7031 Historical and Philosophical Foundations of Education*3 credit hours*

This course examines differing views of the aims of education in America, and the historic settings in which the educational system developed. The course objective is to identify major social and cultural issues in relation to their historic antecedents, including major leaders in American education.

E7032 Foundations of Intellectual Development*3 credit hours*

This course is designed to explore various components that impact American education. Topics include history, cultural variations, psychological behavior patterns, and learning styles.

E7033 Leading and Managing Change in a Diverse Society*3 credit hours*

This course focuses on concepts and strategies for managing change in educational, human services, and business settings. Special consideration is given to the recognition of human diversity and strategies that empower both individuals and the organization. Processes, procedures, and skills for change are presented in terms of situational considerations and implications.

E7034 Critical Analysis of Problems and Issues in Education*3 credit hours*

Problems and issues that relate to the present and the future of and private education are the core of the course. They are identified in a forum that brings experience and current methodology together to address problems that relate to the specific roles of the course participants. Long-range and short-range problem-solving strategies, directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources, are addressed in terms of current situational models.

E7111 Introduction to Advanced Academic Study and Writing*3 credit hours*

This course demystifies the doctoral level research process and provides a solid foundation for academic writing by analyzing and evaluating current research articles, literature reviews, and dissertations. Emphasis will be placed on APA style guidelines, preparation for the doctoral comprehensive examination, and university publication requirements. It also includes a self-inventory based on state and national standards and develops a self-improvement plan that is the basis for activities during internship.

E7120 Child, Family, and Community Relations and Collaboration*3 Credit Hours*

This course focuses on P-12 schools and districts developing and sustaining family and community relationships and collaborative initiatives that help all children learn. Emphasis on selected issues, including diversity, special needs, partnerships, communication, collaboration models, politics, school violence, terrorism, and NCLB.

E7132 Public School Finance*3 credit hours*

This course is designed as a comprehensive course in public school finance. The 12 lessons introduce the student to the economics of education; issues concerning the adequacy and equity of school finance; sources of revenue; local, state and federal functions and control; the influence of the course; issues surrounding the use of public funds for nonpublic schools; financing school facilities; budgeting, accounting and auditing; property, risk management and insurance; personnel administration and finance; and the future of public school finance.

E7134 Comprehensive Planning and Implementation*3 credit hours*

This course focuses on concepts and strategies associated with effective planning in educational and human services organizations. A decision-oriented evaluation model is also considered. Examples demonstrate how data can be used as input for a comprehensive plan. Strategies for the coordination of curriculum and instruction delivery systems into an overall management plan are presented. Specific administrative levels of responsibility are defined. An evaluation component of comprehensive planning is outlined in both objective and subjective terminology.

E7135 Middle School Organization and Curriculum

3 credit hours

In this course the student reviews the evolution of middle schools, with emphasis on the administrative and curriculum significance of the middle school versus the junior high school and the K–8, 9–12, organizational pattern. The psychological and physiological bases for instructional delivery of curricula are examined. Field trips are organized.

E7136 Higher Education in the United States

3 credit hours

Theories and models of institutional arrangement, as well as governance and management processes, are considered in this course. Planning and assessment methods are also examined.

E7137 Educational Leadership in Theory and Practice

3 credit hours

Advanced analysis and synthesis of the knowledge, skills, and dispositions of ethical leaders who promote the success of all students by: creating cultures of educational excellence; responding to diverse learner needs; facilitating the development of safe, efficient, and effective learning environments; and influencing the political, social, economic, legal, and cultural contexts that shape schools and schooling.

E7138 School Site-Based Budgeting

3 credit hours

This course provides the student with the background, skills, and abilities to develop and administer a school site-based budget. Topics include the basics of public school finance and school site-based budgeting, establishing the ground rules, budgeting issues and examples, and a comprehensive case study of the budget process.

E7231 Administrative Theory and Practice

3 credit hours

The student's attention is called to the relationship between administrative theory and supporting research. An historical examination of administrative/managerial patterns is conducted. Comparisons with current patterns of management and leadership modes are employed with such models as Deming, Kouzes, Posner, and others. Theoretical perspectives are applied directly to case studies and issues of current concern in school organizations.

E7232 Educational Policy

3 credit hours

This course defines school policy and recommends and demonstrates a model for policy analysis that delineates systematic procedures for identifying the real policy issue, for establishing decision criteria, for developing policy alternatives, for analyzing these policy alternatives, and for presenting these alternatives to the decision-making body.

E7233 Organizational Communication Systems and Internship Seminar

3 credit hours

This course focuses on effective communication in organizations. This course will include relevant theories, technologies, leadership, teamwork, diversity, global organizations, and ethics. In addition to learning about issues embedded in organizational communication systems, students will complete a 7-week internship.

E7235 Interpersonal Communication

3 credit hours

This course explores the basic concepts involved in effective interpersonal relationships and suggests ways to use these concepts to build an effective management team.

E7236 The Community College

3 credit hours

This course considers the history, philosophy, and purpose of institutions of this type as well as their organization and administration. Typical programs, services, and funding/budgeting patterns are also examined.

E7237 Special Topics in Educational Leadership

3 credit hours

This course provides advanced graduate students with an opportunity to explore selected topics, issues, and problems in educational leadership with the guidance of a faculty member.

E7238 Education Law: The School

3 credit hours

This course examines the legal foundations of public education at the individual school level. It addresses legal principles and issues pertinent to student- and building-level employee legal rights and responsibilities. The legal process, structure of the law, legislation/litigation, and current legal issues are studied. Provisions are made for students from private sector schools.

E7239 Education Law: The District

3 credit hours

This course builds on the information and concepts central to Education Law: The School (E7238). Students examine the legal foundations and operations of public education at the central office/district level. Laws, policies, and procedures impacting district employees, students, curriculum/instruction, and contractual agreements are studied. Provisions are made for students from the private sector of education.

E7245 Teaching and Effective Learning Strategies

3 credit hours

The use of best practices and sound research on helping all students to learn more successfully is the core of this course. Issues related to human development theory, proven learning strategies, modern technologies; barriers to learning and concern for diversity are studied for their impact on effective teaching and learning. The development of lifelong learners is emphasized. A field experience is part of this course.

E7240 Education Law: Higher Education

3 credit hours

This course addresses the basic legal principles and role implications for higher education administration. Upon completion, the student will demonstrate a rudimentary background in the parameters of post-secondary education laws as they relate to trustees, administrators, staff, faculty, students and governmental/community constituencies.

E7331 Curriculum Theory and Design

3 credit hours

This examines the theoretical assumptions underlying curriculum design. Students clarify definitions, explore conflicting conceptions of the curriculum, and develop strategies for constructing, developing, and implementing curricula that are consistent with specific theoretical principles. Students also examine the impact of research upon curricula, various methods for implementing specific differentiated curriculum plans, and the basis for evaluating curricula in terms of design and delivery.

E7332 Unique Curriculum Structures

3 credit hours

This course presents a focused study of four alternative frameworks for curricular structure: the deductive mode, the inductive mode, mastery learning, and individualized instruction, as the basis for fundamental applications. Each is analyzed to identify underlying assumptions, goals and objectives, methodologies, and assessment approaches.

E7333 An Introduction to the Nature of Schools Overseas
3 credit hours

This course is designed to further the student's understanding of international schools, while meeting the needs of students who are currently working in overseas schools. The course covers the many different components involved in the running of overseas schools from student, personnel, management, and curriculum issues.

E7334 Staff and Professional Development
3 credit hours

This course considers and evaluates methods for promoting professional growth, focusing on the improvement of teaching and learning. Various approaches to staff and professional development and in-service education are examined in terms of their purposes and components. Specific models are examined.

E7335 Advanced Supervision of Curriculum and Instruction
3 credit hours

This course analyzes the relationship between current practice and research in the supervision of curriculum and instruction. Specific administrative theory related to the supervisory role are examined and used to evaluate current and recommended practices in program management and classroom instruction. Topics include the concepts and techniques necessary for establishing a research-based, comprehensive program for staff supervision; establishing performance standards; diagnosing staff needs; matching supervision with staff needs; creating the supervising climate; and using the results effectively.

E7336 The Adult Learner
3 credit hours

This course considers the instructional theories and motivational techniques that may be employed to enhance education for adult students. The role of the teacher as a diagnostician, planner, and facilitator is also considered.

E7337 Special Topics in Curriculum and Instruction
3 credit hours

This course provides an opportunity for advanced graduate students to explore selected topics, issues, and problems in curriculum and instruction with the guidance of a faculty member.

E7338 Multicultural Education for the 21st Century
3 credit hours

This course examines the demographic revolution in American society and its implications for education. Focus is on the discussion of education as a cultural process and the role multicultural education can play in restructuring schools to meet the challenges of the future.

E7340 Curriculum Design (K–12)
3 credit hours

This course focuses on the systematic design, implementation, and evaluation of instruction for grades K–12, examining both the knowledge and product approaches to systematic curriculum design and instruction. The course considers curriculum and instructional design models and evaluation methods and their practical application to primary and secondary education.

E7341 The Montessori Method of Education
3 credit hours

This course examines the philosophies and methods proposed by Maria Montessori. The theoretical concepts set forth by Montessori concerning the education of the very young are examined and analyzed regarding their impact on today's educational system.

E7342 Curriculum Planning: Secondary School
3 credit hours

The unique characteristics of the secondary school child, teacher, and environment require careful attention. An analysis of the influence of contemporary society and state education departments on secondary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within a historical context and substantial references to various theories of the purposes of education and curricular expectations.

E7343 Curriculum Planning: Elementary School
3 credit hours

This course highlights the unique characteristics of the elementary school child, teacher, and environment. An analysis of the influence of contemporary society and state education departments on elementary schools and the learner precedes an overview of various approaches to curriculum planning and development. These approaches serve as a basis for integrating various concepts related to curriculum planning and formulating plans for curriculum modifications. This course provides a foundation for continued study in this area, and therefore considers the areas of focus within an historical context. Substantial references to various theories of the purposes of education and curricular expectations are explored.

E7345 College Teaching
3 credit hours

This seminar aims to develop in students the essential concepts and skills for successful college teaching. Beginning with an exploration of today's higher education environment and a problem-solving skill framework for college teaching and learning, students then work toward practical solutions to learning, proactive planning, self-awareness, and self-assessment, the course guides students to formulate a teaching style that capitalizes on their individual personality and talents.

E7350 Talent Development and Giftedness: Nature and Needs
3 credit hours

This course provides an overview of the history, development, and current status of gifted education and talent development. It includes the nature of giftedness and talent; changing conceptions of talent and abilities; characteristics associated with giftedness and talents; current theory, research, and practice regarding nature, identification, and the development and evaluation of programming.

E7351 Curriculum and Instructional Development for the Gifted/Talented
3 credit hours

This course surveys contemporary models and strategies for talent development and gifted programming. It examines methods, procedures, and resources for curriculum development and instructional differentiation; strategies for designing and offering appropriate and challenging learning experiences; creating an environment for talent development and productive thinking; and the nature of authentic learning outcomes and student products.

E7352 Talent Development and Giftedness in Special Populations
3 credit hours

Talent development and gifted programming involve unique concerns in recognizing and responding to the needs of students from special populations (including, for example, considerations of gender, ethnicity, cultural background, physical challenges, economic disadvantage, or geographic isolation). This course addresses recognizing and responding appropriately and effectively to the unique setting and needs of such students.

E7353 Theory and Development of Creativity

3 credit hours

This course examines theory, research, and practice concerning the nature, recognition, and nurturing of creativity in individuals and groups, across age levels and organizational settings (with primary emphasis on education or training contexts). The course considers definitions of creativity, characteristics, and styles associated with creativity, blocks and barriers to creativity, the climate for creativity, and specific methods and models for promoting creativity.

E7354 Theory and Development of Multiple Intelligences

3 credit hours

Howard Gardner's theory of multiple intelligences is used as the framework to investigate creative thinking and to explore and develop classroom strategies and techniques in teaching students. Management models, activities, and evaluative measures are investigated and developed.

E7355 Advanced Multiple Intelligence Theory and Application

3 credit hours

This course expands upon Howard Gardner's research in the area of multiple intelligences, and uses Thomas Armstrong's applications and strategies to form the basis for a variety of new practical thematic instructional unit developments. Students work in teams to develop ideas, materials, evaluation techniques, and presentations of original curriculum projects. New curricular resources that have become available also are reviewed and evaluated. School implementation strategies are investigated and developed.

E7356 Curriculum Design in Higher Education

3 credit hours

This course examines the systematic process of developing, implementing, and evaluating higher education curriculum. It examines approaches for analyzing and improving existing higher education courses and programs. The course is designed to provide the student with a strong foundation in higher education curriculum development, delivery, and evaluation.

E7358 Methods and Tools: Productive Thinking and Creative Problem Solving

3 credit hours

This course provides an intense overview of methods and practical goals for creative and critical thinking, and for creative problem solving. It includes guidelines and specific tools for generating and focusing options; in-depth, hands-on experience in applying four components and six stages in creative problem solving (including Task Appraisal and Process planning, understanding the problem, generating ideas, and planning for Action); history and development of the CPS framework; research supporting CPS; applications of CPS with adults and students in education; and applications of CPS in business and other organizations.

E7359 Leadership and Facilitation: Creative Problem Solving

3 credit hours

This course provides in-depth experiences in principles and procedures for leading and facilitating creative problem solving with groups. It includes distinctions between instruction, leadership, and facilitation; definitions of roles with CPS groups; structured experience and feedback on CPS facilitation; and ethical principles guiding CPS facilitation.

E7361 Trends and Issues: Creativity and Talent Development

3 credit hours

This course surveys current and emerging trends, directions, and issues relating to research, theory, and practice in the areas of creativity and talent development. The course emphasizes paradigm shifts involving the transition from creativity to rare genius to creative strengths in all, and from the gifted program to programming for talent development.

E7364 Nature and Needs of Handicapped Students

3 credit hours

This course focuses on the cognitive, physical, social, emotional, and educational needs of students with mild disabilities. Emphasis is placed on the preparation and implementation of appropriate educational programs for students with mild mental retardation, emotional handicaps and learning disabilities, as well as other mild disabilities. The effects of cultural and linguistic diversity on students with mild disabilities are addressed.

E7365 Early Identification of At-Risk Students

3 credit hours

This course delineates at-risk behaviors of the youth of today, including substance abuse, teen pregnancy, delinquency and violence, and youth suicide. Data on the five at-risk categories, treatment approaches, and prevention strategies that focus on the family, the school, and the individual are presented. Legal issues and concerns for human service professionals are also examined. This course is intended for people involved in counseling in education, psychology, social work, special education, and other areas of human service.

E7366 Women As Leaders of Influence

3 credit hours

This course focuses on providing an opportunity to practice and improve leadership skills and how professional women lead their lives and what factors influence their effectiveness in the work world. As an outcome of this course, students should understand the multi-dimensional concerns women face, specifically the choices and trade-offs that are unique to being a woman in a leadership role. Time will be spent exploring organizational culture and leadership styles; using influence to lead stakeholders; dealing effectively with change; dealing positively with conflict and change; understanding personal styles; working with teams.

E7380 Critical Issues in Special Education

3 credit hours

This course examines and analyzes conceptual and practical issues facing special educators, including school reform and special education, labeling and categorical programming, funding, accountability; assessment, early intervention, transition, inclusion, school, family and community partnerships, ethnic and minority issues related to special education, and public policy. The course explores current conceptual and practical issues associated with providing special education to children and adolescents. Current perspectives and dilemmas in special education are presented in seminar format.

E7384 Research in Special Education

3 credit hours

This course examines current research literature relevant to special education. Topics include how research shapes and influences special education policy and programming; needs assessment; program planning; implementation evaluation; progress evaluation; and outcome evaluation of special education programs in applied settings from a research-based perspective. The efficacy of research information and making informed choices based on research information are also explored.

E7400 Instructional Technology*3 credit hours*

This course examines the scope and role of technology in contemporary education. It provides a comprehensive introduction to the philosophy and purpose behind instructional technology; the selection and use of instructional technology in higher education; and methodologies for evaluating and effectively integrating technology into curriculum design and delivery. Participants gain understanding of the instructional applications of modern technology, as well as developing specific strategies for its integration into the classroom. Topics include the synthesis of concepts, knowledge, and skills in the field; instructional technology and distance education; and trends in the area.

E7501 Community College Leadership*3 credit hours*

This course is intended to provide the student with theoretical and practical background on issues related to community college leadership, and to assist the student to develop the skills necessary to fulfill the responsibilities of a senior community college administrative leadership position. The course will examine leadership theory and seek to apply that theory to the community college setting. It will also examine how leadership theory, skills, and techniques are transferable to and from other settings.

E7502 Organization and Governance of Community Colleges*3 credit hours*

An examination of the organization, administration and governance of community colleges. The goal of the course is to facilitate understanding of community college governance structures and processes as a means to improve educational administration, decision making, and policy development.

E7503 Community College Finance*3 credit hours*

This course focuses on the concepts and practices in higher education finance with a special emphasis on public community college budgeting and funding. The course is designed to provide prospective higher education administrators with the theoretical knowledge, application techniques, and best practices necessary to effectively manage institutions of higher education.

E7504 Community College Executive Management Internship*3 credit hours*

This doctoral level internship provides the intern with professionally supervised, comprehensive exposure to the roles, responsibilities, and purposes of upper level administration in the community college setting. The course may be taken up to two times for credit.

E7637 Managing Human and Fiscal Resources in Education*3 credit hours*

This course presents concepts and strategies that guide the effective management of human and fiscal resources in education. It provides an in-depth analysis of personnel administration and the knowledge and skills necessary to take a strategic approach to resource management in organizations of higher learning. The course examines the processes of human resource and fiscal planning, job analyses and description, recruitment, selection, compensation and rewards, evaluation and relevant employment laws. Students participate in discussion strands based on human and fiscal resource management issues, and submit assignments that demonstrate understanding of human resource management theories and practices—including a course project which requires the creation of a comprehensive human resources development plan for an educational institution.

E7705 Human Resources Management and Development*3 credit hours*

This course provides an examination of the human resource concepts and practices associated with developing and managing an effective education team. Different approaches to management, motivation, professional development, and performances are addressed, along with some obstacles to effective team development.

E7801 Instructional Technology Planning and Management*3 credit hours*

This course prepares school and district leaders to effectively utilize and manage technology in an educational setting. The course will develop a student's understanding of the technology operations and concepts critical in today's technology-rich school environments. Students will develop and analyze technology plans and budgets; examine, apply, and communicate current research; evaluate technology-rich curriculum and lessons, and utilize technology to gather, analyze, and report data.

E7802 Integrating Technology into the Classroom*3 credit hours*

Practical integration of technology into the curriculum, with emphasis on content-appropriate planning, teaching, assessment, and management strategies, evaluation of educational technology tools, and the design of technology-enhanced environments for new teaching and learning roles. This course will be applicable for both K–12 and higher education environments. Learners will apply constructivist learning theory to planning of technology-integrated lessons. Students will apply databases, spreadsheets, the internet, web design, robotics, and programming software to a variety of academic settings.

E7803 Instructional Design*3 credit hours*

This course provides students with an in-depth exploration of the instructional design process, from analysis through evaluation and implementation, and includes practice in all phases. The course focuses on design issues including course planning, selection of instructional strategies, assessment of instruction, and course revision evaluation and revision. Students practice the design of effective instruction based on principles from instructional design theory. This course will be applicable for both K–12 and higher education environments.

E7804 Development of Multimedia Materials*3 credit hours*

This course will examine and apply the current technologies available for constructing interactive learning environments. Students will have hands-on applications of the latest software and hardware available for creating dynamic learning in both online and on-ground courses. The concepts of interactive design through authentic learning activities and projects will be researched. The primary purpose of this course is to enhance students' ability to conceptualize, develop, and deliver interactive materials that support and enhance active teaching and learning.

E7805 Distance Learning Technologies and Teaching Methodologies*3 credit hours*

This course examines the concepts, technologies and issues related to the development and delivery of distance education. The learner will explore the theory and history of distance education, current technologies in distance learning, components beyond the course website of a distance education system, course design and development, technology and media, instruction and interaction, and policy and administration in distance education.

E7831 Directed Independent Study (Educational Leadership)
1–3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides students and opportunity to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course, an analysis of new ideas, theories or concepts in education, or evaluation of new strategies used in education. It may involve the resolution of an isolated educational problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

E7832 Directed Independent Study (Curriculum and Instruction)
1–3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in education; or evaluation of new strategies used in education. It can involve the resolution of an isolated educational problem, collection and interpretation of accumulated data, or a field experience to meet licensing requirements.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

E7834 Writing for Research and Professional Publications
3 credit hours

This course builds on the introduction to the dissertation process provided in E7111 and leads students through the university research proposal, formation of a dissertation committee, application for human subject review, and revision of dissertation research for journal publication. Students will develop their research questions or hypotheses and submit a finished research proposal or prospectus that is required prior to beginning the dissertation sequence.

Prerequisite: (ORA) PC6521 or equivalent.

E7935 Dissertation—Education
3 credit hours

All EdD dissertations require a minimum of 12 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Students register for 3 credit hours for four consecutive semesters. If a student fails to defend his/her dissertation by the end of the fourth semester, he/she must register for a 3 credit extension for each subsequent semester until passing his/her defense. At the end of each semester, the dissertation chair will issue a grade of "PR" ("Progressing") indicating that the student is progressing toward completion of the dissertation or a grade of "NC" ("No Credit") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" ("Credit") once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 12 credit hours requirement for completion of dissertation.

E7950 Educational Leadership Internship
3 credit hours

A supervised internship, in which the student will serve as an assistant to an education administrator, or as an acting education administrator, in a public or private school setting, or a professional organization serving the needs of education professionals. The practicum experience may be tailored to the specific needs and interests of the student relative to previous experience and/or career goals. Participation in a practicum seminar under the direction of the director of the Education program is required.

E7960 Illinois Superintendent Internship & Seminar
3 credit hours

The Illinois Superintendent Internship is a semester-long, standards-based, supervised internship, which is planned and guided cooperatively by University and school district personnel. Interns serve as administrators in P-12 public or private-school settings, with the experience personalized to each intern relative to the knowledge, performances, and dispositions of the Illinois Professional School Leader Standards and the Illinois School Superintendent Content-Area Standards.

FORENSIC PSYCHOLOGY (FP)

FP6005 Maladaptive Behavior and Psychopathology
3 credit hours

This course is an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the *DSM-IV* will be reviewed. The course also looks at various methods of treatment related to the disorders covered.

FP6010 Psychology and the Legal System
3 credit hours

This course focuses on the relationship between law and psychology and the mental health system, mental illness, and criminal conduct, with a more specific historical and procedural examination of the practice of psychology in the judicial forum. Substantive issues related to ethics and the law, risk assessment screening, psychological principles applied to law enforcement and correctional functions, and standards of legal competency and insanity are discussed.

FP6015 Psychology of Criminal Behavior
3 credit hours

This course provides an introduction to personality theories and learning styles in the context of psychological theories of criminal and aggressive behavior. Historical and contemporary theoretical conceptualizations of criminal behavior are explored, including behavioral, social learning, cognitive psychoanalytic, psychodynamic, developmental, biological, and socio-cultural perspectives. Selected topics may be considered including alcohol and crime, sex crimes, juvenile delinquency, and women and crime.

FP6020 Individual Assessment
3 credit hours

This course offers a broad understanding of group and individual educational and psychometric theories and approaches to appraisal, which also examines data and information gathering methods; validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

FP6025 Human Development and Learning
3 credit hours

This course provides a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal human behavior, personality theory, lifespan theory, and learning theory within cultural contexts.

FP6030 Research and Evaluation*3 credit hours*

Studies that provide a basic understanding of types of research are presented: basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal considerations pertinent to the professional counselor.

FP6035 Evaluation and Treatment of Offenders*3 credit hours*

This course will provide an overview of forensic assessment topics with an emphasis of relevant literature, theory, procedure and tools, including risk assessment, legal competencies and criminal responsibility. Topic areas will include types of intervention with adults and juveniles within the criminal justice setting including special offender populations such as sexual offenders, offenders with developmental disabilities or those classified as mentally retarded.

FP6435 Personality Theories*3 credit hours*

Theories and explanations of the development of normal and abnormal personalities are examined. There is some focus on treatment of personalities and basic coverage of personality theories in the psychodynamic, humanistic, and learning models.

FP6500 Professional and Ethical Issues in Forensic Psychology*3 credit hours*

This course considers the ethical and legal conflicts or dilemmas within the legal system and includes a discussion of other professional issues such as race, ethnicity, and sexual orientation. The course reviews applicable approaches to addressing or resolving these issues, dilemmas, and conflicts as they relate to forensic psychology.

FP6520 Forensic Psychological Assessment*3 credit hours*

This course provides an overview of forensic assessment topics, with an emphasis on the literature, theory, procedures, and assessment tools. Specific areas covered may include risk assessment, legal competency, polygraph use and criminal responsibility.

FP6525 Psychology of the Victim*3 credit hours*

This course presents an intensive study, both theoretical and clinical, of the victim. It concentrates on the psychological impact of physical, sexual, or environmental victimization. Students become familiar with evaluation and treatment issues in working with victims. Also reviewed are the manner in which social, legal, judicial, and treatment systems interact with victims. Special topic areas may include victim populations such as children, domestic violence survivors, and political refugees.

FP6530 Forensic Program Development and Evaluation*3 credit hours*

This course utilizes a case study approach to explore the development and analysis of forensic treatment and evaluation programs. This course will focus on the application of a scientific/empirical model to examine the elements necessary for adequate program design and analysis of forensic programs.

FP6535 Consultation, Triage and Testimony in Forensic Psychology*3 credit hours*

This course examines the practical implications of the professional interface between forensic psychology and organizations such as law enforcement agencies, correctional facilities, and court systems. Specific topics will include consultation among attorneys and criminal justice personnel, triage with correctional and mental health agencies, and issues in providing testimony for criminal and civil cases.

FP6540 Forensic Psychology Seminar*3 credit hours*

This second-year course provides a forum to examine issues related to students' field experience or the development of their special topics papers. Students completing the Master's Thesis produce an original project examining a forensic psychology issue that is a focus of their contribution to the seminar. Field Experience students gain training experience at a forensic setting, which is a focus of their contribution to the seminar.

FP6600 Comprehensive Exam Remediation*1 credit hour*

This course is designed specifically to meet the remediation needs of students who have failed a section(s) of the Forensic Psychology Comprehensive Exam. This course will focus on the acquisition and application of requisite academic knowledge, analytical skills, and professional written communication skills in forensic psychology. With departmental approval, the course is optional for students who have failed the exam once, and is required for students who have failed the exam twice.

FP6800 Special Topics in Forensic Psychology*3 credit hours*

This course explores varying topics related to specific emphases or approaches to special populations such as forensics, substance abuse, school-based interventions, and domestic violence.

FP6900 Substance Abuse Interventions*3 credit hours*

This course reviews key concepts to substance abuse counseling, including theoretical models for understanding and treating chemically dependent clients. Various screening and assessment tools, drug history, and interviewing skills are reviewed to help students assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients are reviewed.

FP6901 Sex Offender Evaluation and Treatment*3 credit hours*

This course familiarizes the student with the following five areas: etiology and developmental issues of sex offense behavior; sex offender assessment; sex offender treatment interventions; criminal and legal issues related to sex offending; and program evaluation, treatment efficacy, and issues related to recidivism.

FP6902 Issues in Psychological Profiling*3 credit hours*

This course focuses on acquainting students with the science of psychological profiling through the use of research and case examples. Methods of psychological profiling will be discussed, as well as the strengths, weaknesses, and criticisms of profiling.

FP6905 Correctional Psychology*3 credit hours*

This course reviews the role of psychology and mental health professionals in correctional settings. Students will become familiar with a number of services that correctional mental health professionals provide, as well with general prison/jail security procedures. The study of correctional mental health services will include: conducting intake assessments, providing crisis intervention services, psychiatric services for mentally ill inmates, psychological treatment of emotional disturbance, rehabilitation of offenders, case management, and preparation for release within jail and prison settings. Additionally, the following areas related to general custody procedure will be reviewed: inmate classification, training and coordination with the multidisciplinary staff of jails and prisons, procedures and general security practices. This course will also provide an overview of correctional program development and evaluation.

FP6906 Interviewing and Interrogation: History and Techniques*3 credit hours*

This course examines the current practices and techniques of interviewing and interrogation. Students will get a comprehensive understanding of the historical precedents set in this ever-changing field. The application of interviewing and interrogation is prevalent in a vast array of forensic settings including criminal investigations, psychological autopsies, behavioral analysis, workplace violence investigations, and military applications. The goal of interviewing and interrogation regardless of setting is information solicitation. Students will learn about the current practices and techniques of soliciting information which are most accepted by the relevant scientific community. Specific areas to be covered include learning the difference between interviewing and interrogation, interpretation of verbal and physical behavior, memory and false confessions, causes of denial, why people confess, how best to use evidence in the interrogation, psychological theoretical models of confession, and legal aspects. This course will also focus on the ethical considerations involved in interviewing and interrogation.

HEALTH SERVICES MANAGEMENT (HM)**HM6010 Seminar in Current Healthcare Trends and Issues***3 credit hours*

This course maps the dynamic environment in healthcare focusing on the interplay among organizations, the impact of the changes and trends from across the health industry, and the implications of changes in healthcare policy on the future of the healthcare delivery system in the US. The course will touch on healthcare economics, effective business models and emerging organizational challenges facing healthcare organizations today.

HM6020 Accounting and Finance for Managers*3 credit hours*

This course provides accounting methods and traditional financial management concepts of risk, value, return, cost of capital and cash flow for both for-profit and non-profit organizations. Topics include: analysis of cost reports, payment capitation, corporate structure and taxation implications, governmental requirements, utilization management, case mix/payer mix, severity of illness assignment, basic tools of capital budgeting, risk analysis, tactical alternative analysis and forecasting, and an examination of how ethics in healthcare finance has affected the healthcare marketplace. Challenges include balancing cost effectiveness with patient care.

HM6030 Business Operations and Economic Principles*3 credit hours*

This course covers an introduction to the business enterprise, current business practices applied to managed care, review of economic systems and basic economic principles, evolution of health- and managed care markets, cost/effectiveness analysis, medical care markets, economics of contract formation, economics of corporate decision making, merger analysis, and insurance costs.

HM6040 Healthcare Organizations and Administration*3 credit hours*

This course provides an understanding of the organization and delivery of health services, drawing on theory from the social science and business disciplines. Topics include organization of healthcare delivery, organizational theory, integration/continuum of care perspectives, organizational models, adoption of innovations, provider relationships and network structures, and impact on efficacy.

HM6050 Healthcare Policy and Analysis*3 credit hours*

This course provides understanding and skills in the development of policy analysis, recent legislative developments, federal health reform, state health plans, the regulatory processes, political forces in health policy, methods for influencing policy, and PAC

HM6060 Health Law and Ethics*3 credit hours*

This course offers a review of recent developments in healthcare liability, negligence theory, formation of contracts, law of agency, labor law, documentation procedures, evaluation of evidence in litigation, theory of the case, settlement of claims, values clarification, and current ethical issues in the practice of healthcare administration. lobbying practices in the healthcare industry.

HM6070 Health Outcomes and Behaviors*3 credit hours*

This course considers outcomes, healthcare assessment in integrated delivery systems, risk adjustment methods, performance analysis design, development of health status indicators, evaluation techniques, results reporting, medical decision making, professional practice patterns and behaviors, professional behaviors, organizational structure analysis, and medical culture issues.

HM6080 Health Planning and Marketing*3 credit hours*

This course focuses on multi-range planning strategies in the integrated healthcare industry. Topics covered include historical perspectives of planning, market demographic analysis, strategic decision making, and comparative analysis of planning models. These principles are applied to the specialized theories and methods of marketing and promoting in healthcare. Topics covered include strategic planning and marketing, market research, marketing of health programs, competitor analysis, healthcare advertising, provider referrals, and consumer behaviors.

HM6100 Leadership in Organizations*3 credit hours*

This course offering focuses on elements and qualities of proactive leadership, including effective behaviors, communication strategies, time management, problem and dispute resolution, employee empowerment, leadership professional development, and leadership for continuous improvement initiatives.

HM6110 Management and Organizational Behavior*3 credit hours*

This course focuses on the understanding and development of management skills for continued effectiveness. Topics include applied organization theory, organization design, applications of management theory, conceptual models, inter-organizational networks/coalitions, quality management strategies, change management and innovation, human resource policies, training management and communication skills, conflict management, dispute resolution techniques, and a review of behavioral science research that relates to organizational behavior.

HM6120 Management Information Systems*3 credit hours*

This course presents information systems design, management and maintenance applied to various healthcare settings, system architecture analysis and design, software evaluation and testing, system life cycle, replacement planning and electronic data interchange and reviews current software application.

HM6130 Principles of Negotiation and Risk Management*3 credit hours*

This course covers the principles, practices, and strategies of negotiation and risk management within the context of contemporary healthcare administration, including facilities, services, personnel, real estate, and materials acquisitions, legal implications, labor management and collective bargaining, and insurance principles and practices.

HM6140 Quantitative Methods*3 credit hours*

This course provides a review of empirical research methods useful in healthcare management. Topics covered include survey and experimental design and implementation, statistical analysis through multivariate regression, data management, data quality assessment, and customary business analysis tools. Use of a standard statistical software package is required.

HM6160 Health Service Management: A Summative Review*3 credit hours*

This course requires the writing of a capstone project that integrates research related to concepts, methodologies, policies, and regulations as it applies to the role of a health services manager.

INDUSTRIAL ORGANIZATIONAL PSYCHOLOGY (IO)**IO6300 Professional Ethics and Legal Issues***3 credit hours*

This course addresses the legal and ethical issues in the organizations from a multicultural perspective. The course explores managerial decision-making and reinforces ethical considerations in test decision making, employment selection, compensation, performance appraisal and general treatment of employees at work. Emphasis is on the study of multiple perspectives on an issue, analysis and problem solving strategies to create policy and sustain practices that conform to the spirit of the ethics codes of the American Psychological Association and the Society of Human Resources Management in its applicability domestically and globally.

IO6301 Research Methods in Industrial Organizational Psychology*3 credit hours*

This course focuses on the structure and process of experimental research across the disciplines of business, education, and behavioral science. This course presents the concepts of probability, cause-effect relationships, and experimental paradigms. Upon completion of the course, the student will be able to design a quasi-experimental or true experimental research study that has internal and external validity, utilize correct experimental sampling techniques, collect and organize data systematically, adhere to acceptable reliability and validity standards in measurement, apply appropriate experimental methodology, perform inferential statistical analysis including t-tests with unmatched groups, analysis of variance (ANOVA) and analysis of covariance (ANCOVA), and infer cause-effect relationships. The student will master the language of experimental research, distinguish between various methodologies, conduct literature surveys that provide the foundation of investigation, critique experimental research, review the dissertation research process, and construct effective research proposals. Also, computer applications, logistical issues, and ethical considerations are examined.

IO6302 Organizational Theory and Design*3 credit hours*

This course covers the conceptual foundations of several topics including employee selection, training and development, performance appraisals, motivation and leadership, intervention strategies, employer/employee attitudes and behaviors, organizational structure and function, as well as law and ethics. Additionally, there will be a focus on perspectives that extend student understanding beyond that of individual psychology and business concepts to system and organizational structures, functioning, intervention and change. As a survey course, the purpose is to give an overview of relevant terminology, scope of the discipline and the variety of functions those that practice within the discipline. Particular focus will be given to application, multi-cultural considerations, and understanding organizational life from a variety of perspectives.

IO6303 Organizational Behavior and Culture*3 credit hours*

This course is a blend of theory, research, and practice and examines human behavior in organizations at the individual, interpersonal, group, organizational, societal, and global level. Human behavior is examined in organizations through cross cultural and multicultural lens. Given globalization and the growing diversity of the workforce and consumers, students will learn to help organizations incorporate different cultural voices into the fabric of their organizational life. Students gain knowledge of theories that explain why people and organizations do what they do. The course explores ways to apply theories and research that benefit organizational effectiveness and individual well being.

IO6304 Organizational Development*3 credit hours*

This course will examine organization development, which is the theory and practice of planned change, by studying the historical and current foundations of organization development as an applied behavioral science, and its integration with the dynamics of leadership, organizational behavior and human resource management. Within this overarching framework, the course will also examine theoretical models of organizational change, the use of diagnostic models, organizational problems, the ethical issues that can arise when invoking organizational change, and the role and responsibilities of change agents.

IO6400 Applied Industrial Psychology

3 credit hours

This course explores in depth the applied field of industrial psychology. Learning how industrial psychologists study and apply psychological principles and research methods to a variety of human resource/personnel issues, and their relevance to settings and situations of particular interest to the field of industrial psychology will be explored. Topics discussed include job analysis, carefully selected performance criteria, and an appreciation of individual differences underlie the successful application of performance appraisal, recruitment, screening, selection, placement, training, and development. Additionally, there will be a discussion of testing and assessment, international dimensions of applied psychology, leadership, and ethics in the workplace.

IO6401 Performance Appraisal and Feedback

3 credit hours

This course will focus on the organizational and psychological processes and strategies that can guide leaders and managers in their appraisal efforts. The course focuses on the integration of psychology, business and education to create the greatest opportunity for capacity development in industrial/organizational psychology, business and education learners. The course also will address the psychological developmental processes that can assist, support and enhance leader effectiveness in their pursuits of equitable appraising and providing feedback to others. Skill sets in mentoring, coaching, facilitating will be addressed. Gender-based, ethnicity-influenced, and diversity leadership shall also be explored to ensure that participants in the course are exposed to issues that impact front-line leaders seeking to create a more effective and congruent workforce.

IO6402 Psychological Statistics

3 credit hours

This course includes an overview of quantitative methods, basic concepts in descriptive and inferential statistics, and experimental research design. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as an Industrial Organizational Psychologist in applied settings. The focus is on: a) non-parametric and parametric statistical procedures including when and how to use each; and b) quantitative methods including choice of the most appropriate research method and strategies to address common problems encountered.

IO6440 Organizational Consulting

3 credit hours

This course is primarily designed for the practitioner who provides services to agencies, professionals, or organizations. The purpose of the course is to provide an understanding of the process of organizational consultation. The course focuses on providing the professional with a philosophy, a process, and evaluative criteria for determining the effectiveness of the consulting intervention that he or she provides. The course requires that the student actually do a consulting assignment as part of the course. The course also highlights case study and problem resolution strategies.

IO6500 Employee Selection, Placement, and Classification

3 credit hours

This course focuses on approaches, skills and strategies that allow industrial/organizational psychology, business and education learners to understand how psychological testing, theory and practice approaches support and enhance employee recruitment, selection, placement, promotion, and classification systems. The course will also address issues and concerns that one might experience in addressing these issues in a multicultural, multinational organization.

IO6501 Industrial Organizational Assessment

3 credit hours

Effective organizational psychology is grounded in the foundational, organizational and psychological assessment theories within behavioral, organizational, social, anthropological, and management sciences. This course provides students with the knowledge and competency to analyze design and initiate assessment in industrial, business, education, government, nonprofit and grassroots organizations. The course enables students to understand how assessment builds capacity of organizations to achieve greater effectiveness.

IO6502 Organizational Leadership and Change

3 credit hours

This course is designed to enhance skills for facilitating/consulting with organizational leadership in Organizational Change (ORA). Theories and techniques for understanding and facilitating change processes within diverse organizational cultures are discussed and applied.

IO6503 Job/Task Analysis

3 credit hours

This course encompasses the theory and techniques used to generate information about what is involved in performing a job or task, the physical social, and psychological context of this performance, and the attributes needed by an incumbent for such performance. Subjects center on fundamental concerns of job and task analysis, which is to obtain descriptive information to design and strategically align training programs, performance criteria, develop selection systems, job evaluation systems, machinery or tools, and career paths for personnel. After successful completion of this course, students will have knowledge of the different approaches to job and task analysis and the impact of those approaches on institutional effectiveness, as well as skill in applying these techniques in the field.

IO6600 Capstone Experience

3 credit hours

The capstone is an opportunity for students to complete a focused study of an area of special interest. The capstone builds on the student's prior course work and integrates this knowledge into a paper or project that reflects mastery of program learning outcomes.

IO6601 Internship

3 credit hours

The internship is a nine-month placement in which the student completes a minimum of 600 hours and it may be completed at the student's place of employment. The internship plan must be approved by the student's advisor and the faculty committee.

ORGANIZATIONAL LEADERSHIP (L)

L7101 Foundations of Leadership

3 credit hours

This course examines the process of leadership, delineating the leader's responsibility within that process. This course examines the development of leadership theories and approaches and their role in organizations today. This course examines the differences between management and leadership and why those differences are important to the health of organizations.

L7102 Applied Leadership Principles

3 credit hours

This 3-semester credit hour course is completed on a one-to-one basis with a faculty mentor. This required course allows the student to make direct connections between the organizational leadership program's concentration requirement and the real world of organizational leadership. The detail of both the process and the completed project is determined by the student and the faculty mentor. The project will incorporate authorities, concepts and models that have been introduced during course work. It may involve the resolution to a leadership issue, strategic planning, evaluation, research or publication.

L7131 Human Resource Management*3 credit hours*

This course is designed to assist future administrators in maximizing the productive use of personnel. There is a focus on selection, motivation, evaluation and negotiation. The course includes such categories as job descriptions, development, and performance evaluation instruments, and highlights case study and problem-resolution strategies.

L7400 Special Topics: Human Services*3 credit hours*

This seminar presents special topics related to human services administration. Full-time and visiting faculty members, including recognized leaders in the field, provide a special seminar offering in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in human services administration in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

L7404 Stress Management Control*3 credit hours*

This course examines the organizational factors that cause stress and identifies the costs of stress to the organization. Emphasis is placed on the principles and methods of preventive stress management from an organizational perspective, including the improvement of individual organizational relationships, the shaping of organizational policies and procedures, and the design of effective stress management training, employee assistance, and personal wellness programs.

L7417 Advanced Management Consulting*3 credit hours*

This course emphasizes knowledge and application of the latest theories and research in consulting provides advanced exploration of the latest theories and research in Organization Development. Students will review and analyze the theoretical foundations of Business Consulting, and the practical applications of Management Consulting organizational and management consulting and apply them to business problems and strategies. The course provides an overview of the consulting profession with a subsequent emphasis on developing proficiencies in a range of skills required to practice consulting.

L7431 Theory and Development of Motivation*3 credit hours*

This course covers the theory and development of motivation. Major interest is placed on motivation, models, and strategies for enhancing motivation in individuals and groups, variables affecting (and affected by) motivation and environmental influences on motivation.

L7432 Professional Development in Leadership*3 credit hours*

Students identify their own leadership styles, their strengths and weaknesses. Further, they evaluate a wide range of leadership styles against different organizational contexts and create a plan to develop their own leadership competencies as well as leadership competencies of their employees.

L7435 Financial Management in Human Services*3 credit hours*

This course familiarizes the student with financial terms, concepts, and procedures used in the financial management of human services and other not-for-profit entities. Legal forms of organization and different entity tax statuses are identified. The student is exposed to evolving accounting theory as it relates to all not-for-profit entities. Financial planning, including various approaches to budgeting, asset management, and financial decision making, are also presented.

L7437 Special Topics in Organizational Leadership*3 credit hours*

This seminar presents special topics related to organizational leadership. Full-time and visiting faculty members, including recognized leaders in the field, provide a special seminar offering in their particular areas of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in organizational leadership in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies are covered in this seminar. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

L7438 Team Development and Leadership*3 credit hours*

This course utilizes an experiential format to focus on a variety of concepts and practices associated with developing and managing an effective team. Different approaches to management, motivation, and performance are addressed, along with some barriers to effective team efforts. Case studies and problem resolution are the focus of this experience. Expected student outcomes include mastering the basic concepts, theories, and fundamental techniques of team management, identifying current challenges and issues confronting managers in human services organizations, and identifying positive team management strategies and their application to human services.

L7440 Organizational Consultation*3 credit hours*

This course is primarily designed for the practitioner who provides services to agencies, professionals, or organizations. The purpose of the course is to provide an understanding of the process of organizational consultation. The course focuses on providing the professional with a philosophy, a process, and evaluative criteria for determining the effectiveness of the consulting intervention that he or she provides. The course requires that the student actually do a consulting assignment as part of the course. The course also highlights case study and problem resolution strategies.

L7450 Interpersonal and Organizational Communication*3 credit hours*

This course focuses on a variety of issues embedded in both interpersonal and organizational communication. These issues include trust, organizational climate, perception, motivation, and the communication process. The course also elaborates on patterns of miscommunication as these patterns affect organizational communication.

L7451 Leading Through and Beyond Change*3 credit hours*

This course focuses on expanding and extending the core curriculum in organizational leadership to include the process of change and how that process affects organizations and those who lead them. It explores resistance to change, change models, leadership challenges in facilitating change, the role of both the leader and the follower in the change process, and how to identify future trends.

L7452 Leadership and Ethics*3 credit hours*

This course focuses on theories and models of leadership with special attention to the demonstration of an understanding, familiarity, awareness, and competency of the principles of ethics and how they apply to decision making, leadership, leadership development, and value-based leadership.

L7838 Directed Independent Study: Organizational Leadership
1–3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for students to carry out a creative research project in an area of their choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts in behavioral sciences; or evaluation of new strategies used in organizational leadership. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or a field experience to meet licensing requirements.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

L7900 Conflict Management
3 credit hours

This course provides participants with the theory and best practices for understanding and managing conflict and appropriate resolution. Students examine different contexts of interpersonal and inter-group conflicts and use methods for diagnosing the extent and severity of the differences (in terms of positions, values and needs) between individuals and groups. An examination of the effects of overt and covert conflicts in terms of communication and trust breaking is included, as is the impact of differential personal styles and values on conflict management. Trade-offs and risk analysis are considered in the mediation/resolution process. The course includes theoretical orientations and theory-to-practice experiences using case studies, demonstrations and simulations.

L7935 Dissertation—Organizational Leadership
3 credit hours

All EdD dissertations require a minimum of 12 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Students register for 3 credit hours for four consecutive semesters. If a student fails to defend his/her dissertation by the end of the fourth semester, he/she must register for a 3 credit extension for each subsequent semester until passing his/her defense. At the end of each semester, the dissertation chair will issue a grade of "PR" ("Progressing") indicating that the student is progressing toward completion of the dissertation or a grade of "NC" ("No Credit") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" ("Credit") once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 12 credit hours requirement for completion of dissertation. Course is graded as "Credit/No Credit."

MARRIAGE & FAMILY THERAPY (MF)**MF6000 Counseling Theory**
3 credit hours

The basic theories, principles, and techniques of counseling, as well as applications to a variety of therapeutic settings, are explored. This course also focuses on personal theory construction, bias embedded in theory, and cultural diversity.

MF6008 Advanced Theories of Family Therapy and Development
3 credit hours

This course provides an advanced study of system theory. Students will advance their ability to think systemically across a wide range of presenting issues such as gender, culture, domestic abuse, substance abuse, physical and mental illness, etc. Students learn to conceptualize interventions from multiple systemic orientations (i.e., strategic, intergenerational, solution-focused, and behavioral family therapy).

MF6010 Professionalization Group I
0–1 credit hour

These groups, required of all entering students, are led by a faculty member and meet regularly, depending on the program, throughout the first academic year. Students discuss topics important to professional counseling/marriage and family therapy and to the development of a professional identity. In the process, discussion topics may include ethical and legal issues; diversity in culture, ethnicity, and gender; careers in counseling; preparation for clinical training; professional education trends and issues; and special interests of students and the group leader. In addition, the faculty member leading the group assists students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience. At some campuses, the Portfolio Process is introduced to the students in Professionalization Groups.

MF6011 Professionalization Group II
0–1 credit hour

A continuation of Professionalization Group I (PC6010).

MF6012 Professionalization Group III
0–1 credit hour

A continuation of Professionalization Group II (PC6011).

MF6020 Theories of Family Process and Development
3 credit hours

As a fundamental introduction to systems theory, students learn to think systemically across individual, family, and other human communities through a diverse range of presenting issues (e.g., gender, culture, and substance abuse). Students are exposed to the major theories, concepts, and metaphors of systems thinking; to personal theory construction; and to conceptualizing clinical cases from a variety of perspectives (e.g., developmental, ecological, symbolic interaction, conflict, exchange). This course also focuses on the developmental stresses and changes that occur in families, both traditional and non-traditional, over the life cycle.

MF6021 Schools of Family Therapy
3 credit hours

This course examines the major interventions that spring from a systems orientation. Major approaches are presented (e.g., strategic, structural, object relations family therapy, behavioral family therapy, communications family therapy, narrative, solution-focused, and intergenerational family therapy). Students learn to conceptualize and intervene in cases of multiple systems orientations, with an emphasis on integrating a variety of theoretical approaches and counseling strategies.
Prerequisite: (TC) MF6020.

MF6022 Family Therapy Counseling Skills
3 credit hours

This therapy skills development course examines the major interventive strategies associated with the major systemic theories, including strategic, structural, experiential/humanistic, cognitive behavioral family therapy, communications family therapy, intergenerational and psychodynamic approaches to couple and family therapy, and the postmodernist approaches. Students learn to conceptualize and intervene in cases from multiple systemic orientations.

MF6024 Theories of Family Therapy and Development
3 credit hours

A theoretical foundation in systems theory which provides a survey of the major theoretical models including the classical and post-modernist schools of family therapy. Also emphasized is an understanding of family/marital development and the circularity between individual development and family life cycle developments.

MF6030 Psychopathology and Assessment*3 credit hours*

This course examines the study of psychopathology, while reviewing etiology and definition of disorders in the *DSM-IV*. The course also looks at diagnostic interviewing and at various methods of treating the disorders.

MF6032 Psychopathology and Assessment*3 credit hours*

A study of the major mental disorders as defined in the current edition of the *DSM* is presented, with special emphasis on understanding the etiology and definition of disorders, and the assessment methods used for determining diagnoses. Examined are data and information gathering methods; factors influencing appraisals; and the use of appraisal results in the helping process. This course is offered at Argosy University, Hawai'i only.

MF6090 Couples and Relational Counseling Skills*3 credit hours*

A therapy skills course that provides a practical foundation for relational counseling. Derived from a substantive understanding of the major theories of systems change, emphasis is given to therapeutic interventions which address a wide range of relational issues such as gay/lesbian couples, sexual dysfunctions and non-traditional couple or family structure.

MF6100 Individual and Relational Therapy*3 credit hours*

This course is a fundamental introduction to the helping relationship, emphasizing relational therapy and microcounseling skills. The major goal of this course is to develop skill sets for working both intrapersonally and interpersonally in a therapeutic relationship.

Prerequisite: (TC) MF6000.

MF6101 Theories of Group Counseling*3 credit hours*

A broad range of group development, dynamics, and counseling theories are explored. Major theoretical approaches include individual theories, marital groups, and network and family therapy groups. Group leadership styles are discussed in addition to basic and advanced group counseling methods and skills.

MF6102 Group Therapy*3 credit hours*

A broad understanding of group development, dynamics, and therapy is explored. Major theoretical approaches include individual theories, marital groups, and network and family therapy groups. Group leadership styles are discussed, in addition to basic and advanced group therapy methods and skills. Several different approaches to conducting group therapy are reviewed.

Prerequisite: (TC) MF6100.

MF6103 Advanced Individual, Couples, and Family Therapy*3 credit hours*

An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course surveys current skills and methods in individual, couples, and family therapy, with an emphasis on integrating various systemic models of functioning and intervention.

Prerequisite: (TC) MF6021.

MF6110 Family Law Mediation*3 credit hours*

The goal of this course is to equip students/trainees with the basic knowledge, skills and practice to function as minimally competent mediators in family law disputes. The two-weekend course meets the training certification requirements established by the Minnesota State

Supreme Court Administrator's Office and Rule 114 to be registered as a Qualified Neutral under Rule 114 in the state of Minnesota. Topics to be covered include: conflict theory and conflict resolution; negotiation theory and practice; mediation theory and skills; domestic abuse considerations; psychodynamics of divorce; effects of divorce on children; developing parenting plans; identifying, valuing and allocating assets and liabilities in a dissolution; child support and spousal maintenance issues; Minnesota statutes as they apply to these areas; ethical considerations and standards of practice; drafting agreements. Students learn through assigned readings, lectures and demonstrations, videos, role-playing, simulations and other interactive exercises.

MF6200 Human Sexuality*1–3 credit hours*

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, sexual dysfunction, and concepts of sex therapies. Other issues discussed are sexually transmitted diseases, contraceptives, and affectional/sexual relationships.

Prerequisite: (TC) MF6000.

MF6300 Professional and Ethical Issues*1–3 credit hours*

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors and marriage and family therapists.

MF6305 Basic Addiction Studies*2–3 credit hours*

This is an introduction to chemical dependency, including diagnosis, treatment, and prevention. The etiology of alcoholism and drug dependency is carefully reviewed, with an overview of the physiological and psychological effects of chemical dependency on individuals, relationships, and systems. The cultural aspects of chemical dependency are examined.

MF6310 Substance Abuse Counseling for Individuals and Families*2–3 credit hours*

Examines definitions of substance abuse relative to individuals and families. Special attention is given to understanding the development of substance abuse in family systems, the theoretical approaches to family assessment and treatment of substance abuse, legal aspects, special populations, community resources and referral processes, along with education and prevention relative to both individuals and families.

MF6400 Practicum I*3 credit hours*

Each practicum provides, for academic credit, a supervised one-semester therapy experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF6401 Practicum II*3 credit hours*

A continuation of Practicum I (MF6400). The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF6402 Practicum III*3 credit hours*

A continuation of Practicum II (MF6401). The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF6440 Child and Adolescent Counseling

3 credit hours

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies as well as the cultural frameworks that impact interventions.

MF6500 Individual and Personality Development

3 credit hours

This course provides a broad understanding of the nature and needs of individuals at all levels of life cycle development, normal and abnormal human behavior, personality theory, lifespan theory, and learning theory within cultural contexts. It challenges the student to look at the individual, family, and environmental contexts that influence the development of the personality.

MF6501 Human Development: Lifespan

3 credit hours

This course provides a broad understanding of the nature and needs of individuals at all levels of life cycle development, normal and abnormal human behavior, personality theory, lifespan theory, learning theory, child, adolescent, and adult development theory, with emphasis on understanding the cultural context of human development.

MF6510 Social and Cultural Foundations of Therapy

3 credit hours

This course studies multicultural and pluralistic trends, characteristics, and concerns of diverse groups, including groups characterized by such features as: age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the influences of culture and race on the therapist's understanding of individuals and families, as well as to promote cultural competence.

MF6511 Social and Cultural Foundations of Counseling

3 credit hours

This course studies multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. It is designed to sensitize students to the impacts of culture on the counselor's understanding of individuals from diverse backgrounds.

MF6520 Research and Assessment

3 credit hours

Students learn research, statistical, and basic assessment skills, and develop a broad understanding of individual and systemic psychometric theories and approaches to appraisal. Research topics include report development, research implementation, and needs assessment. Assessment issues include validity, reliability, psychometric statistics, factors influencing appraisals, and cultural influences.

MF6600 Fundamentals of Supervision

3 credit hours

Designed for marriage and family therapists who are training to become state- or AAMFT- Approved Supervisors. This course will facilitate the student's articulation of a personal model and philosophy of supervision, drawing from existing models of supervision and from preferred styles of therapy. Issues addressed will range from the co-evolving therapist-client and supervisor-therapist-client relationships; evaluate and

identify problems in therapist-client and supervisor-therapist-client relationships; structure supervision, solve issues, and implement supervisory interventions within a range of supervisory modalities (e.g., live and videotaped supervision); address distinctive issues that arise in supervision mentoring; advanced sensitivity to contextual variables of culture, gender, ethnicity, and economics; and, advance knowledge of ethical and legal issues of supervision.

Prerequisite: (TC) A completed master's degree in the mental health field.

MF6525 Systematic Assessments and Appraisals

3 credit hours

A broad, systems understanding of group and individual educational and psychometric theories and approaches to appraisal is the goal of this course; also examined are data and information-gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

Prerequisites: (TC) A completed master's degree in the mental health field.

MF6801 Directed Study

1–3 credit hours

Special topics in professional counseling are explored. These topics vary with student interest and available faculty.

MF6802 Special Topics in Marriage and Family Therapy

1-3 credit hours

This course presents special topics related to marriage and family therapy that complement and supplement the core curriculum. The focus of this course is expanding and extending the core MFT curriculum in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, special populations, and specific methodologies are covered.

MF7001 Advanced Systemic Theory & Practice II

3 credit hours

A systemic focus on groups, communities and larger systems and their influences on individuals, couples and families, with particular attention to classic and emerging theoretical and practical issues in the field, particularly considering the influences of social & cultural dynamics.

MF7100 Systemic Appraisals & Assessments I

3 credit hours

The goal of this course is to develop a systemic understanding of individual, couples, group and family given both educational and psychometric theories and approaches to appraisal. The course will focus on the utility, development, application and critique (cultural diversity) of appraisals & assessments across the life-cycle (e.g., developmental psychopathology): infant/children, adolescent, adult, and geriatric transitions. Also examined are data and information-gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use/utility of appraisal results in the helping processes. The ability to administer and interpret tests and inventories in assessing abilities, interests, and identify career options is also considered.

MF7101 Systemic Appraisals & Assessments II

3 credit hours

The focus of this course is on the utility, development, application and critique (cultural diversity) of appraisals & assessments of larger systems (organizations and communities) and their impact on individuals, couples, groups and families.

MF7200 Doctoral Seminar I*1 credit hour*

Process seminar combining personal and professional development as the student integrates the DMFT coursework and experiences in concentration, internship and ACP planning. Writing faculty along with program faculty will assist students in building professional writing skills and develop competency in utilizing APA writing style.

MF7201 Doctoral Seminar II*1 credit hour*

This seminar continues the development of personal and professional skills development as the student integrates the DMFT coursework and experiences in concentration, internship and ACP planning.

MF7202 Doctoral Seminar III*1 credit hour*

This third and last seminar continues the development of personal and professional skills development as the student integrates the DMFT coursework and experiences in concentration, internship and ACP planning.

MF7300 Fundamentals of Supervision*3 credit hours*

Designed for marriage and family therapists who are training to become state or AAMFT-Approved Supervisors, this course will facilitate the student's articulation of a personal model and philosophy of supervision, drawing from existing models of supervision and from preferred styles of therapy. Self-of-the-therapist dynamics are central to this course of study. Students will evaluate and identify problems in therapist-client and supervisor-therapist-client relationships, structure supervision, solve issues and implement supervisory interventions within a range of supervisory modalities (eg, live and videotaped supervision), and address distinctive issues that arise in supervision mentoring. Students will demonstrate sensitivity to contextual variables of culture, gender, ethnicity, and economics as well as knowledge of ethical and legal issues of supervision.

MF7400 Teaching Systemic Theory & Practice*3 credit hours*

Theoretical and practical foundations and emerging methods in the art and science of teaching, particularly at the graduate and adult learner levels, are the foci of this course. Developing, implementing and evaluating the dynamics of learning climate and course construction are critical course dynamics. Using curriculum development tools such as essential questions and curriculum mapping methods to align assessment, content and standards, students will develop collaborative teaching methods appropriate to working with adult learners. The course guides students to formulate a teaching style that is built upon self-awareness and self-assessment and which capitalizes on their individual personality and talents.

MF7500 Research & Assessment II*3 credit hours*

This course builds upon the student's understanding of individual and systemic psychometric theories and approaches to appraisal as well as skills in research, statistical and basic assessment. A survey of the major methods utilized in empirical clinical practice and program evaluation is offered. Quantitative multivariate approaches to systemic inquiry as well as experimental, quasi-experimental and systematic single-subject designs are covered. Emphases include principles and strategies in program evaluation, quality assurance in the delivery of mental health services in a variety of clinical settings, and the importance and effects of culture and diversity issues as well as ethical issues in research.

MF7501 Quantitative Research*3 credit hours*

This course examines in depth quantitative research methods, basic concepts in descriptive and inferential statistics, and experimental research design with an emphasis on the design of quantitative strategies for answering clinical questions. The course requires the use of critical thinking skills and use of methodological tools necessary for functioning as a systemic therapist in applied settings. The focus is on: a) non-parametric and parametric statistical procedures including when and how to use each; and b) quantitative research methods including choice of the most appropriate research method and strategies to address common problems encountered. Published research will be reviewed and evaluated. Cultural and diversity issues in measurement are explored.

MF7502 Qualitative Research*3 credit hours*

This course examines in depth the spectrum of qualitative research methodologies with an emphasis on the commonalities within these approaches. Students will develop appropriate and essential skills to design and implement rigorous and systematic qualitative approaches relevant to clinical work and understudied populations. Students will evaluate the design, analysis, and interpretation of published research. Cultural and diversity issues will be considered throughout the course. Participants will have an opportunity to work through a qualitative project from start to finish.

MF7503 Research in Couple, Marriage & Family Therapy*3 credit hours*

This course assumes students are grounded in statistics, quantitative and qualitative research methodologies, assessment and evaluation design as well as methods to enhance the effectiveness of their practice. The intent of this course is the application of this knowledge base, providing leadership and service to the field of systemic thought. Implications for extending the use of considered methodologies with systems beyond couples and families, such as schools, organizations and communities will be explored. Students will consider the efficacy of "evidence-based practice" as well as "practice-based evidence." Students will demonstrate literacy of historical and current research in the field. Students will have the opportunity to construct and implement a research project.

MF7600 Supervision Practicum I*1–3 credit hours*

Each practicum provides, for academic credit, a supervised one semester supervision experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF7601 Supervision Practicum II*1–3 credit hours*

A continuation of Supervision Practicum I. The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF7700 Teaching Practicum I*1–3 credit hours*

Each practicum provides, for academic credit, a supervised one semester teaching experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF7701 Teaching Practicum II*1–3 credit hours*

A continuation of Teaching Practicum I. The practicum may also have a seminar that meets on a weekly or biweekly basis.

PROFESSIONAL COUNSELING (PC)

Includes Counseling Psychology, Community Counseling, and Mental Health Counseling.

PC6000 Counseling Theory

3 credit hours

The basic theories, principles, and techniques of counseling, as well as applications to a variety of therapeutic settings, are explored. This course also focuses on personal theory construction, bias embedded in theory, and cultural diversity.

PC6001 Counseling Skills Development

0 credit hours

This course is individually tailored to assist in skill development and to evaluate students in need of remedial work. The specific skills, requirements, and methods of evaluation are determined by the Student Evaluation and Ethics Committee.

PC6003 Abnormal Psychology

3 credit hours

This course provides an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the *DSM-III-R* or *DSM-IV* book are reviewed, as well as various methods of treatment related to the disorders covered.

PC6005 Maladaptive Behavior and Psychopathology

2–3 credit hours

This course is an introduction to the study of maladaptive behavior. Etiology and definition of disorders in the *DSM-IV* are reviewed, as well as various methods of treatment related to the disorders covered.

Prerequisite: (ORA) PC6230.

PC6010 Professionalization Group I

0–1 credit hour

These groups, required of all entering students, are led by a faculty member and meet regularly, depending on the program, throughout the first academic year. Students discuss topics important to professional counseling/marriage and family therapy and to the development of a professional identity. In the process, discussion topics may include ethical and legal issues; diversity in culture, ethnicity, and gender; careers in counseling; preparation for clinical training; professional education trends and issues; and special interests of students and the group leader. In addition, the faculty member leading the group assists students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience. At some campuses, the Portfolio Process is introduced to the students in Professionalization Groups.

PC6011 Professionalization Group II

0–1 credit hour

A continuation of Professionalization Group I (PC6010).

PC6020 Theories of Family Process and Development

3 credit hours

As a fundamental introduction to systems theory, students learn to think systemically across individual, family, and other human communities through a diverse range of presenting issues (e.g., gender, culture, and substance abuse). Students are exposed to the major theories, concepts, and metaphors of systems thinking; to personal theory construction; and to conceptualizing clinical cases from a variety of perspectives (e.g., developmental, ecological, symbolic interaction, conflict, exchange). This course also focuses on the developmental stresses and changes that occur in families, both traditional and non-traditional, over the life cycle.

PC6021 Schools of Family Therapy

3 credit hours

This course examines the major interventions that spring from a systems orientation. Major approaches are presented (e.g., strategic, structural, object relations family therapy, behavioral family therapy, communications family therapy, narrative, solution-focused, and intergenerational family therapy). Students learn to conceptualize and intervene in cases of multiple systems orientations, with an emphasis on integrating a variety of theoretical approaches and counseling strategies.

PC6022 Family Therapy Counseling Skills

3 credit hours

This therapy skills development course examines the major interventive strategies associated with the major systemic theories, including strategic, structural, experiential/humanistic, cognitive behavioral family therapy, communications family therapy, intergenerational and psychodynamic approaches to couple and family therapy, and the post-modernist approaches. Students learn to conceptualize and intervene in cases from multiple systemic orientations.

Prerequisite: (ATL/NAS/SAV) PC6700.

PC6025 Human Growth and Development

3 credit hours

This course includes studies that provide a broad understanding of the nature and needs of individuals at all levels of development: normal and abnormal human behavior, personality theory, lifespan theory, and learning theory within cultural contexts.

PC6030 Psychopathology and Assessment

3 credit hours

This course examines the study of psychopathology, while reviewing etiology and definition of disorders in the *DSM-IV*. The course also looks at diagnostic interviewing and at various methods of treating the disorders.

PC6104 Counseling Skills I

3 credit hours

A fundamental study of the helping relationship is provided. The course provides a broad understanding of philosophic bases of helping processes: counseling theories and their application, basic advanced helping skills, consultation theories and their application, client and helper self-understanding and self-development, and facilitation of client change.

PC6105 Counseling Skills II

3 credit hours

This is an extension of Counseling I (PC6104) and an integration of counseling methods and strategies. The topics covered are interviewing, goal setting, creating a therapeutic alliance, and session structuring.

Prerequisite: (DAL/ATL/NAS/SAV) PC6104.

PC6106 Foundations of Mental Health Counseling

3 credit hours

This course explores an orientation to the profession of counseling. The course is designed to initiate the exploration of the student's development of a professional identity of a counselor. Emphases in this course include the following: foundations, contextual dimensions, and knowledge and skill requirements for mental health counselors. Areas addressed include the history of the counseling profession, the counselor-client relationship, the various work settings of mental health services, credentialing and licensure, and current trends and issues.

PC6107 Foundations of Community Counseling*3 credit hours*

This course provides an orientation to the profession of counseling. The course is designed to initiate the exploration of the student's development of a professional identity as a counselor. Emphases in this course include the following: the foundations, contextual dimensions, and knowledge and skill requirements for community counselors. Areas addressed include the history of the counseling profession, the various work settings of counselors, credentialing and licensure, current trends and issues, and client advocacy.

PC6200 Human Sexuality*1–3 credit hours*

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, sexual dysfunction, and concepts of sex therapies. Other issues discussed are sexually transmitted diseases, contraceptives, and affectional/sexual relationships.

PC6220 Personality Theories and Individual Counseling*3 credit hours*

The major goal of this course is to develop the student's broad-based understanding of working with the individual in a therapeutic setting. Students examine theories and explanations of the development of normal and abnormal personalities. There is some focus on the treatment of personalities and basic coverage of personality theories in the psychodynamic, humanistic, behavioral, and learning models. This course challenges the professional counselor to understand what is effective and professional in the counseling milieu.

PC6230 Theories in Counseling Families and Individuals*3 credit hours*

This course provides an overview of the major theories in family and individual counseling. Theoretical concepts are explored in light of the major models of family therapy. Also considered are the various theories of counseling and issues in the practice of individual counseling.

*Prerequisite: (ORA) PC6104.***PC6240 Introduction to Psychological Testing***3 credit hours*

This is an introductory course that presents the major psychological assessment instruments used in the field of psychology today. Emphasis is placed on familiarizing the student with psychological testing and the major components of each instrument.

PC6250 Clinical Psychopharmacology*3 credit hours*

This is an introduction to psychotropic drugs, their neurochemical basis, their mode of action, and their clinical application. Principles of use and current status of psychopharmacology are discussed.

*Prerequisite: (ORA) PC6005.***PC6300 Professional and Ethical Issues***1–3 credit hours*

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors and marriage and family therapists.

*Prerequisite: (DC) PP6201.***PC6305 Basic Addiction Studies***2–3 credit hours*

This is an introduction to chemical dependency, including diagnosis, treatment, and prevention. The etiology of alcoholism and drug dependency is carefully reviewed, with an overview of the physiological and psychological effects of chemical dependency on individuals, relationships, and systems. The cultural aspects of chemical dependency are examined.

PC6310 Substance Abuse Counseling for Individuals and Families*2–3 credit hours*

Examines definitions of substance abuse relative to individuals and families. Special attention is given to understanding the development of substance abuse in family systems, the theoretical approaches to family assessment and treatment of substance abuse, legal aspects, special populations, community resources and referral processes, along with education and prevention relative to both individuals and families.

PC6320 Domestic Violence and Spousal Abuse*1–2 credit hours*

This course addresses the complex issues related to domestic violence and spousal abuse. The course focuses on assessment and treatment of abuse, and covers issues related to the psychological consequences of abuse on the entire family system. Reporting laws, treatment for perpetrators, and the role of the counselor in treating victims of abuse are explored.

PC6330 Child Abuse Assessment and Reporting*1 credit hour*

This course presents current child abuse reporting laws, and concentrates on the assessment of child abuse. Role play will be utilized to demonstrate effective techniques in the assessment of child abuse. Clinical issues related to the reporting of child abuse are discussed.

PC6350 Administrative Aspects of Human Services*3 credit hours*

This course focuses on organizational, consultative, and coordinating skills that underlie the provision of administrative services to clients, staff, and other administrators in human services organizations.

PC6400 Practicum I*0–3 credit hours*

Each practicum provides, for academic credit, a supervised one-semester therapy experience in an appropriate work environment. The practicum may also have a seminar that meets on a weekly or biweekly basis.

*Prerequisites: (ORA) PC6511, PC6300, PC6230, PC6505, PC6005, PC6104, PC6700.***PC6401 Practicum II***0–3 credit hours*

A continuation of Practicum I (PC6400). The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6402 Practicum III*0–3 credit hours*

A continuation of Practicum II (PC6401). The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6403 Practicum IV*3 credit hours*

A continuation of Practicum III (PC6402). The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6404 Practicum V*3 credit hours*

A continuation of Practicum IV (PC6403). The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6405 Practicum VI

3 credit hours

A continuation of Practicum V (PC6406). The practicum may also have a seminar that meets on a weekly or biweekly basis.

PC6406 Practicum Extension

0–3 credit hours

This course allows students to continue in the Practicum experience after all required hours have been accumulated. In addition to working at the assigned practicum site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The focus of the practicum seminar will be consistent with the current practicum placement.

PC6410 Counseling Practicum

1–3 credit hours

The practicum provides for the development of counseling skills under supervision for a minimum of 100 clock hours. The student's practicum includes 40 hours of direct service with clients, including experience in individual counseling and group work. Students receive supervision individually and in small groups on-site and by program faculty. This training experience prepares students for Counseling Internship (PC6415).

PC6415 Counseling Internship

0–3 credit hours

The supervised internship of 600 clock hours is begun after successful completion of the student's Counseling Practicum (PC6410). The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following: 240 hours of direct service with clients appropriate to the program of study; weekly supervision throughout the internship, (usually performed by the on-site supervisor); group supervision usually performed by a program faculty member; the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings); the opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision; the opportunity for the student to gain supervised experience in the use of variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and a formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

PC6420 Community Mental Health

3 credit hours

This course offers an introduction to basic concepts and practices underlying the field community mental health system. Students will learn about ecological concepts, prevention, and intervention strategies aimed at serving the broad mental health needs of communities. Students will also have the opportunity to learn about the intersection of multicultural issues and a community approach to mental health. This course will emphasize program planning and evaluation as a means to assess student learning in the course.

PC6430 Aging

1–3 credit hours

This course reviews aging and the psychological development of the individual. Special consideration is given to the relatively new field of gerontology. Such relevant issues discussed are housing for the elderly, perceptions of senior citizens in our society, and aging and its benefits.

PC6435 Personality Theories

3 credit hours

Theories and explanations of the development of normal and abnormal personalities are examined. There is some focus on treatment of personalities and basic coverage of personality theories in the psychodynamic, humanistic, and learning models.

PC6440 Child and Adolescent Counseling

3 credit hours

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies as well as the cultural frameworks that impact interventions.

PC6501 Human Development: Lifespan

3 credit hours

This course provides a broad understanding of the nature and needs of individuals at all levels of life cycle development, normal and abnormal human behavior, personality theory, lifespan theory, learning theory, child, adolescent, and adult development theory, with emphasis on understanding the cultural context of human development.

PC6445 Play Therapy

3 credit hours

This course is designed to increase understanding of counseling work with children utilizing various Play Therapy models. The course will assist those who work with children to understand the relationship of toys and play to language and therapy, explore the major theories of play therapy, develop skills and techniques to use in a play therapy setting, develop an awareness of what children see and experience from their perspective, gain expertise in responding to children, enhance the child's self-awareness and self understanding, and develop understanding of selection of specific toys and room set-up for play therapy.

PC6505 Group Counseling

3 credit hours

This course provides a broad understanding of group development, dynamics, and counseling theories. Group leadership styles are discussed, in addition to basic and advanced group counseling methods and skills. Several different approaches to conducting group counseling are reviewed.

Prerequisite: (ORA) PC6104.

PC6510 Social and Cultural Foundations of Therapy

3 credit hours

This course studies multicultural and pluralistic trends, characteristics, and concerns of diverse groups, including groups characterized by such features as: age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. This course is meant to sensitize students to the influences of culture and race on the therapist's understanding of individuals and families, as well as to promote cultural competence.

Note: Students are generally limited to one Directed Independent Studies Course per program of study.

PC6511 Social and Cultural Diversity*3 credit hours*

This course studies multicultural and pluralistic trends including characteristics and concerns of diverse groups; attitudes and behavior based on factors such as age, race, religious preference, physical disability, social class, sexual orientation, ethnicity and culture, family patterns, and gender. It is designed to sensitize students to the impacts of culture on the counselor's understanding of individuals from diverse backgrounds.

PC6520 Research and Assessment*3 credit hours*

Students learn research, statistical, and basic assessment skills, and develop a broad understanding of individual and systemic psychometric theories and approaches to appraisal. Research topics include report development, research implementation, and needs assessment. Assessment issues include validity, reliability, psychometric statistics, factors influencing appraisals, and cultural influences.

PC6521 Research and Program Evaluation*3 credit hours*

A basic understanding of types of research is presented covering basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal considerations pertinent to the professional counselor.

PC6525 Appraisal and Assessment*3 credit hours*

A broad understanding of group and individual educational and psychometric theories and approaches to appraisal is the goal of this course; also examined are data and information-gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess couples and families is considered. In Phoenix, the course is known as Appraisal of Individuals.

Prerequisites: (DAL) PC6003 or PC6005; (ORA) PC6104, PC6005.

PC6530 Master's Thesis*1–3 credit hours*

Students must register for three one-hour thesis credits. Each Master's Thesis credit hour has associated with it certain criteria for a final "Credit/No Credit" grade.

PC6600 Career and Lifestyle Development*3 credit hours*

This course provides an understanding of career development theories and decision-making models; occupational educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; career development program planning, resources, and effectiveness evaluation.

Prerequisites: (DC) PP7365 or PP7370 or PP7520; (ORA) PC6104, PC6525.

PC6700 Couples and Family Counseling*3 credit hours*

A broad theoretical and practical foundation for counseling couples families is emphasized. It provides a survey of current approaches to family and marital counseling, with an emphasis on various systemic models of family functioning and therapeutic intervention.

Prerequisite: (DAL) PC6104; (ORA) PC6104, PC6230.

PC6800 Special Topics in Professional Counseling*3 credit hours*

This course explores varying topics related to specific emphases or approaches to special populations such as forensics, substance abuse, school-based interventions, and domestic violence.

PC6801 Directed Study*1–3 credit hours*

Special topics in professional counseling are explored. These topics vary with student interest and available faculty.

PC6802 Individual Consultation*0 credit hours*

This course serves as a vehicle for one-on-one consultation on a special topic, area of interest, or issue with a faculty member. Students register for a specified number of hours as agreed upon by the faculty member.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

PC6900 Substance Abuse Counseling*1–3 credit hours*

This course reviews key concepts to substance abuse counseling, including theoretical models for understanding and treating chemically dependent clients. Various screening and assessment tools, drug history, and interviewing skills are reviewed to help students assess the severity of addiction and develop an initial treatment plan. Treatment settings and interventions commonly used with chemically dependent clients are also reviewed.

PC7100 Professional Issues: Ethics, Conduct and Law*3 credit hours*

A careful review is conducted of issues that provide a broad understanding of professional roles and functions, professional goals and objectives, and professional organization and associations. The course also examines ethical and legal standards, state law, professional credentialing, and standards for professional counselors.

PC8801 Directed Study I*1 credit hour*

Special topics in professional counseling are explored. These topics vary with student interest and available faculty.

CLINICAL PSYCHOLOGY (PP)

Due to variations in the PsyD in Clinical Psychology programs, courses marked with an asterisk () are offered at the Seattle campus only.*

PP6001 Individual Assessment*3 credit hours*

A broad understanding of group and individual educational and psychometric theories and approaches to appraisal is the goal of this course; also examined are data and information gathering methods, validity and reliability, psychometric statistics, factors influencing appraisals, and use of appraisal results in helping processes. Also, the specific ability to administer and interpret tests and inventories to assess abilities, interests, and identify career options is considered.

PP6010 Lifespan Development*3 credit hours*

This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology are considered throughout the course.

PP6011 Integrative Paper

1 credit hour

The Integrative Paper is an in-depth review and integration of the literature on a selected clinical topic. Credit for the paper is granted when the paper has been reviewed and accepted.

PP6012 Master's Project — Seminar II

.5 – 1 credit hour

The Integrative Paper is an in-depth review and integration of the literature on a selected clinical topic. Credit for the paper is granted when the paper has been reviewed and accepted.

PP6015 Narrative Psychotherapy

3 credit hours

This course introduces the student to narrative approaches to psychotherapy, based on the work of Michael White and David Epston. Students become familiar with the narrative metaphor and with clinical practices such as externalization, deconstruction and reconstruction, reflecting terms, and focusing on clients' resiliencies and resources. Extensive use of videotapes and experiential exercises amplify and reinforce the learning process.

PP6020 Team Dynamics and Group Behavior

3 credit hours

This course is designed to provide students with an overview of the psychology of team sports and the role of group factors in individual and team performance. A theoretical understanding of various group processes in sport, such as team cohesion, group communication, and leadership, are reviewed. Team building and the development of group effectiveness also are highlighted. In addition, theoretical and practical issues involved when working with team sports are covered. Special attention is given to the impact of race and gender in sports.

PP6025 Research and Program Evaluation

3 credit hours

A basic understanding of types of research is presented, covering basic statistics, research report development, and research implementation. Other areas studied include program evaluation, needs assessment, publication of research information, and ethical and legal consideration pertinent to the psychotherapist.

PP6045 Psychopathology

3 credit hours

The concentration of the study is on the observation, description, etiology, assessment and understanding of the moderate range of symptomatology and personality and behavioral disorders of adulthood. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Also, the assessment, etiology, description, understanding and treatment of the more severe psychological disorders are emphasized. Included in the study are schizophrenia spectrum, affective disorders, and borderline psychopathology. Emphasis is on recognition of the continuum of basic psychological processes in normal and severely disturbed experience.

PP6050 Family and Couples Therapy

3 credit hours

This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, Bowenian, solution-focused, and constructivist approaches, and may include others, as time permits.

PP6060 Group Therapy

3 credit hours

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both experiential and didactic components. The course engages students in a thoughtful study of group process, and is structured to help them integrate their thoughts and feelings with their experience. Theories of group development and relevant research are also addressed.

PP6100 Ethics and Professional Issues

3 credit hours

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure, and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

PP6150 Introduction to Diverse Populations

3 credit hours

This course is designed to expose students to the current and historical experiences of diverse groups of people in the United States. Topics include race, gender, sexual orientation, ethnicity, religion, immigrant status, disability, socio-economic status, and age. Emphasis will be placed on awareness of the impact of one's own Race, Ethnicity and culture(s) on cross cultural interactions, including assessment and therapy relationships. The course will include both didactic and experiential components, and students will be expected to consider our cultural, economic, and sociopolitical systems from multiple perspectives.

PP6201 Master's Practicum I

0 – 3 credit hours

This one-year (two semesters) practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience includes assessment and intervention experience.

Prerequisites: (ORA) PP7020, PP7110, PP7111, PP7300, PP7301, PP7365, PP7371, PP8010, PP8050, PP8039; (PHX) PP7010, PP7111, PP7330, PP7370, PP7371, PP7501, PP8020, PP8036.

PP6202 Master's Practicum II

0 – 3 credit hours

This one-year (two semesters) practicum provides supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience includes assessment and intervention experience.

Prerequisite: (PHX) PP6201.

PP6203 Master's Practicum II

0 – 3 credit hours

Continuation of Master's Practicum II.

PP6204 Master's Intervention Practicum and Seminar I

3 credit hours

The focus of this one-year (two semesters) of practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students'

field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

Prerequisites: (HI) PP7010, PP7045, PP7100, PP7110, PP7111, PP7365, PP7370, PP7371, PP8030.

PP6205 Master's Intervention Practicum and Seminar II

3 credit hours

The focus of this one-year (two semesters) of practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

Prerequisite: (HI) PP6204.

PP6206 Master's Intervention Practicum and Seminar II — Extended

0 credit hours

The focus of this one-year (two semesters) of practicum is therapy training. In addition to the required hours working at the assigned training site, students meet weekly with peers and a faculty member to discuss client, therapists, and supervision issues; develop case study and presentation skills. The intent of this seminar is to provide further didactic and experiential training in support of the students' field experiences. During the latter half of the training years, students present a Clinical Evaluation Conference (CEC) therapy videotape, transcript, case report and self-critique for formal review.

Prerequisites: (HI) PP6204, PP6205.

PP6300 Counseling Theory

3 credit hours

The basic theory, principles, and techniques of counseling and their application to professional counseling settings are explained.

(ATL) undergraduate abnormal psychology course.

PP6350 Group Theory

1 credit hour

This course offers an introduction to the basic principles and theories of group psychotherapy operations. The course focuses on providing students with a broad understanding of group development, dynamics, leadership styles, and different approaches to conducting group therapy. Theories of group development and relevant research are also addressed. This course is intended to provide a theory based complement to the experiential course Personal and Professional Development (PP7080).

PP6366 Career Development

3 credit hours

This course provides an understanding of career development theories and decision-making models; occupational educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; career development program planning, resources, and effectiveness evaluation.

PP6400 Professionalization Group

0–1 credit hour

These groups include didactic and discussion components and are required for all entering students. The first semester focuses on topics related to issues important to new professional psychology students, including the following: an orientation to the program and the field; introduction to ethical and legal issues necessary for students to begin class and training experiences; professional education trends

and issues; and professional practice trends and issues. In addition, the faculty member leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's academic experience.

PP6450 Foundations of Clinical Interventions

3 credit hours

This course provides an overview of the major approaches to psychological interventions, including the various techniques and practices associated with the approaches. Basic issues in the general conduct and processes of clinical interventions are presented based on insights from various theoretical approaches, including the establishment of therapeutic relations, the integration of assessment and intervention, and termination and accountability of treatment.

PP6493 Psychological Aspects of Athletic Injury

3 credit hours

This course provides students a comprehensive overview of the knowledge base for the psychological aspects of sport injury and rehabilitation, including pain management and assessment issues. Mechanisms of sport injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to developing a psychological rehabilitation program, along with understanding how a sport medicine team works together to rehabilitate the "total" athlete. Issues such as return to play, adherence, and counseling injured/disabled athletes are explored.

PP6496 Social Psychology of Sport

3 credit hours

In this course students are introduced to the principles and concepts of group and organizational behavior. Theory and research in group membership, organizational culture and style, leadership development and style, coaching/management style, power and decision making are also systematically addressed. Special attention will be given to the concept of team cohesion and its relationship to performance.

PP6499 Applied Sport Psychology I: Theory and Research

3 credit hours

This course introduces students to theory, research and practice of sport performance enhancement for both individuals and groups of performers by a variety of psychological interventions. Theoretical understanding in the use of mental skills training techniques such as goal-setting, imagery, self-talk, and arousal regulation is a prime focus. In addition, topics such as self-motivation, self-confidence, and concentration are addressed. Special attention is given to the thorough understanding of the psychological factors necessary for optimal sport performance to aid in appropriate intervention planning.

PP6500 Applied Sport Psychology II: Professional Practice

3 credit hours

This course focuses on the developing an in-depth understanding of the professional practices of sport performance enhancement through psychological interventions in both individual and group (team) settings. Students develop proficiency in the selection, development, and implementation of psychological interventions based on current theory and research. A variety of cognitive, affective, and behavioral mental skills training techniques are studied in-depth with an emphasis on understanding the relationship between performance enhancement skill level and psychological factors. Ethical issues in the practice of applied sport psychology, as well as gender issues, considerations in working with diverse groups, and special needs of challenged populations are also addressed.

Prerequisite: (PHX) PP6499.

PP6505 Clinical Skills Development

0 credit hours

This course is individually tailored to assist in skill development and evaluate students in need of remedial work. The specific skills, requirements, and methods of evaluation are determined by the Student Evaluation and Ethics Committee.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

PP6510 Athletic Counseling

3 credit hours

This course is designed to introduce students to the range of counseling-based interventions in applied sport psychology. A psychoeducational-developmental perspective is provided as a theoretical framework for the practice of sport psychology. The course focuses on the development of life skills and the implementation educational programs to enhance development in athletes, especially youth through adulthood. Academic counseling, issues related to transitions, and cultural factors also are addressed.

Prerequisite: (PHX) PP7010.

PP6530 Master's Thesis

1–3 credit hours

Students must register for three one-hour thesis credits. Each Master's Thesis credit hour has associated with it certain criteria for a final grade of "Credit/No Credit."

PP6537 Sport Psychology Doctoral Practicum and Seminar I

3 credit hours

An experience in applied sport psychology with a client population under close supervision is provided. Special emphasis is placed on assessment, intervention planning, and program development. The goal of the seminar is to develop integrated skills in assessment and intervention. The focus is on the development of skills in interviewing, case formulation, and appropriate intervention planning. The seminar meets weekly throughout the academic year.

Prerequisites: (PHX) PP6500, PP7010, PP7330, PP7501, PP8010, PP8020.

PP6538 Sport Psychology Doctoral Practicum and Seminar II

3 credit hours

This course is a continuation of Sport Psychology Doctoral Practicum and Seminar I (PP6537).

Prerequisite: (PHX) PP6537.

PP6675 Introduction to Clinical Hypnosis

1.5 credit hours

This course introduces the student to the basics of clinical hypnosis. Topics to be covered in this first course include historical and theoretical foundations, myths and misconceptions regarding clinical hypnosis, hypnotizability, use of clinical hypnosis in practice, possible dangers and adverse reactions, ethics and professional issues. This course has been approved by the American Society of Clinical Hypnosis (ASCH) for basic training requirements towards membership and/or ASCH certification.

PP7000 History and Systems

3 credit hours

This is a graduate survey course designed to thoroughly acquaint the student with the history and philosophical issues that combine as precursors to modern psychology. Although some consider that psychology was founded in 1879 when Wilhelm Wundt opened his laboratory, actually psychology emerged from the very origins of philosophy in ancient times, grew into the disciplines of philosophy and physiology becoming a separate and distinct discipline in the late 19th century. This course will study the myriad figures, discoveries, and ideas contributing to the rise of psychology. The course will investigate how psychological thought has paralleled the development

of western thought, tradition, culture, religion, medicine, and social institutions.

Co-requisite for CCE: (ATL) PP8204.

PP7010 Lifespan Development

3 credit hours

This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology are considered throughout the course.

Co-requisite: Diagnostic Practicum; (ATL) PP7373.

PP7020 Child and Adolescent Development

3 credit hours

This course focuses on normative development of the individual personality, from childhood through adolescence. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural, and transcultural development of the individual personality are explored. The normative course of the individuation is the subject of the course, with some consideration, by implication and class presentations, given to the genesis and epigenesis of psychopathology.

PP7025 Infant, Child and Adolescent Development and Treatment

3 credit hours

This course provides an overview of development and therapy for infants, children and adolescents. Stages of normal cognitive, emotional, and social development are examined to provide a baseline for determining the need for therapy and the most appropriate types of interventions. Students learn how to make diagnostic assessments based on interviews with parents, observations of children's play and one-on-one interactions. A range of therapeutic approaches is explored, including play therapy, psychoanalytic psychotherapy, group therapy, cognitive-behavioral treatment, infant/parent dyadic therapy, and collateral work with parents, and family therapy.

PP7040 Cognition and Affective Processes

3 credit hours

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision making are considered. Clinical applications are emphasized throughout the course.

Co-requisite for Diagnostic Practicum: (ATL) PP8720.

PP7041 Quantitative Inquiry

3 credit hours

This course surveys the major methodologies for completing psychological research, with an emphasis on the design of quantitative strategies for answering clinical questions. Students develop critical thinking skills to evaluate and review published research. Diversity issues in measurement are explored.

PP7042 Statistics Laboratory

1 credit hour

Students learn statistics necessary for describing data and evaluating research instruments and complete analyses associated with the methodologies surveyed in Quantitative Inquiry (PP704).

PP7043 Qualitative Inquiry

3 credit hours

This course explores qualitative research methodologies to answer clinical questions both in research and in practice. Students develop critical thinking skills to evaluate and review published qualitative research, and gain knowledge and skills in the design of rigorous and systematic qualitative approaches relevant to clinical work and understudied populations.

Prerequisites: (HI) PP7010, PP7041, PP7042, PP7100, PP7342, PP7365.

PP7044 Consultation and Community Mental Health*3 credit hours*

This course surveys the major methodologies for completing psychological research, with an emphasis on the design of quantitative strategies for answering clinical questions. Students develop critical thinking skills to evaluate and review published research. Diversity issues in measurement are explored. In addition, the community mental health system is examined. The course offers ideas for areas of improvement and informs students about the use of the system, including regional hospitals, community mental health centers, hospice, Social Security, and the department of family and children's services.

Prerequisites: (HI) PP7041, PP7043, PP8060, PP8209.

PP7045 Psychopathology*3 credit hours*

The concentration of the study is on the observation, description, etiology, assessment and understanding of the moderate range of symptomatology and personality and behavioral disorders of adulthood. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Also, the assessment, etiology, description, understanding and treatment of the more severe psychological disorders are emphasized. Included in the study are schizophrenia spectrum, affective disorders, and borderline psychopathology. Emphasis is on recognition of the continuum of basic psychological processes in normal and severely disturbed experience.

PP7046 Brief Treatment Models and Applications to Diverse Populations*3 credit hours*

Brief psychotherapies, such as time-limited psychodynamic and solution-focused treatments, are applied to a range of problems with emphasis on the issues relevant to their use with diverse populations. Change and time are explored in the context of culture, and skills for clinical practice are developed.

Prerequisite: (HI) PP7342.

PP7047 Diversity Issues in Clinical Health Psychology*3 credit hours*

This course addresses the appropriate development, use, and evaluation of clinical health psychology interventions with populations that are diverse in terms of culture, ethnicity, economic resources, gender, and sexual identity. Group differences that impact the utilization of health promotion, disease prevention, and disease management activities are reviewed.

Prerequisites: (HI) PP7051, PP7342.

PP7048 Evaluation and Treatment of Asian and Pacific Island Populations*3 credit hours*

This course examines issues relevant to provision of mental health services for Asian and Pacific Island populations, including biases and oppression. Knowledge and skills are developed in cultural communication unique to these groups, and incorporate alternative available resources associated with work in these cultures.

Prerequisite: (HI) PP7342.

PP7049 Evaluation and Treatment of Diverse Families*3 credit hours*

Mental health needs are explored, including issues that impact clinical work with families within culturally-defined groups or those with single or step parents. Students learn to conceptualize human problems, change from a systemic perspective, and further the development of skills for clinical practice.

Prerequisite: (HI) PP7342.

PP7050 Physiological Psychology*1.5–3 credit hours*

This course introduces brain-behavior correlates, the systematic function of the nervous system, and basic psychopharmacology. Areas covered include anatomy, physiology, synaptic processes, biological foundations of language, cognition, learning, memory, and psychopathology, as well as endocrine processes and the impact of these systems on behavior and psychopathology.

PP7051 Biological Bases of Behavior*1.5–3 credit hours*

This course introduces students to the gross anatomy and the neurophysiology of the nervous system. Students are presented with updated data and findings regarding neurological functions as the foundations of human behavior. It presents an overview of endocrinological processes, adding more breadth to the purpose of this course, introducing students to the fundamentals of physiology behavior correlates. In addition, this course introduces students to the clinical ramifications of primitive reflexes and developmental undertones.

Prerequisite: (HI) PP7045.

PP7060 Social Psychology*3 credit hours*

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings are emphasized.

Recommended: (TAM) PP7311, PP7373, PP8038. Prerequisites: (ATL) PP7200.

PP7070 Empirical Research*1 credit hour*

Students undertake an empirical project by completing one or more of the following activities, which are essential components of empirical study: development of a study design, setup of the study, data collection, data analysis, and presentation/publication of study. Students may apply up to three units of elective toward this research project. Students may register for 1 credit hour per semester to a maximum of 3 credit hours.

PP7080 Personal and Professional Development Group*1–2 credit hours*

This course offers a group experience, over one to three semesters, which focuses on increasing knowledge, enhancing skills, and examining attitudes and values involved in interpersonal and group interaction. In this experiential approach, students learn to increase self-awareness and empathic understanding of others, practice more effective listening and communication skills, and work on developing greater interpersonal competency in order to guide their development as clinicians and professional psychologists.

PP7100 Professional Issues: Ethics, Conduct, and Law*1.5–3 credit hours*

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure, and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

Prerequisites: (ATL) PP7110; (DC) PP8201.

PP7110 Professionalization Group I*0–1 credit hour*

These discussion groups for first-year students are led by a core faculty. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group helps students with academic and field training planning, general

consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience. The professionalization group does not carry academic credit.

PP7111 Professionalization Group II

0–1 credit hour

This course is a continuation of Professionalization Group I (PP7110).
Prerequisites: (ATL/DAL/DC/PHX/SF/TAM) PP7110.

PP7112 Professionalization Group I

0–1 credit hour

The two-semester series, Professionalization Group I (PP7112) and Professionalization Group II (PP7113), focuses upon personal growth and development as a practicing psychotherapist. Topics included are: development of self; enhanced awareness of experiences, thoughts, behaviors and biases held about self and others; and the psychological tasks and challenges in becoming a psychotherapist. Much of the classroom time is spent in discussion and experiential exercises that promote self growth and professional development. Specific topics are at the discretion of the instructor. Demonstration of learning is measured by classroom participation, ongoing journaling (or other form of creating a portfolio of individual learning), and a final paper (one per semester) addressing student awareness of areas in which they have made significant progress, and areas of challenge that remain for further growth.

PP7113 Professionalization Group II

0–1 credit hour

This course is a continuation of Professionalization Group I (PP7112).

PP7114 Professionalization Group III

0–1 credit hour

This course is a continuation of Professionalization Group I (PP7112) and Professionalization Group II (PP7113).

PP7120 Psychology and Management

1–3 credit hours

This course focuses on the contribution of psychology to management and business. Several areas of practice are highlighted, such as organizational behavior, coaching, employee selection, workplace intervention, and general management skills.

PP7164 Capstone Integrative Seminar

3 credit hours

Designed as a culminating, integrative end-point to on-campus learning, this course is taken during the year before the student goes on internship. The course makes extensive use of case materials from diverse populations, focusing on practical issues touching on all aspects of assessment, treatment planning, and intervention, as well as issues relating to consultation and supervision. Students examine how they personally impact the therapeutic relationship. The course requires the successful completion of several tasks designed to demonstrate that the student is ready for internship.

Prerequisite: PP8203.

PP7200 Statistics and Research I

3 credit hours

The first of a two-semester sequence in statistics and research methodology. This course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings. *This course is cross-listed with Statistics and Research I (SP7200).*

Prerequisites: (ATL/DC/DAL/PHX/SAR/TAM) undergraduate statistics or research methods course; (DC) PSY210 or PSY302; (SCH/SEA) PSY210.

PP7201 Statistics and Research II

3 credit hours

This course is a continuation of Statistics and Research Methods I (PP7200). Quantitative, multivariate approaches to systematic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project. These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are also covered.

Prerequisite: (ATL/DAL/DC/ORA/PHX/SAR/SCH/SF/TAM/TC) PP7200.

PP7202 Statistics

3 credit hours

Statistical methods, parametric and nonparametric, with an emphasis on those applicable to clinical evaluation and research, are addressed in this course.

Prerequisite: (CH) an undergraduate statistics course.

PP7203 Research Methods

1.5–3 credit hours

This course is a survey of the major methods utilized in empirical clinical practice and program evaluation. Students learn experimental, quasi-experimental, and systematic single-subject designs, as well as principles and strategies of program evaluation and quality assurance in the delivery of mental health services in a variety of clinical settings. Initial formulations of clinical research proposals are encouraged.

PP7204 Statistics and Quantitative Methods

3 credit hours

This course includes an overview of quantitative research methods, basic concepts in descriptive and inferential statistics, and experimental research design. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings. The focus is on: a) non-parametric and parametric statistical procedures including when and how to use each; and b) quantitative research methods including choice of the most appropriate research method and strategies to address common problems encountered.

Prerequisite: an undergraduate statistics course.

PP7205 Qualitative Research Methods

3 credit hours

This course examines in depth the methodological strategies and data analysis required for clinical research. Emphasis will be placed on qualitative design and theory. Students learn to evaluate the design, analysis, and interpretation of published research. Cultural issues are discussed. Basic qualitative research skills are developed. The class will explore the spectrum of qualitative methodologies, with an emphasis on the commonalities within these approaches. Participants will have an opportunity to work through a qualitative project from start to finish.

Prerequisite: PP7204.

PP7300 Psychopathology I

3 credit hours

This course concentrates on the description, etiology, assessment, and understanding of the moderate range of symptomology and behavioral disorders. Developmental and dynamic elements are considered in the context of diagnostic and therapeutic concerns. A methodology for organizing clinical data is presented. Diagnostic systems, particularly the current edition of the *DSM-IV*, are presented and examined. Attention is also given to diagnostic interviewing, including a review of semi-structured interviews and opportunities for role-play.

Prerequisites: (SCH) PC6003.

PP7301 Psychopathology II*3 credit hours*

A continuation of Psychopathology I (PP7300), this course covers the description, etiology, assessment, emphasizing understanding of more severe psychological disorders. Schizophrenic spectrum disorders, substance abuse disorders, and personality disorders are included. Attention is given to diagnostic interviewing, focusing on the range of diagnoses presented in the course with opportunities for role-play.

Prerequisites: (SCH/ORR/SF) PP7300, (TC) PP7300.

PP7302 Psychopathology I**3 credit hours*

This course concentrates on the description, etiology, presentation and treatment of mental disorders that are first evident in childhood and adolescence. Diagnostic categories covered include autism spectrum disorders, ADHD, learning disabilities, conduct disorder, gender identity disorder, eating disorders and personality disorders. Diagnostic systems, including the *DSM*, are presented and critiqued. Psychopathology is studied from a lifespan perspective, noting differences in onset, course and treatment at different points in the life cycle. The role of gender and culture are highlighted in the development, maintenance and treatment of psychopathology. Trauma and child abuse are addressed, and psychopathology and its treatment are viewed from both developmental and trauma frameworks.

Prerequisite: (SEA) undergraduate abnormal psychology course or equivalent.

PP7303 Psychopathology II**3 credit hours*

This course concentrates on the description, etiology, presentation, and treatment of mental disorders that typically present in adulthood. Diagnostic categories covered include cognitive disorders, mood and anxiety disorders, substance related disorders and chemical dependency treatment, schizophrenia and related psychotic disorders, sleep disorders, sexual dysfunction, somatoform disorders, and adjustment disorders. Diagnostic systems, including the *DSM*, are presented and critiqued. Psychopathology is studied from a lifespan perspective, noting differences in onset, course and treatment at different points in the life cycle. The role of gender and culture are highlighted in the development, maintenance and treatment of psychopathology. Trauma and domestic violence are addressed, and psychopathology and its treatment are viewed from both developmental and trauma frameworks.

Prerequisite: (SEA) undergraduate abnormal psychology course or equivalent.

PP7305 Advanced Psychopathology*3 credit hours*

This is an advanced course in psychopathology that focuses on the refinement of diagnostic skills, assessment, development, and treatment options for various forms of pathology. The course utilizes film presentations of a wide range of *DSM-IV* pathologies, and concentrates on evaluating the necessary criteria to render a specific diagnosis, as well as consideration of differential diagnosis.

PP7310 Theories of Psychopathology*3 credit hours*

This course provides students with a broad theoretical foundation from which to view and understand the development of psychopathology. The course examines the theories and explanations of the development of normal and abnormal personalities and behavior from various perspectives. The primary focus is on the theories, relevant research, and treatment applications of the psychodynamic, humanistic, behavioral, and learning models. Other models or theories may be presented.

PP7311 Diagnostic Psychopathology*3 credit hours*

This course focuses on the description, etiology, and diagnosis of psychological and personality disorders. Relevant clinical research is reviewed. While the primary focus of this course is the *DSM-IV* diagnostic system, other systems of understanding may be considered. Discussion of the broad continuum of symptomatology encountered in clinical practice, and the unique personal experience that characterizes every clinical case, are included.

Prerequisite: (ATL) undergraduate abnormal psychology course.

PP7320 Health and Dysfunction I*3 credit hours*

The assessment, etiology, description, understanding, and treatment of the mild to moderate range of psychological, personality and behavioral disorders of adulthood are covered. This may include adjustment disorders, anxiety disorders, mild affective disorders, and mild to moderate personality disorders. A methodology for organizing clinical data is an important component of this course. Various theories and empirical research on the etiology and treatment of these disorders are covered. The role of contextual factors in understanding and treating these disorders are included.

PP7321 Health and Dysfunction II*3 credit hours*

The assessment, etiology, description, understanding, and treatment of the more severe psychological disorders are covered. Included in the study are schizophrenia spectrum, affective disorders, and borderline disorders. Various theories and empirical research on the etiology and treatment of these disorders are included. Emphasis is on the recognition of the continuum of basic psychological processes in normal and severely disturbed experience.

Prerequisite: (CH) PP7320.

PP7322 Community Mental Health*1.5–3 credit hours*

The course presents an integrated view of social problems with a focus on prevention. Counseling interventions that foster collaboration, support for systemic change, and values diversity, empowerment, and community integration are taught.

PP7330 Child and Adolescent Psychopathology*3 credit hours*

This course examines the major psychopathologies of childhood. Various theories for the etiologies of child psychopathology are considered, and the implications for diagnosis, consultation, and treatment are also addressed.

Prerequisites: (ATL) PP7010, PP7311; (DAL) PP7010; (CH) PP7020, PP8203; (DC) PC6003; (PHX) PP7010; (TAM) PP7311.

PP7331 Child and Adolescent Assessment*3 credit hours*

This course is designed to provide a comprehensive review of evaluation procedures specific to children and adolescents. Topics may include developmental disorders, conduct disorders, attention deficit and learning disorders, sexual and physical abuse, psychosis, depression, custody determination, and anxiety disorders.

Co-requisites: (ATL) PP7372. Prerequisites: (ATL) PP7010, PP7370, PP7371; (SCH) PSY210, PSY361; (PHX) PP7010.

PP7332 Child Abuse Assessment and Reporting*0 credit hours*

This course presents current child abuse reporting laws and concentrates on the assessment of child abuse. Role play is utilized to demonstrate effective techniques in the assessment of child abuse. Clinical issues related to the reporting of child abuse are discussed.

PP7340 Issues in the Assessment and Treatment of Diverse Populations

3 credit hours

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Theory and research are reviewed so as to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Information is provided about the unique mental health needs of African Americans, Asians, Hispanics, Native Americans and gay, lesbian, bisexual, and transgender populations.

Prerequisites: (ATL) P7311; (DAL) PP8022; (DC) PP8010 or PP8030 or PP8050 or PP8060; (ORA) P7060; (PHX) PP7501.

PP7341 Issues in the Assessment and Treatment of Racially and Ethnically Diverse Populations

3 credit hours

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Special emphasis is placed on facilitating student awareness of biased attitudes, as such attitudes may negatively impact relations with individuals and groups who are sensitized to issues of discrimination. Theory and research are reviewed so as to understand cultural differences and the interplay between concepts of pathology, treatment, and cultural stereotyping. Information is provided concerning the unique mental health needs of African Americans, Asians, Hispanics, and Native Americans.

Prerequisites: (CH) PP6201, PP8185, or PP820.

PP7342 Evaluation and Treatment of Diverse and Marginalized Populations

3 credit hours

This course is designed to sensitize students to issues of inclusion, exclusion, and power in clinical work with ethnically, racially, and culturally-defined groups, women and men, gay/lesbian/bisexual/transgendered people, people with disabilities, elders, people with HIV disease, and other groups of involuntary and voluntary affiliation. Students' awareness of their own biases and strengths in human relations is facilitated. Theory and research relevant to the mental health needs of marginalized groups is reviewed, and students develop strategies for integrating this knowledge base into clinical practice. The focus of this course is to empower the students' continual process of self-understanding and awareness in considering the nuances that may impact them as clinicians. In addition, this course supports students in their assessment, case conceptualization, and treatment of diverse and marginalized populations as a means of promoting clinician competency, providing ethical and professional services, and maintaining self-reflexivity.

PP7343 Delivering Psychological Services to Vulnerable Populations

3 credit hours

This course addresses the delivery of mental health services to vulnerable and marginalized persons, including minorities, the poor, homeless, severely mentally ill, prisoners, and other populations. It explores issues related to community psychology, cross-cultural psychology, power and empowerment, and innovative treatment models, all within the context of the practitioner's self understanding, awareness, and growth.

PP7345 Intensive Clinical Training

3 credit hours

In this course, each student is expected to work directly with clients. Students and their clients hold weekly sessions behind a one-way mirror while being observed by a "team." Sessions are guided by the instructor and/or clinical teaching assistant, who coach the student therapist throughout the session. Students also meet with their "teams"

for pre-session and post-session evaluation of each case. During each class session, a structured lecture is presented to the entire class by the instructor.

PP7349 Career Assessment and Counseling

1–3 credit hours

This course reviews of theories of job satisfaction and performance, instruments used for career assessment purposes, and principles of career counseling.

PP7350 Consultation and Supervision

2–3 credit hours

This course provides students with theoretical and empirical knowledge, as well as relevant practical skills needed to function as consultants and supervisors. Contextual issues related to contemporary models and systems of service delivery are considered.

Prerequisites: (ATL) PP8204; (HI) PP7045, PP8030, PP8210; (PHX) PP8201, (SEA) PP8203; (SF) P8201, PP8202; (SAR/TAM) PP8041, concurrent PP8203; (TC) PP6400, PP6401.

PP7351 Supervision and Consultation in Family/Couples Therapy

3 credit hours

This course provides students with theoretical and empirical knowledge, as well as relevant practical skills needed for them to function as consultants and supervisors using family systems theories and concepts. Contextual issues related to contemporary models and systems of service delivery are considered.

PP7352 Clinical Supervision

3 credit hours

The aim of this course is to provide students with an overview of theory, research and practice models for clinical supervision. Numerous conceptual models for clinical supervision are described and discussed with an emphasis on the following approaches: developmental, person-centered, psychodynamic, cognitive behavioral, skill training, systemic, and integrated. Students use role plays to begin exploring the nature of the supervisory relationship and their own emerging approach to supervising others. They also discuss common strategies, modalities, training issues and dilemmas.

Prerequisite: (HI) PP7000, PP8010, PP8020, PP8030, PP8060, PP8212.

PP7355 Intensive Clinical Observation

1 credit hour

Intensive Clinical Observation (ICO) is a specialized course that allows students to participate in the Intensive Clinical Training elective as an observer. Students become members of an "observing team" that views therapy sessions through a one-way mirror and participates in both pre and post-clinical sessions. This course is an invaluable tool to gain clinical experience.

PP7359 Introduction to Clinical Psychopharmacology and Substance Abuse

3 credit hours

This course introduces psychotropic drugs, their pharmacokinetics and pharmacodynamics, their clinical action, and principles of use. In addition, this course presents an overview of major drugs of abuse, and specific social, psychological, and political issues surrounding these drugs. Diagnostic and treatment approaches are included.

PP7360 Clinical Psychopharmacology

1.5–3 credit hours

This course provides an introduction to psychotropic drugs, their neurochemical basis, their mechanism of action, and their clinical application.

Prerequisites: (ATL/DC/ORA/PHX/SEA/TAM) PP7050; (CH/HI) PP7051.

PP7361 Psychopharmacology*1 credit hour*

An introduction is provided to psychotropic drugs, their neuro-chemical basis, their mode of action, and their clinical application. Principles of use and current status of psychopharmacology are discussed.

PP7362 Advanced Clinical Psychopharmacology*3 credit hours*

This course is an in-depth and comprehensive examination of issues underlying the use of psychotropic medication in the treatment of clinical disorders. Subjects covered include establishment of physician-psychologist relationships, management of “split” treatment, enhancement of patient compliance to treatment, education of patients about medications, the role of placebo effect, dealing with failed pharmacological trials, medication management, inappropriate uses of medication, psychobiology of ethnicity, and the pharmacological treatment of special populations.

Prerequisite: (ATL) PP7360.

PP7364 Clinical/Community Clerkship Seminar*3 credit hours*

The Clinical/Community Clerkship Seminar is a prepracticum field experience for entering students. The focus is on the development of clinical inquiry skills, knowledge of community resources, and crisis intervention skills. The importance of the value of pro bono service and community involvement is stressed. In addition, this seminar helps students become aware of, and sensitive to, the context (cultural, social, political, institutional, systemic environment) in which assessment and referral occurs, in addition to its implications. Other areas of professional competence addressed in preparation for the first-year Clinical Evaluation Conference (CEC) include identification of crisis situations/needs assessment (for referral), development of intake skills, beginning integration of knowledge in psychopathology, human development, professional ethics, and cultural competence. Basic interviewing skills such as informed consent, listening, empathy, reflecting, being fully present, etc., will be punctuated and emphasized throughout the seminar. The seminar is also designed to assist the students in critiquing their ability to conduct a clinical interview and to gain preliminary understanding of theory, research, practice, and ethics as they relate to clinical interviewing.

PP7365 Clinical Interviewing*3 credit hours*

This course offers students the opportunity to learn basic listening and interviewing skills, as well as how to conduct a full clinical interview as part of an initial assessment. Students examine directive and nondirective approaches to interviewing, and read and discuss theoretical and empirical literature. Through demonstrations, role-playing, and structured exercises, students practice and develop these skills.

Prerequisites: (ATL) PP7311; (DC) PP7501.

PP7366 Lifestyle and Career Development*3 credit hours*

This course provides an understanding of career development theories and decision-making models; occupational educational information sources and systems; assessment instruments and techniques relevant to career planning and decision-making; career, lifestyle, and leisure counseling, guidance and education; career development program planning, resources, and effectiveness evaluation.

PP7368 Initial Interviewing Skills*1.5 credit hours*

This course offers students the opportunity to learn basic listening and interviewing skills, as well as how to conduct a full clinical interview as part of the initial assessment. The course will also focus on a range of

initial interviewing skills including the establishment of the therapeutic relationship, gathering and organizing diagnostic and assessment data, and developing initial treatment recommendations. Through demonstrations, role-playing, and structured exercises, students will practice and develop these skills.

PP7369 Basic Intervention Skills and Models*1.5 credit hours*

This course provides an overview of the major theoretical approaches to psychological interventions, including the various techniques and practices associated with the approaches. Basic issues in the general conduct and processes of clinical interventions are presented based on insights from various theoretical approaches, as well as integrative models, including the establishment of therapeutic relationships, the integration of assessment and intervention, termination and accountability and evaluation of treatment.

PP7370 Cognitive Assessment*3–4 credit hours*

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. It covers principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

Prerequisites: (CH) an undergraduate tests and measures course; (DAL) PP7200, undergraduate tests and measures course; (DC) PSY415; (ORA) PSY102 or psychological assessment concurrent; (PHX) undergraduate tests and measures course, PSY415; (SF) PP7365; (SEA) PSY210 or equivalent undergraduate tests and measures course; (TAM) PP7365.

PP7371 Objective Personality Assessment*3–4 credit hours*

This course introduces the student to the major approaches and techniques for objective personality assessment in adults. Topics covered include general principles and issues in objective assessment, and techniques of personality assessment. The primary emphasis is on the MMPI-2, with an overview of other commonly used measures of objective personality assessment. The class includes a laboratory in which skills in administration and interpretation can be practiced.

Prerequisites: (CH) undergraduate tests and measures course; (DAL) PP7370; (HI) PP7045, PP7365, PSY7370; (ORA) psychological assessment, PSY102 concurrent with or before class offered; (PHX) undergraduate personality theories course, and PP7501; (SCH) PSY102, PP7300; (SEA) PP7370; (SF) PP7365, PP7310, PP7311; (TAM) PP7310, PP7311 (can be concurrent), PP7365; (TC) PP7370.

PP7372 Projective Personality Assessment*3 credit hours*

This course covers the Exner Comprehensive System for the Rorschach as well as selected projective tests. In addition to understanding theoretical underpinnings, the student is expected to develop some competency in the administration, scoring, and interpretation of these instruments. The class includes a laboratory in which skills in administration and interpretation can be practiced.

Prerequisites: (ATL) PP7370, PP7371; (CH) an undergraduate tests and measures course; (DAL) PP7370, PP7371; (HI) PP7045, PP7365, PP7370, PP7371; (ORA) PP7300, PP7301; (PHX) PP7370, PP7371, PP7372; (SCH) PP7300, PP7301, PP7371; (SEA) PP7302, PP7303, PP7370, PP7371; (SF) PP7365, PP7310, PP7311, PP7371; (TAM) PP7310, PP7311, PP7365, PP7370, PP7371; (TC) PP7370.

PP7373 Integrative Assessment

1–4 credit hours

The course builds skills in integration of assessment data, communication of results toward answering a specific question, and development of treatment recommendations.

Prerequisites: (ATL) PP7372; (CH) PP7370, PP7371, PP7372; (DAL) PP7370; PP7371; PP7372; (DC) PP7365 or PP7370 or PP7520; (HI) PP7365, PP7371, PP7372; (ORA) PP7300, PP7301, PP7020, PP7370, PP7371, PP7372, PP7365; (PHX) PP7370, PP7371, PP7372; (SAR) PP7365, PP7370, PP7371, PP7372; (SEA) PP7370, PP7371, PP7372; (SF) PP7370, PP7385; (TAM) PP7365, PP7370, PP7371, PP7372, PP8201

PP7374 Assessment: Advanced Rorschach

3 credit hours

The major focus of study is on interpretation, based largely, but not exclusively, on the work of Exner. Quantitative analysis, sequence analysis, content analysis, and an analysis of verbalizations and behavior are presented in a practical, experiential manner. Rorschach data with other projective data is integrated.

Prerequisite: (CH) PP7372.

PP7378 Objective Personality Assessment Lab

1 credit hour

This course will be taken simultaneously with Objective Personality Assessment (PP7371). In the laboratory section, students learn and practice standardized objective personality test administration, scoring and interpretation. This course focuses on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course.

Prerequisite: concurrent enrollment PP7371.

PP7379 Projective Personality Assessment Lab

1 credit hour

This course will be taken simultaneously with Projective Personality Assessment (PP7372). In the laboratory section, students will learn and practice standardized objective personality test administration, scoring and interpretation. This course will focus on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course.

Prerequisite: concurrent enrollment PP7372.

PP7380 Cognitive Assessment Lab

1 credit hour

This course will be taken simultaneously with Cognitive Assessment (PP7370). In the laboratory section, students will learn and practice standardized cognitive test administration, scoring and interpretation. This course will focus on practical training of hands-on skills as well as the reviewing of test protocols. The instructor will oversee practice sessions, and students will be required to exhibit a minimum level of proficiency in each area before being allowed to proceed in the course. Course is graded as "Credit/No Credit."

Prerequisite: concurrent enrollment PP7370.

PP7381 Projective Personality Assessment I

1.5 credit hours

This course is the first of a two-part course projective personality assessment sequence. It provides an introduction to the development, coding and interpretation of major projective personality instruments. The main focus is on the Comprehensive System for the Rorschach Inkblot Method developed by John Exner, Jr. Additional focus will be on the Thematic Apperception Test (TAT) and projective drawing tests and techniques. In addition to understanding theoretical underpinnings, the student is expected to develop a beginning competency in the administration and scoring of these instruments, as well as an understanding of the reporting of results.

Prerequisites: PP7370, PP7371, PP7373, PP8645.

PP7382 Projective Personality Assessment II

1.5 credit hours

This course is a continuation of Projective Personality Assessment I (PP7381).

Prerequisites: PP7370, PP7371, PP7373, PP8645, PP7381.

PP7385 Personality Assessment

3 credit hours

Administration, interpretation, and theory of major objective tests are presented, with a primary emphasis on the MMPI-2 and MCMI-III. A review of projective tests is covered, with emphasis on the Rorschach Inkblot Test. Coherent description of personality process is the focus of interpreting the test protocols and presenting them in the form of a professional report.

Prerequisites: (DAL) PSY361, PP7300, PP7301; (PHX) PP7501.

PP7386 Assessment of Learning Disabilities

3 credit hours

The skillful assessment of learning disabilities is an essential clinical skill for anyone whose professional practice will have a significant involvement with children. The objective of this course is to impart the most relevant clinical aspects of this knowledge to the student. The student will be educated in the most currently available theoretical and empirical literature on learning disabilities and will receive a firm foundation in the skills necessary to assess for a learning disability.

PP7387 Psychological Assessment of Children and Adolescents

3 credit hours

This course provides an introduction to commonly used child and adolescent assessment tools, including both cognitive and personality instruments. Students develop skills in test selection, administration, interpretation, and the presentation of data in oral and written formats. PP7379

PP7390 Assessment of Organizations

1.5 credit hours

This course provides a primer to students interested in doing organizational based assessment. Special attention is given to varied formats including profit, not for profit, educational and international systems and organizations. Focus is on the applied with attention to case material and non-clinical assessment measures and techniques.

PP7400 Advanced Group Leadership and Supervision*0–1.5 credit hours*

The emphasis is on gaining firsthand group leadership experience and a conceptual grasp of group processes and leadership issues in group therapy. Students participate as co-leaders with the instructor of the Personal and Professional development group course over two consecutive terms. Analysis of interpersonal interactions and leadership styles and functions are conducted after each class session. Journals are kept that focus on dynamics observed in the group. Co-leaders also have the opportunity to make formal presentations and conduct structured exercises to help integrate relevant theory and experience. A weekend retreat held during the spring semester with students, co-leaders, and the instructor may complete the experience.

Prerequisite: by assignment only.

PP7401 Advanced Group Leadership and Supervision II*0–1.5 credit hours*

This course is a continuation of Advanced Group Leadership and Supervision I (PP7400)

Prerequisites: PP7400.

PP7500 Trauma Throughout the Lifespan*3 credit hours*

This course is an introduction to the psychological reaction and adjustment to sexual, physical, and emotional trauma at different stages of development. It addresses the theoretical understanding of trauma and the psychological adjustment to trauma, as well as assessment and diagnostic issues, and intervention strategies important for contemporary psychological practice. Some of the topics to be covered include assessment and treatment of child maltreatment and sexual abuse, treatment of adult survivors of sexual abuse, false memory controversy, date rape, domestic violence, and immigration trauma.

Prerequisites: (ATL) PP8010, PP8030.

PP7501 Adult Psychopathology*3 credit hours*

This course is an introduction to the theoretical, clinical, and empirical knowledge about adult psychopathology and the classification of mental disorders. The entire continuum of adult psychological disorders is covered. Emphasis is placed on acquiring a conceptual foundation for understanding and classifying adult abnormal behavior. This is accomplished by reviewing the major theoretical models of abnormal behavior and by learning the rationale and procedures for the dominant nosological system.

Prerequisites: (DAL) PP7010; (DC) PC6003; (PHX) an undergraduate abnormal psychology course.

PP7513 Advanced Self-Psychology*1.5 credit hours*

This course, based on basic principles of psychoanalytic psychology, focuses specifically on the application of the self-psychological concepts of the psyche to the actual conduct of treatment. The first part of the course will provide an elaboration of the general orientation of this framework, basic concepts of self-psychology, and the tenets of treatment. The second part will emphasize the application of principles to treatment, with the use of case vignettes and illustrative case material. Students will be encouraged to consider the “integrateability” of this model with other models of treatment, and to explore the usefulness of this model in relation to their clinical work.

PP7520 Personality Assessment*4 credit hours*

Administration, interpretation, and theory of major projective tests are presented. Objective personality testing is introduced. Coherent description of personality process is the focus.

This course is offered at Argosy University/Washington DC only.

Prerequisites: (DC) PP7370 or PP7501.

PP7550 Consultation in Diverse Settings*1.5–3 credit hours*

This course is designed to familiarize students with the many ways and arenas in which clinical psychologists can function as consultants (including business, private practice, community settings, education, healthcare, and others). It is designed to help students understand the various processes of consultation and management, drawing from principles and procedures found within psychology and related disciplines.

Prerequisite: (DC)PP8010.

PP7555 Team Building*1.5 credit hours*

This course provides both theoretical and experiential training in the practice of team building. This will focus on small and medium sized group functioning, with a particular attention to leadership, followership, cohesion, and the rational functioning of groups and teams. A process-focused element will include positive psychology, NTL-style techniques and interpersonal T-Group philosophies.

PP7561 Seminar in Sport Psychology Consulting I*1 credit hour*

This seminar is designed for students to gain experience in the professional activities of a sport psychology consultant. Students will have the opportunity to participate in individual and group projects related to the planning, development, marketing, and provision of sport psychology services to targeted populations. The focus of the seminar will be on developing the requisite skills to succeed as a sport psychology consultant in professional practice. The seminar meets weekly throughout the semester.

PP7562 Seminar in Sport Psychology Consulting II*1 credit hour*

This course is a continuation of Seminar in Sport Psychology Consulting I (PP7561).

PP7563 Seminar in Sport Psychology Consulting III*1 credit hour*

This course is a continuation of Seminar in Sport Psychology Consulting II (PP7562).

PP7600 The Countertransference Experience*1.5 credit hours*

A study of critical approaches to understanding of countertransference is conducted. Clinical interactions are carefully reviewed during class discussions.

PP7611 Health Psychology: Pain, Neurological Conditions and Rehabilitation*3 credit hours*

This course is open to all students. It is independent of Health Psychology: Prevention, Stress and Serious Illness (PP7615). Thus, it can be taken alone, before or after PP7615. Both courses are required for students in the Health Psychology concentration.

PP7615 Health Psychology: Prevention, Stress and Serious Illness
3 credit hours

This course is open to all students. It is independent of Health Psychology: Pain, Neurological Conditions and Rehabilitation (PP7611). Thus, it can be taken alone, before or after PP7611. Both courses are required for students in the Health Psychology Concentration.

PP7630 Assessment and Treatment in Behavioral Medicine I
1–3 credit hours

The student is presented with psychological issues in assessment and treatment. Topics to be covered include assessment of pain and pain management (inpatient and outpatient, cognitive and behavioral strategies, relaxation, imagery, hypnosis), stress management in medical conditions, assessment of coping styles and coping reactions in medical conditions, and spinal cord injury.

PP7632 Assessment and Treatment in Behavioral Medicine II
3 credit hours

This course is a continuation of Assessment and Treatment in Behavior Medicine I (PP7630).

PP7640 Supervision in Family and Couples Therapy
1.5 credit hours

This course trains students in supervision from a family systems perspective. Students must have taken Family and Couples Therapy (PP8050). The students will provide supervision to less advanced students in family therapy courses. Both individual and small group supervision skills are learned and practiced. The skill set to be covered is: 1) developing a supervisory alliance addressing culture, gender, disabilities, therapeutic orientation, and sexual orientation sensitivity in supervision; 2) developing one's own philosophy of supervision and demonstrating it through a case presentation; 3) exploring and identifying parallels between therapy model and supervision model; 4) handling transference and countertransference in supervision; and 5) providing weekly supervision and videotape.

PP7641 Supervision in Family and Couples Therapy II
0–1.5 credit hours

This course is a continuation of Supervision in Family and Couples Therapy I (PP7640.)

Prerequisite: PP7640.

PP7650 Introduction to Substance Abuse
1.5 credit hours

This course provides an introduction to the basic principles and theories underlying the assessment, diagnosis, and treatment of individuals with substance abuse disorders. Through relevant readings, theoretical research and application, didactic presentation, and class discussion, this course explores the essential elements of substance abuse assessment, diagnosis, and treatment with a particular emphasis on cultural diversity, gender, sexuality, and health-related issues. Topics include substances of abuse, counter-transference issues, common defense mechanisms, theoretical models of treatment, co-morbid disorders, the use of self-help groups in recovery, relapse prevention, treatment of culturally diverse populations, and child/family issues.

PP7900 Intervention and Prevention Program Development
0–1.5 credit hours

In this course, students identify an area of professional practice in which they want to develop an intervention and/or prevention program for use in future places of employment, including internship, hospital, school and community settings, and private practice.

PP7901 Intervention and Prevention Program Development
0–1.5 credit hours

This course is a continuation of Intervention and Prevention Program Development (PP7900).

PP8000 Psychological Applications in Administrative Settings
1.5 credit hours

This course will examine the various ways in which psychologists apply their knowledge of human behavior and clinical skills in administrative positions. The processes of effective management will be explored by drawing from psychological principles as well as related disciplines. The role of the psychologist as a leader and psychological variables pertaining to leadership will also be addressed.

PP8010 Cognitive Behavioral Theory and Therapy
3 credit hours

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

Co-requisite: (TAM) PP7365. *Prerequisites:* (ATL) PP7311, (DC) PP7501, C6433; (HI) PP7040; (SCH) PP7300, PP7301, PP8020; (ORA) PP7020, PP7300, PP7301, PP7365; (PHX) PP7501; (SEA) PP8038; (TAM) 7311; (TC) PP8020.

PP8011 Advanced Cognitive Behavioral Psychotherapy
3 credit hours

An integrated, multimodal approach to psychopathology, assessment, and intervention utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

Prerequisites: (CH) PP8018; (SEA) PP8010; (TC) PP8010; (PHX) PP8010.

PP8015 Psychology and Trauma
3 credit hours

This course addresses the psychological impact of trauma on individuals and communities, as well as the treatment of trauma-related disorders. Trauma is examined in a broad context, including terrorism, natural disasters, violence, sexual assault, etc. Attention is also given to vicarious traumatization and caring for the caregiver.

PP8020 Person-Centered and Experiential Theory and Therapy
3 credit hours

This course offers an introduction to the theory, research, and practice of person-centered, experiential, and existential therapy. Through experiential exercises, students learn skills that build a therapeutic relationship (e.g., genuineness, empathic understanding, and caring) and intervention skills to help clients express and explore the meanings of their experience. This course includes exercises designed to develop competency in relationship and basic counseling skills.

Prerequisites: (ATL) undergraduate abnormal psychology course; (PHX) PP7501; (SEA) PP8038; (TC) PP7000.

PP8021 Person-Centered Psychotherapy
3 credit hours

An introduction is presented to the theory and practice of person-centered psychotherapy developed by Carl Rogers and amplified by more recent person-centered theorists. Integration of the theory, research, and practice of person-centered therapy is the general goal of this course, which also has a practical aim of helping students develop person-centered attitudes and interviewing skills. Students submit tape recordings of practice interviews as an important part of this course.

PP8022 Exploring Diversity*3 credit hours*

This course uses an open-ended group format to allow students to explore their own "growing edge" in relation to issues of difference. The group facilitators try to create a climate of authenticity, empathy, and prizing toward each member's experience, and group members are asked to help each other explore issues of difference in ways that are mutually productive. Students develop their own focus of learning during the course, and give each other feedback about their progress in peer review groups at the end of the class. Each group member develops a personal learning plan and engages in several out-of-group learning experiences as part of their plan.

PP8023 Advanced Experiential and Humanistic Existential Psychotherapy*3 credit hours*

This course is designed to increase the student's knowledge of experiential, humanistic and existential theories. Through demonstrations, role-play, and structured exercises, students will practice and further develop their intervention skills within an experiential framework. There will be an emphasis on the importance of presence and intent for authentic in-depth communication with both clinical and non-clinical populations. Experiential learning is an important aspect of this course.

Prerequisite: (PHX) PP8020.

PP8024 Exploring Diversity II*3 credit hours*

This course focuses on advanced explorations of issues of difference, involving a seminar on trust-building in person-centered diversity groups, group participation and individual group projects. An open-ended group format allows students to explore their own growing edge in relation to issues of difference. Students are full participants of the group while also observing their own and others' contributions to the development of group process. The group facilitators try to create a climate of authenticity, empathy, and prizing toward each member's experience, and group members are asked to help each other explore issues of difference in ways that are mutually productive. Students develop their own focus of learning during the course, and give each other feedback about their progress in peer review groups at the end of the class. Each group member develops a personal learning plan and engages in several out-of-group learning experiences as part of their plan.

Prerequisite: PP8022.

PP8025 Diversity Psychology: Past, Present & Future*3 credit hours*

The study of clinical psychology must include an exposure to the burgeoning literature on the multifaceted topics that are captured by the umbrella concept of "diversity psychology." This course will lay out the basic concepts embodied by the much-used terms "diversity" and "multiculturalism" as they relate to the theory and practice of Clinical Psychology. Also, a thorough, working definition of "cultural competence" will be highlighted. The course begins with a historical perspective on how and when various issues of diversity and multiculturalism were introduced into the field. Key models will be introduced (e.g., Racial/ethnic identity development; power and privilege; models of acculturation; women's issues; LGBTQ identity development) with an eye towards current/evolving discourse within the field of diversity psychology. Students will be challenged to focus on diversity in terms of clinical considerations (e.g., racial/ethnic identity development; LGBTQ issues; women's issues; poverty issues; disability issues; etc.). The course will include critiques of current literature, incorporating concepts covered in the syllabus as well as more in-depth literature in particular areas of student interest.

Prerequisites: PP8185

PP8030 Psychodynamic Theory and Therapy*3 credit hours*

The course reviews major schools of psychodynamic theories and methodology of each approach in clinical settings. Both classic psychoanalysis and contemporary theoretical approaches are covered. Attention is given to case formulation with a psychodynamic orientation and the application of psychodynamic interventions in psychotherapy. Case material is used to help students better understand the theories and techniques.

Prerequisites: (ATL) undergraduate abnormal psychology course; (DC) PP7501; (HI) PP7045; (PHX) PP7501; (SEA) PP8038; (TC) PP810.

PP8032 Advanced Psychoanalytic Psychotherapy and Supervision*3 credit hours*

This advanced intervention course aims to consider in depth select schools of psychoanalytic thought and their respective theories of development and pathology, and, most notably, their perspectives on clinical practice. Object relations, self-psychological, and contemporary relational perspectives are examples of areas of focus. The theory and practice of psychoanalytic clinical supervision are explored and special topics/controversies in the field are also highlighted. The perspectives of individuals representing racial/ethnic, sexual, gender, and other aspects of diversity are incorporated throughout the semester. Clinical material offered by the instructor, and especially by course participants, always act as points of departure and/or the central focus of discussion.

Prerequisite: (CH) PP8040.

PP8033 Advanced Person-Centered Therapy and Supervision*3 credit hours*

The participants, through engaging in a person-centered group process, determine the specific therapeutic interests or problems that become the focus for each meeting. Examples of topics the group may select for attention include the following specific problems of individual therapy: person-centered group or couples therapy, study of taped or filmed sessions, and therapy demonstrations by participants. The general aim of the course is to examine theory more closely and the capability for creating therapeutic, empathic relationships. Students should have at least one client or practice client during the course.

Prerequisite: (CH) PP8021.

PP8034 Advanced Experiential Psychotherapy and Supervision*3 credit hours*

A number of basic therapeutic change processes are illustrated from therapy tapes: advanced listening, confrontation, catharsis, differentiation, and using one's own reactions. These basic processes occur across orientations, and are therefore examined synthetically through a variety of models. There is an experiential emphasis, with students participating in each of the basic processes with each other and/or clients. Working with feelings is emphasized, so students should be willing to self-disclose. This is a required course for all students who waived Person-Centered Psychotherapy (PP8021).

Prerequisites: (SCH) PP7300, PP7301, PP8020.

PP8035 Basic Intervention Skills*3 credit hours*

This course provides an introduction to psychological services across theoretical orientations for clinical students. It involves development of basic intervention skills in the fundamental areas of conducting a clinical interview, with attention to initial engagement, diagnostic assessment and therapeutic activity. Legal, ethical, cultural, and professional issues are discussed as they relate to these basic clinical interventions.

PP8036 Basic Assessment and Intervention Skills

3 credit hours

This course provides an introduction to psychological services for clinical students. It involves developing basic intervention skills across theoretical orientations in the fundamental areas of: conducting a clinical interview, rapport building and maintenance, diagnostic assessment and therapeutic activity. Areas of fundamental psychological assessment will also be reviewed including: basic statistics and issues of measurement, administration practice of commonly used instruments and test interpretation. Legal, ethical, cultural and professional issues will be emphasized throughout the class as well as professional writing.

Prerequisites: (PHX) PP7330, PP7370, PP7371, PP7501, PP8020.

PP8037 Principles and Practice of Psychotherapy

3 credit hours

This is a basic psychotherapy course covering essential features of the psychotherapeutic relationship. The course will cover relationship and intervention issues, focusing on those factors common to all models of psychotherapy. It also will address issues related to the psychotherapy session, such as negotiating a schedule and payment. The goal of this course is to promote self-awareness, relationship skills, and intervention ability as they relate to the practice of psychotherapy.

PP8038 Interventions I

3 credit hours

This course is the first in a two-class sequence designed to prepare students for beginning clinical work. The purpose of this course is to provide a knowledge base regarding various approaches to psychological intervention, to apply that information to case examples, and to offer an increased understanding of the process of professional development. In addition, some attention is given to empirically validated treatments and current research in this area.

Prerequisite: (SF) PP7373; (TAM) PP7373.

PP8039 Interventions II

3 credit hours

This course considers basic issues in the general conduct and processes of psychotherapy. Attention is given to understanding, demonstrating, and practicing the skills involved in developing core therapeutic conditions and the process of emotional discovery. Brief psychotherapy models are also considered.

Prerequisite: (ORA) PP7020, PP7365, PP7300; (SF) PP8038; (TAM) PP8038.

PP8040 Psychoanalytic Theory and Therapy

3 credit hours

The course integrates psychoanalytic theories of personality with a study of the technique of psychoanalytic psychotherapy. Attention is given to actual case material and the role of the therapist in analytically oriented treatment. The psychoanalytic perspective on therapeutic process is explored both from classical and more recent analytic viewpoints. Students are introduced to basic psychoanalytic concepts of personality and psychopathology and their implications for therapeutic technique.

Prerequisites: (SCH) PP7300, PP7301; (ORA) PP7300, PP7301, PP7365.

PP8041 Integrative Approaches to Therapy

3 credit hours

This course offers students the opportunity to develop an understanding of the ways in which theories can be integrated to develop a model of psychotherapy. Students are expected to generate case conceptualizations based on these models. This course also includes an applied component in which students will be expected to articulate their own theory of personality, psychopathology, and psychotherapy in light of the orientations they have learned.

Prerequisites: (DC) PP7340 or PP8010 or PP8030 or PP8050; (TAM) PP8039; (SEA) PP8038, two additional psychotherapy courses.

PP8042 Integrated Approaches to Child and Family Treatment

3 credit hours

This course provides an integrative approach to therapeutic work with children and their families. Students learn to combine systems therapy and consideration of the child's unique developmental issues with concepts and strategies from individual psychodynamic and behavioral therapies. The product is a "child-in-the-family" therapy approach that includes both individual sessions with the child and treatment of child together with family in family therapy.

PP8045 Object Relations Theory and Self Psychology

3 credit hours

This course presents an overview of the historical origins of object relations theory and self psychology, the status of these theories with regard to contemporary psychodynamic thought and practice, their contributions to philosophy of human nature, and their usefulness in the understanding and treatment of psychopathology, particularly along the borderline/narcissistic spectrum. Beginning with a brief review of the Freudian drive/structural model and its contemporary derivatives, the contributions of several psychodynamic theorists are examined in detail. Particular attention is paid to the application of these perspectives to contemporary clinical psychotherapeutic practice, and the validity and usefulness of these approaches within the realities of current healthcare trends and with diverse populations.

Prerequisite: (PHX) PP8030.

PP8046 Short-Term Psychodynamic Psychotherapy

3 credit hours

This course introduces participants to the general enterprise and major systems of short-term psychodynamic psychotherapy. The evolution and current status of the short-term psychodynamic therapies along with the distinguishing features and techniques of the most prominent theoretical schools and systems will be reviewed. The course emphasizes the essential features of all short-term dynamic therapies, (i.e., brevity, selectivity, activity, and focus), and the critical distinctions between treatments that are short-term by design and those that are short-term by default.

Prerequisite: PP8030.

PP8047 Advanced Psychodynamic Theory and Therapy: A Relational Perspective

3 credit hours

The course will review the major premises of self psychology, object relations, and attachment theory and their integration toward the development of the relational model of psychoanalysis. Current research in infant development, neuroscience, and psychotherapy outcome will be reviewed in order to build an empirical and experiential basis for relational theoretical concepts and therapeutic approach and intervention. The course will emphasize experiential learning including case presentations, role plays, an examination of the process of psychodynamic therapeutic skill acquisition, and student involvement in selecting topics of interest.

PP8050 Family and Couples Therapy

3 credit hours

This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, Bowenian, solution-focused, and constructivist approaches, and may include others, as time permits.

Prerequisites: (ATL) PP7365, PP7365; (DAL) PP8035; (DC) PP7501 or PP7330; (HI) PP7010, PP7045, PP7342, PP7365, PP8010, PP8020; (ORA) PP7020, PP7300, PP7301, PP3365; (SCH) PP7300, PP7301, PP7331; (PHX) PP7501; (SEA) PP7010; (TAM) PP8038.

PP8051 Systems Theory and Therapy*3 credit hours*

This course examines basic systems theory and applications to clinical interventions. Examples of systems and of systemic conceptualizations include family systems, groups, and organizations. Experiential and didactic approaches are used.

Prerequisite: (TC) PP8010.

PP8060 Group Psychotherapy*3 credit hours*

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both experiential and didactic components. The course engages students in a thoughtful study of group process, and is structured to help them integrate their thoughts and feelings with their experience. Theories of group development and relevant research are also addressed.

Prerequisites: (ATL) PP7365; (DAL) PP8035; (DC/PHX) PP7501; (HI) PP7045; (SCH) PP7300, PP7301; (SEA) PP7302, PP7303; (TAM) PP8039.

PP8065 Advanced Group Psychotherapy*3 credit hours*

This course is designed to increase the student's knowledge of group process and group psychotherapy, while providing the opportunity to further clarify and enhance leadership technique and style. Readings and class discussion will focus on both general and special issues in group psychotherapy. Experiential learning is a significant aspect of this course.

Prerequisite: (PHX) PP8060.

PP8066 Advanced Diversity Group Leadership*3 credit hours*

This course focuses on developing the skills and attitudes needed to facilitate diversity-oriented person-centered groups following the model for groups held in the Exploring Diversity I & II classes. The class includes didactic sessions on diversity group process, diversity-oriented group sessions, and discussions of students' own process and the process of the group. Community members who have experience in person-centered diversity groups may be invited to join the group to increase the diversity of the group. Warner's models of diversity and trust-development in person-centered groups will be used as a background to students' attempts to cultivate empathy, congruence, and prizing in relation to each person in the group. Completing this class entitles students to be considered for a Level II Certificate in Person-Centered Group Facilitation.

Prerequisites: PP8022, PP8024.

PP8068 Diversity Training*1.5 credit hours*

This course provides both theoretical and experiential aspects to the practice of diversity training. This will focus on the similarities and differences between mental health professional training populations as well as non-mental health professional training populations. Legal, ethical, and multi-cultural considerations will also be addressed. Students will gain the theoretical and applied build-blocks to run diversity training workshops.

PP8070 Organizational Behavior*3 credit hours*

This course examines organizational systems, contexts, common problems, and points of entry that might be of interest to an external consulting psychologist — particularly one without a specialized industrial psychology background. (e.g., matter of culture and its assessment; job/role design; change planning/organization development; distribution of power/influence and their effects; sources

of conflict and paths to resolution; stress—causes and management; performance appraisal and individual development planning; personality assessment; team building, and other opportunities for group work; individual coaching contracts; value questions such as: "Who is the client?" and "What constitutes help?" in an organizational setting. Effort is made to tailor content of interests of the class. The objective is to help participants assess, and become comfortable with, possibilities of varied interesting work with an organizational clientele.

PP8073 Interventions II: Advanced Clinical Skills*3 credit hours*

Second in the two-part Interventions Series, this course is designed to examine the processes of psychotherapy and the therapeutic relationship in more depth and breadth than in Interventions I: Beginning Clinical Skills (PP8072). Specific foci will include integrating case conceptualizations with treatment goals via individualized treatment plans. Both short and long-term empirically validated treatment methods will be explored. Ethical, legal, cultural and professional issues will be considered as they apply to these psychological interventions.

PP8091 Introduction to Brief Therapy Collaborative Therapy*1 credit hour*

Participants are introduced to the basic ingredients of Brief Therapy.

PP8100 Assessment and Treatment of Children and Families*3 credit hours*

This course provides an overview of evaluation and treatment procedures specific to children and families. Developmental psychopathology and common issues in child clinical psychology are reviewed. Implications of culture, gender, and society on child clinical practice are also examined.

PP8102 Advanced Family and Couples Therapy*3 credit hours*

The emphasis is on an integration of assessment and therapeutic theory and technique through ongoing couple and family simulations. Supervision skills in family and couples treatment are a second major emphasis of this course.

Prerequisite: (ATL/PHX/SCH) PP8050.

PP8110 Interventions with Special Populations*3 credit hours*

The course focuses on how specific groups of people, or people with specific disorders, are best treated. Empirically supported treatments are emphasized, as are the importance of psychotherapy outcome research in clinical practice. The dialectic between therapist variables and treatment techniques is also addressed, as are such variables as age, gender, culture, sexual orientation, and economic conditions. Students see examples of how therapeutic modalities and theoretical perspectives can be integrated in the treatment of clinical populations and problems.

Prerequisites: (TC) PP8010, PP8030, PP8051, PP8200, one course may be taken concurrently.

PP8111 Pediatric Neuropsychology*1.5 credit hours*

This course will provide a basic overview of the neurocognitive development in children. It will provide basic information regarding the most common disorders seen in children as well as the principle instruments used in assessment of those disorders. Students are not expected to purchase instruments discussed in class, but will learn the basic mechanics of their use and their role in providing a diagnostic picture of the child. This course will not provide advanced assessment instruction and is not meant to be an exhaustive coverage of childhood neuropathology. It will provide students with an introduction to the most common forms of neuropathology and the mechanics of neuropsychological assessment for those disorders.

PP8115 Development of Psychotherapists: An International Perspective
3 credit hours

The course examines professional development of psychotherapists from an international perspective. The main objective of the course is to increase the visibility of international contributions to psychotherapy in a variety of ways: (1) to promote awareness, knowledge, and skill for international and intercultural psychotherapy activities among clinicians, (2) to promote professional relations and communication among therapists of various professional and training backgrounds as well as personal and cultural backgrounds, (3) to promote and facilitate professional collaboration between national psychotherapists and the larger international community of professional clinicians, and (4) to provide information on international and intercultural psychotherapy issues.

PP8116 Psychology of Gay, Lesbian, and Bisexual Development
3 credit hours

Theories of development of gay, lesbian, and bisexual orientations, and appreciation for the associated sociopsychological challenges are explored.

PP8117 Indigenous Healing Models and Modern Psychotherapy
1.5 credit hours

This course presents a cross-cultural overview of indigenous models of healing, including allopathic medicine and clinical psychology as modern, Western cultural models of healing. There is a general focus on altered states of consciousness in healing, as well as a specific focus on shamanism and its expression in different cultures (Northern, Southern, and Central American; Hawaiian; Tibetan; Africa). Indian ayurvedic medicine and Traditional Chinese medicine/acupuncture will also be reviewed.

PP8119 Family Violence Across the Life Cycle: Cross-Cultural Perspectives
3 credit hours

This course presents an overview of current issues regarding the etiology, prevalence, research, treatment, and prevention of family violence from a lifespan developmental perspective. The course addresses cultural, racial, sociological, religious, gender, and clinical issues of various forms of family violence. Topics include perpetrators and survivors of child sexual, physical, and emotional abuse, dating violence, same and other-gender partner battering, and elder abuse.

PP8140 Directed Study: Pre-Practicum
1–3 credit hours

This supervised course provides an opportunity for students to gain experience prior to enrollment in the required practicum. Students enrolled in this course also meet regularly with the director of Clinical Training or a faculty member for additional supervision and input.

PP8150 First-Year Practicum I
1–3 credit hours

A first-year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

PP8151 First-Year Practicum II
0–3 credit hours

A first-year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

PP8152 First-Year Practicum III
1–3 credit hours

A first-year practicum in either psychodiagnostics or psychotherapy for the purpose of gaining entry-level skills.

PP8154 Survey of Organizational Psychology
3 credit hours

This course covers the conceptual foundations of several topics including employee selection, training and development, performance appraisals, motivation and leadership, intervention strategies, employer/employee attitudes and behaviors, organizational structure and function, as well as law and ethics. Additionally, there will be a focus on perspectives that extend student understanding beyond that of individual psychology and business concepts to system and organizational structures, functioning, intervention and change. As a survey course, the purpose is to give an overview of relevant terminology, scope of the discipline and the variety of functions those that practice within the discipline. Particular focus will be given to application, multi-cultural considerations, and understanding organizational life from a variety of perspectives.

PP8155 Practice Development and Marketing for Psychologists
1–3 credit hours

This class teaches the basics of practice development and marketing for psychologists, whether in private practice or working for an institution. This is a hands-on class that gives students a chance to practice many of the common modes of marketing and strategies for practice development. There is an emphasis on collaboration with fellow students.

PP8156 Operating a Private Practice
1.5 credit hours

This course is designed to provide practical information about how to set up a private practice. It considers a psychological approach to creating a business plan. In addition it emphasizes “hands on” practical information with some theoretical issues. It considers HIPAA, managed care, and insurance issues.

PP8158 Sex Offender Treatment
1.5 credit hours

This course provides an introduction to treatment models for working with sexual offenders. Particular attention will be given to group treatment models. Students will learn the basic principles of the offending cycle and gain exposure to methods of intervention with this population.

PP8159 Sex Offender Evaluation and Treatment
3 credit hours

The purpose of this course is to familiarize students with legal issues, forensic assessment techniques, and the treatment of sex offenders. The course will cover the etiology and developmental issues of sex offense behavior. Students will learn assessment and intervention techniques in the treatment of sex offenders. Criminal justice and legal issues related to sexual offending will also be explored. Program evaluation, treatment efficacy and issues related to recidivism will be covered.

PP8160 Introduction To Clinical Practice With Gay, Lesbian, Bisexual, And Transgendered Clients
3 credit hours

This course provides an overview of clinical issues, contemporary theories, interventions, and research relevant to the treatment of gay, lesbian, bisexual, and transgendered clients. Emphasis is on affirmative mental health services for sexual minorities, including the importance of developing an awareness of the cultural, historical, and social realities of gay, lesbian, bisexual, and transgendered individuals.

Prerequisites: (HI) PP7010, PP7045, PP8010 or PP8020 or PP8030 or PP8060; (PHX) PP7501, PP7340.

PP8165 Language and Communicative Disorders: Clinical Implications
3 credit hours

This course emphasizes the importance of language and communicative styles in the psychotherapeutic process. Course content includes a review of normal and abnormal development of speech and language during formative years. Linguistic profiles of child and adult neuropsychiatric disorders are discussed along with implications for assessment and treatment.

PP8170 Juvenile/Child Forensic Psychology
3 credit hours

This course reviews psychology practice in parent neglect and abuse, child protective services assessments, juvenile justice assessments and interventions, and other topics related to juvenile forensic practice.

PP8175 Child and Adolescent Therapy
3 credit hours

This course provides an overview of theory and techniques in child and adolescent counseling psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions.

Prerequisite: (PHX) PP7330.

PP8180 Forensic Issues and Assessment of Abuse Populations
3 credit hours

Forensic concerns and assessment methods for child abuse victims, adult survivors, perpetrators, and abusive families are studied. Objective, projective, and interview methods, physiological measures, and forensic issues are emphasized.

PP8185 Social Psychology and Difference
3 credit hours

This course presents the concepts of attitude formation, attribution theory, interpersonal perception, social constructivism, and social cognition. These concepts are also applied to populations with different social attributions related to culture, gender, race, age, sexual orientation, class, and physical status.

PP8190 Women's Issues In Health Psychology
3 credit hours

This course covers the settings in which health psychology is practiced, with an emphasis on issues relevant to female patients. Topics covered include health promotion and epidemiology, the relationship between psychological factors and medical illnesses, stress management and coping strategies, intervention strategies in behavioral medicine, and methods of consultation in health settings. Students focus on women's health concerns such as weight management, eating disorders, and cardiac and renal disease.

PP8193 Correctional Psychology
1.5 credit hours

This course provides an introduction to correctional psychology. Students will obtain a general overview of the various components of the correctional system and the role of psychologists within that system. In addition, students will gain an understanding of working with criminals in an institutional setting. Specific attention will be paid to professional conduct within these settings.

PP8195 Substance Abuse Intervention With Diverse Populations
1–3 credit hours

This course reviews key concepts to substance abuse interventions with diverse populations, including theoretical models for understanding and treating chemically dependent clients. Students review the literature relevant to the etiology, maintenance, and treatment of substance abuse disorders. Various screening and assessment approaches used to assess the severity of addiction and develop a treatment plan are discussed. Emphasis is on the treatment settings and interventions used with clients from diverse racial, ethnic, and socioeconomic backgrounds.

PP8199 Sexual Orientation in Practice
1.5 credit hours

The focus of this 1.5-credit hour, elective course will be on the emerging models of affirmative psychological practice with LGBT individuals and their families. We will explore the sociological, historical, and psychological contexts in which LGBT individuals have been understood in order to understand the milieu out of which these affirmative psychotherapeutic models developed. A primary focus will be on self-as-psychologist awareness with regard to learned homophobia, heterosexism, prejudice, etc. and with an eye to increasing competent and ethical clinical practice with these populations.

PP8201 Practicum I
3 credit hours

The two years (four semesters) of practicum provide supervised clinical field experience. In addition to the required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The overall practicum experience may be structured such that either the first year of practicum experience (Practicum I and II) will focus on assessment issues and the second year on psychotherapy (Practicum III and IV), or that both assessment and intervention experience will be intermixed over the two years of practicum.

Prerequisites: (ATL) PP7010, PP7040, PP7311, PP7365, PP7370, PP7371, PP7372; (DAL) PP7010, PP7100, PP7110, PP7111, PP7200, PP7330, PP7370, PP7371, PP7501, PP8010 or PP8020; (ORA) PP7020, PP7060, PP7300, PP7301, PP7365, PP7370, PP7371, PP7372, PP7373, PP8010; (PHX) PP7010, PP7111, PP7330, PP7370, PP7371, PP7501, PP8020, PP8036.

PP8202 Practicum II
3 credit hours

See description for Practicum I (PP8201).

Prerequisites: (ATL) PP7010, PP7040, PP7311, PP7370, PP7371, PP7365, PP7372; (CH) PP8201; (DC) PP8201; (ORA) PP7020, PP7060, PP7300, PP7301, PP7365, PP7370, PP7371, PP7372, PP7373, PP8010; (PHX) PP8201; (SAR) PP7373, PP8021.

PP8203 Practicum III
3 credit hours

See description for Practicum I (PP8201).

Prerequisites: (ATL) PP7100, PP7340, PP8010, PP8030; (CH) PP8201, PP8202; (ORA) PP7340, PP8010, PP8040, PP8050, PP8201, PP8202; (PHX) PP8202, PP7373; (SAR) PP8201, PP8202; (SEA) PP8151, PP8152.

PP8204 Practicum and Seminar IV
0–3 credit hours

Practicum in either psychodiagnostics or psychotherapy for the purposes of gaining entry level skills.

Prerequisites: (ATL) PP7100, PP7340, PP8010, PP8030; (CH) PP8201, PP8202, PP8203; (PHX) PP8203; (SEA) PP8203.

PP8205 Advanced Practicum

1–3 credit hours

An additional period of practicum in either psychodiagnostic or psychotherapy for the purpose of gaining further skills in these areas.

PP8206 Practicum and Seminar V

3 credit hours

Continuation of Practicum and Seminar IV (PP8204).

PP8207 Practicum and Seminar VI

0 credit hours

Continuation of Practicum and Seminar V (PP8206).

PP8208 Diagnostic Practicum and Seminar I

3 credit hours

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

Prerequisites: (HI) PP7010, PP7045, PP7051, PP7100, PP7110, PP7111, PP7365, PP7370, PP7371, PP7372.

PP8209 Diagnostic Practicum and Seminar II

3 credit hours

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

Prerequisite: (HI) PP8208.

PP8210 Diagnostic Practicum and Seminar II — Extended

0–1 credit hour

The Diagnostic Practicum provides students with supervised clinical experience and focuses primarily on clinical assessment issues and techniques, as well as diagnostic formulation. Students may also have intervention experience during this practicum year. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Diagnostic Seminar provides both didactic experience in psychological evaluation and clinical interviewing and experience in group consultation.

Prerequisites: (HI) PP8209, PP8210.

PP8211 Intervention Practicum and Seminar I

3 credit hours

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

Prerequisites: (HI) PP7100, PP7342, PP7373, PP8010, PP8208, PP8209, PP8210.

PP8212 Intervention Practicum and Seminar II

3 credit hours

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

Prerequisites: (HI) PP8211.

PP8213 Intervention Practicum and Seminar — Extended

1–3 credit hours

The Intervention Practicum provides students with supervised clinical experience and allows for the further refinement of assessment, intervention, and relationship skills. The Intervention CEC evaluates the student's skills in case conceptualization, appropriateness of choice of interventions, analysis of therapy process, and self-evaluation. In addition to the required hours working at the training site, students meet weekly in a practicum seminar led by a faculty member. The Intervention Seminar provides both didactic experience in psychological intervention, case conceptualization and experience in group consultation.

Prerequisites: (HI) PP8211, PP8212.

PP8214 Summer Practicum I

1.5 credit hours

This supervised field experience follows the completion of Practicum I and Practicum II and takes place over a 7.5-week period during the summer semester. The focus of the practicum may be on assessment issues, psychotherapy, or a blending of both. In addition to fulfilling the required hours at their assigned site, students will be required to participate in weekly supervision as well as a practicum seminar.

PP8215 Summer Practicum II

1.5 credit hours

This supervised field experience follows the completion of Practicum III and Practicum IV and takes place over a 7.5-week period during the summer semester. The focus of the practicum may be on assessment issues, psychotherapy, or a blending of both. In addition to fulfilling the required hours at their assigned site, students will be required to participate in weekly supervision as well as a practicum seminar.

PP8216 Practicum Extension

0 credit hours

This course allows students to continue in the Practicum I & II or Practicum III & IV sequence into the summer for practicum sites that require more than a 9-month commitment. In addition to the required hours working at the assigned practicum site, students enrolled in practicum meet weekly in a practicum seminar led by a core faculty member. The focus on the practicum seminar will be consistent with the current practicum placement.

PP8220 Adult Neuropsychological Assessment

1.5 credit hours

This course will introduce students to the basics of brain-behavior relationships. It will focus on the various ways to assess cognitive functioning and familiarize students with some of the mostly widely used neuropsychological tests including the flexible approach of selecting individual tests and the fixed/flexible test battery approach. The course will also introduce student to the assessment and diagnosis of neuropsychological disorders.

PP8300 Advanced Practicum*0–3 credit hours*

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. Students enrolled in this course will also meet regularly with the Director of Clinical Training or a faculty member for additional supervision and input. *Prerequisites: (CH) PP8201, PP8202, PP8203, PP8204; (PHX) PP8204; (SEA) PP8204.*

PP8310 Advanced Practicum and Seminar I*1–1.5 credit hours*

This supervised field practicum provides the opportunity for students to gain additional experience beyond the required practicum. In addition to the required hours working at the assigned training site, students enrolled in a practicum meet regularly with a faculty member for additional supervision and consultation.

PP8311 Advanced Practicum and Seminar II*0 – 1.5 credit hours*

Continuation of Advanced Practicum and Seminar I (PP8310).

PP8312 Advanced Practicum and Seminar III*1 credit hour*

Continuation of Advanced Practicum and Seminar II (PP8311).

PP8320 Pre-Internship Seminar*0 credit hours*

The focus of the Pre-Internship Seminar is therapy and psychological assessment training. In addition to the hours working at the assigned training site, students meet weekly (or bi-monthly as required) in this seminar with peers and a faculty member/supervisor for case conferences, discussion of applied issues, and to further case formulation and presentation skills. The intent of this seminar is to provide didactic and experiential training in support of the students' field work during the period of time in the training program between the practicum and formal Internship experiences.

PP8330 Rehabilitation Psychology*1.5 credit hours*

The primary thrust of this course will focus on conducting psychological treatment and assessment with medically compromised individuals going through the physical rehabilitation process. Assessing a client's current adjustment with regard to their physical disability and suggestions as to how to help a client enhance his/her own current coping strategies will be outlined. Treatment compliance techniques will be taught as will the problematic issue of alcohol and drug use/abuse among individuals with chronic disabilities. The various roles of a clinical psychologist working in a rehabilitation setting will be discussed. Working as part of medical team with other healthcare professionals is integral to working in the rehabilitation and/or health psychology fields. Time will be spent discussing how to negotiate these team relationships. The course will introduce you to various types of medical conditions requiring physical rehabilitation and provide you with an introductory knowledge of these conditions. The medical conditions discussed may include stroke, spinal cord injury, other traumatic neurological impairments, amputation, MS, diabetes, visual impairments, geriatric issues requiring rehabilitation, and neuromuscular conditions in childhood. The independent living movement and the Americans with Disabilities Act (ADA) will be featured as will a discussion of how to encourage your clients to be as independent as possible. Vocational issues including community reentry training will be highlighted. Social supports and preventative medicine will be additional discussion topics. Medicare and Medicaid and other types of payments for services will be introduced. Ethical issues, including confidentiality while functioning on a comprehensive medical team and issues related to HIPPA, will also be addressed.

PP8333 Treatment and Diagnosis of ADHD*1.5 credit hours*

The course has 2 major objectives. First, to educate the student on the theoretical and empirical literature on Attention Deficit Hyperactivity Disorders. Second, to help the student develop the assessment skills to evaluate for an Attention Deficit Hyperactivity Disorder.

PP8400 Child and Family Behavior Therapy*3 credit hours*

Behavioral assessment and treatment approaches to the major disorders of childhood are surveyed. Specific strategies for intervention in dysfunctional parent-child interaction, as well as parent-adolescent and marital discord, are covered.

Prerequisite: (ATL/HI) PP8010; (HI) PP7010, PP7100.

PP8401 Child and Adolescent Psychotherapy*3 credit hours*

This course provides an overview of theory and techniques in child and adolescent psychotherapy. While the overall orientation views child and adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches, including play therapy, problem-focused cognitive and behavioral techniques, and the interface of group work, individual treatment, and family therapy. Attention is given to the relationship of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions.

Prerequisites: (ATL) PP7010, PP7330, PP7331; (CH) PP6201, PP7020, PP8203; (HI) PP7010, PP7045, PP7100; (PHX) PP7330.

PP8420 Suicide Risk Assessment*1.5 credit hours*

This class will introduce information related to high risk for suicide and other high-risk self-destructive behaviors. It is not intended to assess risk for violence or harm to others. It is intended to introduce the important concepts related to assessment and level of care decision-making in issues pertaining to risk to self-assessment. Introduction to the important legal and ethical considerations is also considered. Personal influences, culture and philosophical considerations will also be addressed as part of the Person of the Therapist. Consideration to hospitalization, petition/certificate process and the Illinois Mental Health Code and Professional Standards are also discussed. (Students from other states are encouraged to bring their State Mental Health Code and Professional Practice Standards for reference to their states standards).

PP8441 Introduction to Forensic Psychology—Civil*1.5 credit hours*

This course provides a basic overview of the civil court system and the role of the psychologist in multiple settings. Students will gain practical and theoretic knowledge regarding expert testimony, child custody evaluations and other types of civil evaluations.

PP8442 Introduction to Forensic Psychology—Criminal*1.5 credit hours*

This course provides a basic overview of the criminal justice system and the role of the psychologist as both treatment provider and court-designated evaluator. Students will learn methods of assessment for the clinical evaluation of criminal competency, diminished capacity, symptom validity and psychopathy.

PP8450 Advanced Child Neuropsychology*3 credit hours*

This course addresses the administration, scoring and interpretation of neuropsychological test instruments for the purpose of the comprehensive assessment and diagnosis of organically-based disturbances in children and adolescents. Emphasis is given to

specific developmental syndromes and disorders, appropriate assessment techniques, and basic report writing.

Prerequisites: (ATL) PP8720; (PHX) PP7330, PP7373, PP7050.

PP8470 Adult Development and Aging

3 credit hours

This course concentrates on the health development of the individual personality during the second half of the lifespan, from early adulthood through the process of aging. Theories and empirical literature relevant to the biological, cognitive/intellectual, emotional, social, cultural and transcultural dimensions of personality development are examined. The normative path of individuation is the subject of the course, with some consideration, through class presentations, given to the genesis and epigenesis of psychopathology.

Prerequisites: (CH) PP7020; (SCH) PP7300.

PP8499 CRP Proposal Development

3 credit hours

The objective of this course is to teach students to develop a clinical research proposal that will be the basis for the required Clinical Research Project. The student is aided in locating and framing her/his research problem. The course then steps through the general preparation of the research proposal, including introduction, statement of the problem and purpose of the study, hypotheses or guiding questions, significance of the study, (preliminary) survey of the literature, research design and methodology, basic assumptions, limitations and delimitations, bibliography, APA style, and regulations on research with human subjects. An overview of qualitative research methodologies is also included.

Prerequisite: (PHX) PP7200.

PP8500 Clinical Research Project Seminar

0.5 – 1 credit hour

The first of three required 1-credit hour Clinical Research Project (CRP) courses, the CRP Seminar meets for an hour once a week. It is designed to provide a forum to help students develop their CRP proposal. Students are encouraged to register for and attend the CRP Seminar once they have a CRP topic and are in the process of writing their research proposal.

PP8501 Clinical Research Project

1– 3 credit hours

This course provides academic credit while students are in the process of completing their Clinical Research Project (CRP). Students who have completed all degree requirements except for the CRP are required to register for CRP credit each semester until their CRP is approved by their faculty committee.

Prerequisites: (PHX) PP7201; (SF) PP7200, PP7201.

PP8502 Clinical Research Project II

1–3 credit hours

See description for Clinical Research Project (PP8501).

Prerequisite: (DC) permission of clinical research project advisor; (SF) PP8501.

PP8503 Clinical Research Project III

1–3 credit hours

See description for Clinical Research Project (PP8501).

PP8504 Clinical Research Project — Extended

1 credit hour

Students who have completed all degree requirements except for the CRP are required to register for Clinical Research Project—Extended each semester until the CRP is successfully defended.

PP8510 Dissertation Seminar

1 credit hour

The first of two required 1-semester credit hour dissertation courses, the Dissertation Seminar meets four times during the semester (usually weeks 1, 4, 7, and 11). It is designed to provide a forum to help students develop their dissertation proposal. Students are encouraged to register for and attend the Dissertation Seminar once they have a dissertation topic and are in the process of writing their dissertation proposal. Course is graded as “Credit/No Credit.”

PP8514 Dissertation—Extended

1 credit hour

Students who have completed all degree requirements except for the dissertation are required to register for Dissertation—Extended each semester until the dissertation is successfully defended. Course is graded as “Credit/No Credit.”

Prerequisite: (SEA) PP8510.

PP8515 Clinical Research Project Editing

0 credit hours

Students register for this course after final approval to the Clinical Research Project (CRP) has been granted by the full CRP committee. Student submits approved draft of CRP to editor, and then edits and proofreads it twice to ensure compliance with APA style, campus requirements, and the laws of standard English.

PP8525 Introduction to Health Psychology

1.5 credit hours

This course is designed as an exploration of the field of Health Psychology, and the role of the psychologist within the health care system. Major theories and current research will be reviewed, with an emphasis upon clinical practice applications in a variety of treatment settings. Gender, culture, ethnicity, economic factors, and their implications for treatment, will be reviewed.

PP8533 Psychology and Law I—Introduction

1.5 credit hours

This course provides a basic overview of the legal system and the role of the psychologist in mental health law. Students will gain a broad understanding of the ways in which psychologists interact with the legal system including providing treatment, evaluations and testimony. In addition, students will become familiar with the legal precedents that govern mental health law.

PP8534 Psychology and Law II—Advanced

1.5 credit hours

This course provides an in-depth analysis of family and juvenile law. In addition, practical exposure is provided through guest lectures and case reviews. This course is designed to broaden the basic understanding of psychology and law gained from Psychology and Law I (PP8533).

PP8601 Clinical Health Psychology I

3 credit hours

This course provides an introduction to the field of clinical health psychology. Biopsychosocial models of health, effects of stress, health-care settings, and systemic issues in health are covered.

Prerequisite: (TC) PP7050.

PP8602 Clinical Health Psychology II

3 credit hours

This course provides an introduction to the pathophysiology and psychology of various acute and chronic medical conditions. Assessment and treatment approaches in clinical health psychology are also covered.

Prerequisite: (TC) PP8601.

PP8603 Child Clinical Health Psychology*3 credit hours*

A review of the application of psychology in pediatric settings, and in dealing with acute and chronic medical conditions among children and adolescents is provided. Techniques specific to working with this population are discussed.

PP8604 Assessment and Treatment of Young Children*3 credit hours*

This course is designed to provide a comprehensive review of evaluation procedures specific to young children ages infancy to preschool (0–5 years). The focus is on issues of the development of young children, assessment procedures and tools used with this age group and treatments consistent with the needs of young children. Topics will include a discussion of typical development as well as developmental disorders and early onset of psychiatric conditions. Prerequisites for the course are Child Psychopathology and Child and Adolescent Assessment, as well as those course prerequisites of Diagnostic Pathology, Cognitive Assessment and Objective Personality Assessment. This course endeavors to provide academic knowledge and beginning clinical experience in the specialty of assessing and treating young children.

PP8605 Issues In Pediatric Psychology*3 credit hours*

This course provides students with an opportunity to discuss current cross-cutting issues in the practice of pediatric psychology. An overview of the historical and conceptual foundations of this area of clinical child psychology is provided. Students also have the opportunity to explore the role of the pediatric psychologist within the context of specific childhood illnesses. Students should be well-grounded in the area of child development and child psychopathology.

Prerequisites: (ATL) PP7050, PP7330, PP731, PP8010.

PP8606 Stress Management and Relaxation Training*3 credit hours*

Students are introduced to many principles and practices of stress management and the effects of stress on well-being, including an introduction to: the immune system, psychoneuroimmunology, progressive muscle relaxation, yoga based therapy, meditation, hypnosuggestive approaches, biofeedback, cognitive approaches, exercises and pharmacological approaches to stress reduction. The course will also introduce cross-cultural and alternative explanations of anxiety and stress (such as existential conceptualizations, concepts of health and healing from other cultures, such as prayer and holistic methods) and techniques for dealing with acute and chronic stress such as EMDR. The course includes both experiential work and practice in relaxation training.

PP8609 Advanced Cognitive Behavioral Psychotherapy and Supervision*3 credit hours*

An integrated, multimodal approach to psychopathology, assessment, and intervention and supervision utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

Prerequisite: (SCH) PP8010.

PP8610 Play Therapy*3 credit hours*

This course familiarizes students with the unique techniques of symbolic play therapy with children of different ages and family backgrounds. Experiential projects and exercises allow students to develop increased comfort with using these techniques and with understanding and responding to the play communication of children.

Prerequisites: (PHX) PP7330; (TC) PP7010.

PP8611 Developmental Psychopathology*3 credit hours*

This course introduces students to the models, concepts, and terminology of development psychopathology. Emphasis is placed on developing familiarity with the research base, and on implications for working with children and families of various cultural and socioeconomic groups.

Prerequisites: (PHX) PP8100; (TC) PP7010.

PP8616 Psychology of Women*3 credit hours*

Through the use of readings, lecture and group process, theories are examined dealing with female personality development and gender-related psychopathology such as depression and anorexia. Also included are an exploration of problems women may encounter, including rape, incest and abuse. Issues relevant to clinical practice, such as therapist gender, therapist pregnancy, transference problems and role conflicts are discussed.

PP8620 Introduction to Forensic Psychology*3 credit hours*

The course focuses on the relationship between law, psychology, and the mental health system, with a more specific examination of the practice of psychology in the judicial forum. Ethical issues and practice concerns are examined in the context of criminal, civil, administrative, and family-related forensic practice.

Prerequisites: (ATL) PP7311; (TAM) PP7311, PP7372; (TC) PP7301, PP6300.

PP8621 Treatment of Forensic Populations*3 credit hours*

An overview of approaches to treating offender populations is provided. Factors in the etiology of perpetrator behavior, methods of assessment, current research, and treatment methods are addressed.

Prerequisite: (TC) PP8620.

PP8622 Survey of Forensic Psychology*3 credit hours*

This course introduces students to the role psychologists play in the judicial, correctional, and police fields as researchers, assessors, therapists, and expert witnesses. This class surveys relevant law and ethical issues, and specialized forensic assessment and intervention techniques, and introduces aspects of effective expert witness testimony and report writing.

PP8623 Landmark Cases in Psychology*3 credit hours*

This course introduces the legal systems and studies the judicial decisions that deal with various mental health issues. As the title "Landmark" suggests, the cases selected for discussion either define the mental health subject or are viewed as generally accepted law on the issue. The course covers both civil and criminal cases affecting the practice of psychology. The course reviews the evolution of thought on mental health law, including the disagreements within and across courts. The goal of the course is to understand what the law currently is, and the underlying legal principles and policy interests that have shaped the discourse about these issues.

PP8624 Criminal Psychology*3 credit hours*

This course addresses areas in which psychologists serve criminal law processes including evaluations for competency to stand trial. Interventions with criminal populations charged with violence, sexual abuse, and other crimes are also reviewed in the course.

Prerequisite: (PHX) PP8620.

PP8625 Child and Family Forensics

3 credit hours

This course reviews psychology practice in parent neglect and abuse, child protective service assessments, juvenile justice assessments and interventions, and other topics related to juvenile forensic practice.

PP8626 Civil Psychology and Law

3 credit hours

Students are introduced to civil law areas in which psychologists play a key role as experts, including personal injury, workman's compensation, Social Security disability, sexual harassment, and child custody. Relevant statutory and case laws are studied, as well as the specific ways psychologists can better contribute in this area. Expert witness testimony in this area is discussed.

Prerequisite: (PHX) PP8620.

PP8627 Assessment of Forensic Populations

3 credit hours

Forensic assessment combines a background in psychological assessment, psychopathology, psychological report writing, and a basic knowledge of forensic psychology into actual assessment procedures and reports. This course advances psychological assessment and report writing knowledge to specific forensic contexts. It integrates the forensic psychology specialty guidelines and ethical considerations in the contexts where a psychologist may perform a forensic assessment. It reviews the basic legal knowledge and history pertinent to the topics of forensic assessment presented in class. It reviews the psychological knowledge needed for specialized assessment including issues of malingering, and applies it to the forensic psychological knowledge into reports that are appropriate for the forensic contexts presented in class.

Prerequisites: (PHX) PP7330, PP7373, PP7501.

PP8629 Psychology and Spirituality

1.5 credit hours

This course will explore various spiritual topics and their relationship to psychotherapy. The integrative potential of the two disciplines will be considered by addressing points of convergence and divergence.

PP8630 Theories of Family Process and Development

3 credit hours

As a fundamental introduction to systems theory, students learn to think systemically across individual, family, and other human communities through a diverse range of presenting issues. Students are exposed to the major theories, metaphors, and concepts of systems thinking; to "personal" theory construction; and to conceptualizing clinical cases from a variety of perspectives. This course also focuses on the developmental stresses and changes that occur within families, both traditional and nontraditional, over the life cycle.

PP8631 Advanced Individual, Couples, and Family Therapy

3 credit hours

An advanced theoretical and practical foundation for counseling individuals, couples, and families is emphasized. The course provides a survey of current skills and methods in individual, couples, and family therapy with an emphasis on integrating various systemic models of functioning and intervention.

PP8645 Introduction to Neuropsychology

3 credit hours

This course provides a review of neuroanatomy and an introduction to neuropsychology, focusing on the neurological basis and neuropsychological consequences of cerebral dysfunction. The course surveys types of cognitive and behavioral dysfunction and a broad range of neurological conditions that have neuropsychological implications.

Prerequisites: (DAL/SEA) PP7050; (TC) PP7050, PP7373.

PP8646 Introduction to Neuropsychological Assessment

3 credit hours

This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted, in light of all of the data available, including historical, interview, observational, and test data.

Prerequisites: (HI) PP7370, PP7372; (PHX) PP7050, PP7373; (TC) PP8645.

PP8647 Biological Bases of Behavior and Neuropsychological Assessment

3 credit hours

An introduction is presented to brain-behavior correlates and the systematic function of the nervous system. Areas to be covered include anatomy, physiology, and theoretical formulations of neurobiology foundations of behavior. An introduction is also provided to neuropsychological tests and their use in the assessment of organically based disturbances.

Prerequisites: (HI) PP7045, PP7373.

PP8648 Neuropsychological Assessment

3 credit hours

This course builds on Introduction to Neuropsychology (PP8645) and extends the understanding of brain-behavior relationships through the formal assessment process. Students learn the administration and interpretation of instruments associated with neuropsychological functioning including cognition, memory, and personality functioning. Students learn to write comprehensive Neuropsychological Consultation reports, which include rehabilitation appropriate recommendations for treatment.

PP8650 Assessment and Treatment of Substance Use Disorders

3 credit hours

This course focuses on the examination of substance abuse and dependence disorders along with the relevant research, theory, assessment, and treatment approaches. Major classes of abused drugs will be discussed along with multicultural, traditional, as well as nonpsychologically based approaches to prevention and treatment.

Prerequisite: (ATL) PP7311.

PP8651 Skills Laboratory in Health Psychology: Mediation

1.5 credit hours

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

PP8652 Skills Laboratory in Health Psychology II: Focusing

1.5 credit hours

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

PP8653 Eye Movement Desensitization and Reprocessing

3 credit hours

This class covers the theoretical foundations of Eye Movement Desensitization and Reprocessing (EMDR), empirical research on EMDR, how to use EMDR as a therapeutic modality, and its applications to various client populations. It involves extensive role-playing and supervision of cases where students use EMDR.

PP8654 Ethical Issues for Psychology and Religion*3 credit hours*

The legal and ethical issues are discussed in the conduct of psychotherapy, which includes the spiritual dimension of human life. Psychotherapy for clients whose problems raise theological questions (e.g., death and dying, cultism, divorce, abortion, suicide, sexual orientation, etc.) is also discussed.

PP8655 Skills Laboratory in Health Psychology III*1.5 credit hours*

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

PP8656 Skills Laboratory in Health Psychology IV*1.5 credit hours*

Students are provided with instruction and practice in those therapeutic and assessment skills used in health psychology settings, as well as practice in using those skills. Among the skills included are biofeedback, relaxation training, hypnosis, cognitive-restructuring, and short-term therapy approaches.

PP8660 Career Counseling*3 credit hours*

This course introduces a base of theoretical knowledge and practical skills specific to career counseling with diverse populations in a variety of settings. This course also addresses the theory, administration, scoring, and interpretation of interests tests, aptitude tests, values tests, and career assessment tests. We review vocational development as a life-long process. Integral to this process are: (1) self-awareness and assessment; (2) career awareness and assessment; (3) career decision making and planning; and (4) career implementation.

Prerequisites: (ATL) PP6001, PP7010.

PP8661 Eating Disorders*1.5 credit hours*

This survey class focuses on the introductory aspects of recognizing, assessing and intervening in cases involving eating disorders. The historical elements and cultural aspects of development of the different eating disorders is a critical focus of the course materials. Understanding your own opinions, views and conceptualization of body image and issues with food are discussed. This course conceptualizes eating disorders as part of the compulsive spectrum of disorders, where the eating disorder is used as a symptomatic remedy.

PP8662 Addictive Disorders*1.5 credit hours*

This course will acquaint students with conceptual models for understanding, assessing, and treating addictive disorders. The course emphasizes transtheoretical stages of change and motivational interviewing applied to a range of addictive disorders as a means of affective regulation in a vulnerable self will be stressed. A method of treatment will be presented that incorporates symptom focused interventions into a relational psychoanalytic psychotherapy. An array of treatment strategies will be discussed, including those based on harm reduction as well as on abstinence. Relapse prevention will be a focus.

PP8663 Executive Coaching*1.5 Credit Hours*

This course will introduce the theory and practice of executive coaching, in particular and coaching roles, in general. In addition to understanding theoretical underpinnings, the student will be expected to develop some competence in the application of theory and principles. The class will include applied exercises and experiential participation for the students to practice the above.

PP8665 Medical Psychology*3 credit hours*

This course teaches students clinical skills for working with seriously medically ill patients. Topics covered include orientation to work within a hospital setting, acting as a member of a medical treatment team, common presenting problems of medically ill individuals and of their families, an overview of the disease process in several life-threatening illnesses, and cognitive and psychological factors in treatment and treatment compliance.

Prerequisite: (ATL) PP7050.

PP8669 Domestic Violence*1.5 credit hours*

This course provides an introduction to the theory and practice of domestic violence counseling and evaluation. Students will gain a practical understanding of the model for group treatment with domestic batterers. Included in this course is an understanding of the causes of domestic violence and best practice models for treatment.

PP8670 Human Sexuality*1–3 credit hours*

An overview of sexual anatomy, development, and human response is the focus of the course. Students acquire an understanding of human sexual response, concepts of sex therapies, and sexual dysfunction. Other issues to be discussed are sexually transmitted diseases, contraceptives, and family planning.

PP8671 Clinical Use of Dreams*1–3 credit hours*

A study of dreams from different theoretical and therapeutic perspectives is presented.

PP8673 Hypnotherapy*3 credit hours*

Hypnosis is the mind-body approach with the oldest and largest body of literature in the West. This course represents an exploration of the history of hypnosis, and an introduction to the theory of hypnosis and the practice of hypnosis through building fundamental skills for hypnotic inductions and suggestions. Presented are an overview of the most significant hypnotic phenomena that have been examined in laboratory and clinical settings, a description of the phenomenology of hypnosis, and an overview of the relationship between hypnosis, relaxation, and meditation. There is also supervised participation in the group and individual hetero- and auto-hypnosis.

Prerequisites: (PHX) PP7501, PP8020.

PP8674 Clinical Hypnotherapy I*4 credit hours*

This is a foundational course in Transpersonal Hypnotherapy, which provides students with an understanding of the essence of the transpersonal approach, the history of hypnosis, the language of hypnosis, and the application of hypnosis to psychotherapy. This course covers several hypnotic inductions, teaches students to monitor trance states, utilize suggestibility tests, and both learn and teach self-hypnosis. This foundational course offers students the opportunity to learn and practice journey work in a supportive environment, where they can receive feedback to enhance their therapeutic skills, language, and effectiveness working with clients in the hypnotic state.

PP8677 Mourning and Loss*3 credit hours*

This course examines the nature of human loss in many facets. Beginning at the many ways humans respond to separation and loss from birth, this course outlines a developmental perspective. We begin by viewing how death continually impacts life and in fact without loss and the threat of separation, human experience would be very different. However, we make great attempts to keep this reality far from consciousness. A traumatic experience often forces us to confront this reality and alters world views and psychological functioning. The course begins with a developmental perspective outlining the normal process of loss and separation from the vantage of attachment theory and psychoanalytic theory. We will discuss the nature of stage theory since this has dominated popular literature of loss and then consider alternative perspectives. The course will then consider the multi-faceted nature including discussion of psychic (non-physical) losses and their impact on psychological functioning. From there, the course will address issues of loss and mourning in psychotherapy. Finally, it will apply what we have learned to different topics.

PP8680 Religious Theories of Personality and Psychotherapy*3 credit hours*

This course is an introductory survey on the human condition, the causes of human distress, and strategies for human healing derived from the major religious traditions, East and West. Religious theories of personality structure, motivation, development, and dysfunction are discussed. Religiously grounded interventions are also presented, with emphasis upon various forms of meditation. Students are encouraged to integrate their own religious world view into their therapeutic approach.

PP8681 Psychology of Religious Experience*3 credit hours*

This course explores how psychology and religion inform each other in fundamental ways by examining the psychological and theological perspectives on religious experience, including conversion phenomena.

PP8682 Psychotherapy and Spirituality*3 credit hours*

This course focuses on the relationship between psychotherapy and spirituality. It reviews areas such as personality configuration and spirituality, values in psychotherapy, transference and spirituality, and the therapist's spiritual journey.

PP8683 Existential Psychotherapy*3 credit hours*

Existential philosophy as a world view is thoroughly explored, as well as the impact of this philosophy on theories of personality and psychotherapy. The applications of this view to psychotherapy are reviewed. Students are also encouraged to use this viewpoint to promote their own self-awareness.

PP8690 Brief Therapy*3 credit hours*

This course examines the structure and rationale of brief therapy, as applied to a wide range of problems. The course highlights the therapeutic relationship and the use of time as the vehicle of change, along with the skills and attitudes necessary for the successful brief therapist. The course may include didactic presentation, live demonstration, interviews, role-playing, and audio- or videotaped examples.

Prerequisites: (ATL) PP8010, PP8020, PP8030.

PP8691 Personality Disorders*3 credit hours*

This course provides a theoretical framework for understanding and treating personality disorders. Going beyond *DSM-IV* categories, the seminar examines both the developmental issues associated with dysfunctional patterns of personality and the challenges for clinicians in putting this knowledge into operation within psychotherapy. Some attention is given to assessment techniques and research strategies as these provide clinicians with tools to measure efficacy over time.

Prerequisites: (ATL) PP7010, PP7311, PP8030.

PP8692 Gay and Lesbian Issues*3 credit hours*

This course explores theories of development of gay, lesbian, and bisexual orientations, and appreciation for the associated sociopsychological challenges.

PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening*3 credit hours*

This course focuses on the development of knowledge and skills necessary to perform psychological assessments and neuropsychological screenings, with an emphasis on older adults. Students gain a conceptual grasp of (1) uses of traditional assessment instruments with older adults, (2) use of psychological tests designed specifically for older adults, (3) use of neuropsychological tests to provide a screening for cognitive deficits, and (4) use of functional assessment with older adults.

Prerequisites: (TAM) PP7365, PP7370, PP7371, PP7372, psychological psychology and statistics and research methods.

Recommended: (TAM) PP7050, PP7200.

PP8702 Neuropsychological Assessment I*1.5 credit hours*

This course is the first of a two-part introduction to neuropsychological assessment. It builds upon Introduction to Neuropsychology (PP8645) and extends the understanding of brain-behavior relationships through the formal assessment process. The course provides an overview of the administration, scoring and interpretation of instruments associated with neuropsychological functioning, including cognition, memory, and personality functioning, as well as reporting of results.

Prerequisites: PP7370, PP7371, PP7373, PP8645.

PP8703 Advanced Couples Therapy*1.5 credit hours*

The emphasis is on an integration of assessment and therapeutic theory and technique through on-going couple and family simulations. Supervision skills in family and couples treatment are a second major emphasis in this course.

PP8704 Neuropsychological Assessment II*1.5 credit hours*

This course is a continuation of Neuropsychological Assessment I (PP8702).

Prerequisites: PP7370, PP7371, PP7373, PP8645, PP8702.

PP8705 Child Assessment*3 credit hours*

This course provides an introduction to commonly used child assessment tools, including both cognitive and personality instruments. Students develop skills in test selection, administration, interpretation, and the presentation of data in oral and written formats.

Prerequisites: (TAM) PP710, PP7311, PP7370, PP7371, PP7372.

Recommended: (TAM) PP7330.

PP8710 Child Therapy*3 credit hours*

This course focuses on models of psychotherapy with children. Basic approaches, theories, techniques, and interventions for working in a clinical setting with children are explored. Legal and ethical issues, as well as empirically validated treatments, are considered.

Prerequisites: (HI) PP7010, PP7045, PP7100; (SCH) PP7300, P7301, PP8050; (PHX) PP7330; (TAM) PP7330, PP8705.

PP8711 Child Maltreatment*3 credit hours*

The etiological factors, theoretical issues, diagnostic and treatment methods, and research in the area of child abuse (physical, sexual and emotional) are examined. Issues involving adult survivors of abuse are also discussed.

PP8712 Adolescent Psychotherapy*3 credit hours*

This course provides an overview of theory and techniques in adolescent psychotherapy. While the overall orientation views adolescent problems within a context of the family system, the course focuses on a range of interventions and approaches including expressive therapies, problem-focused cognitive and behavioral strategies, and the interface of group work, individual treatment, and family therapy. Attention is given to the relation of developmental tasks and treatment strategies, as well as the cultural frameworks that impact interventions. Legal and ethical issues, as well as empirically validated treatments, are integrated into the course.

PP8715 Geropsychology*3 credit hours*

This course provides an overview of diagnostic and treatment issues commonly found among older adult clients. Topics include the epidemiology of psychiatric and behavioral disorders among the aged, health psychology, treatment strategies, and sociocultural issues in assessment and treatment. Clinical applications are emphasized.

Prerequisites: (ATL) PP7010; (PHX) PP7010, PP7050, PP7370, PP7501; (SEA) PP8038, PP7010; (TAM) PP7010, PP7310, PP7311.

PP8717 Psychology of Gender*3 credit hours*

The Psychology of Gender teaches the basic research and theory in the study of gender from a contextual perspective. Application of theoretical constructs to clinical material is integrated into each class meeting. The course focus is understanding the impact of gender on clinical work.

PP8718 Psychology of Women*3 credit hours*

The course covers basic theory of the psychological development of women and girls. A dual emphasis is placed on contextual and dynamic factors which shape personality development and behavior, and application of these clinical constructs into work with women. An appreciation of diversity and different cultural experiences of women is integrated into the course.

Prerequisite: (HI) PP7342.

PP8720 Neuropsychological Assessment I*3 credit hours*

This course covers the scientific basis of neuropsychology. Brain-behavior relationship, the research of neuropsychological assessment techniques, and the problems and utility of neuropsychological evaluation are covered. Various aspects of head injury and rehabilitation are presented. Students develop skills in the use of neuropsychological screening instruments through the administration and interpretation of these techniques.

Prerequisites: (ATL) PP7040, PP7050, PP7372; (TAM) PP7050.

PP8721 Neuropsychological Assessment II*3 credit hours*

This advanced assessment course introduces students to a more comprehensive understanding of CNS functioning; both pediatric and geriatric variables are explored toward theoretical understanding of neuropsychological assessment of special populations. This course also includes diversity variables (e.g., racial and gender) as part of the assessment process.

Prerequisites: (ATL) PP8720; (TAM) PP8720.

PP8730 Marital Therapy*3 credit hours*

Therapy and skills training in the treatment of couples are emphasized. Both married and committed unmarried adult couples are addressed, employing an integrative eclectic intervention model.

PP8731 Couples and Marital Therapy*3 credit hours*

Assessment, therapy and skills training in the treatment of couples are emphasized. Married, committed unmarried adult couples, and parent-child couples are addressed, employing an integrative eclectic intervention model and other approaches.

Prerequisites: (CH) PP8050; (SCH) PP8050; (TAM) PP8038.

PP8740 Advanced Multicultural Theory and Therapy*3 credit hours*

This class is an in-depth exploration of the application of multicultural theory to the practice of psychology. Diagnosis, psychological assessment and therapy are all impacted by the diverse identifications of both clients and clinicians. This course will continue the exploration of diverse cultural experiences and worldviews and their impact on human development. Students will be exposed to various cultural models of healing with an emphasis on experiencing the process from worldviews different than ones own. There will also be emphasis on culturally relevant means of assessing, describing and studying mental health, mental illness and the healing process.

Prerequisites: (DAL) PP8022

PP8750 Evaluation And Treatment Of Behavioral Health Problems*3 credit hours*

This course provides students with an overview of psychological practice within a medical setting with individuals who manifest the psychological concomitants of a medical illness. Students have the opportunity to discuss current cross-cutting issues in health psychology such as consultation, adherence, pain and pain management, and stress and coping. Assessment, intervention and prevention issues and the cultural factors that influence these issues are explored and discussed. The course format is a combination of didactic and advanced clinical seminar where students are expected to actively discuss relevant questions they bring to class.

Prerequisites: (ATL) PP7050, PP8010.

PP8751 Family Systems and Health*1.5–3 credit hours*

This course provides an introduction to the field of family systems and health. The focus of the course is to develop clinicians who appreciate individual, family, and illness developmental stages. Rolland's (1994) Integrative Treatment Model is the theoretical template for this course. The objectives for the course are that students: 1) understand the impact and experience of health, illness and disability for individuals, families, and healthcare treatment teams; 2) are able to conceptualize from a recursive perspective the nature of illness in families and how developmental time can constrain, maintain, or enhance family/individual problems; 3) consider how the therapist's experience with illness in their own lives (personal and/or family) affects their clinical work; 4) become familiar with assessment and treatment of families with health issues; and 5) become familiar with issues of collaboration with the medical community.

PP8753 Introduction to Managed Care for Psychologists

1.5 credit hours

This course introduces psychology students to managed care, its impact on the practice of psychology, and steps psychologists can take to provide quality care within a managed care environment. Issues such as the theory of managed care, cost accounting, managed care's impact on clinical psychology, and options for psychologists in relating to the managed care environment are considered.

PP8754 Group Person-Centered and Experiential Psychology

1.5 credit hours

This course features group sessions, including person-centered group process and open-space formats, in which students are invited to participate in the organization of the Minor, and to initiate interactions that they feel will assist in their ongoing development as person-centered and experiential psychotherapists.

PP8760 Extended Practice in Empathic Responding

3 credit hours

This course offers students extended practice in empathic responding. Students meet with partners, exchanging sessions with each other throughout the year and will meet with an ongoing consultation group.

PP8761 Teaching of Psychology

1.5 credit hours

This course addresses the principles and methods of effective teaching of psychology. Students engage in "teaching" a concept of topic in clinical psychology about which they have passion. Students also construct a course syllabus for a graduate or undergraduate course in psychology taught over a 14-week semester. Student evaluation methods are also considered.

PP8762 Death and Dying

1.5 credit hours

This course facilitates students' understanding of death, dying, grief, and bereavement through readings, videotapes, and participation in an experiential classroom format. Emphasis is placed on meaningful exploration of encounters with loss within the contexts of family, culture, ethnicity, religion, gender, and age. Moreover, ideas regarding helpful and unhelpful experiences of intervention through the examination of personal experiences with loss are considered.

PP8770 Assessment of Malingering and Deception

1.5 credit hours

This course provides an in-depth analysis to the assessment of response bias in psychological evaluations within the field of criminal and civil forensics. Students will learn the various methods available for the assessment of effort and symptom validity.

PP8800 Directed Independent Study

1–3 credit hours

Special topics in clinical psychology are explored. These topics vary with student interest and available faculty.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

PP8810 Special Topics in Psychotherapy

1–3 credit hours

This course presents special topics related to psychotherapy. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular areas of interest or expertise. The focus of this course is on expanding and extending the core curriculum in all areas of psychotherapy in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

PP8820 Special Topics in Developmental Psychology

1–3 credit hours

This course presents special topics related to developmental psychology. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular areas of interest or expertise. The focus of this course is on expanding and extending the core curriculum in all areas of developmental psychology in responsive and creative ways. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

PP8890 Preparation for the Comprehensive Examination

0 credit hours

As an aid to students, the institution provides a noncredit course designed to focus on the integrative skills that are assessed as part of the Comprehensive Examination. The course is not a review of content area, but rather is designed to provide students with a way of approaching content areas that allows for a meaningful comparison of different theories, and a way of translating concepts across different theoretical perspectives. Class time is spent in learning and practicing this skill.

PP8900 Internship

0 credit hours

This course offers a supervised field experience in a variety of community settings.

PP8901 Half-Time Internship

0 credit hours

This course offers a supervised field experience in a variety of community settings.

PP8910 Internship Seminar

1 credit hour

This weekly or bi-weekly seminar is for interns from local non-APA, non-APPIC internship sites at which the student is the only intern in training. The purpose of the seminar is to fulfill the requirement that interns have a peer group with which to interact, and the requirement that there be a second doctoral level psychologist to help mentor their professional development. The seminar involves discussion of case conceptualization, assessment issues, intervention strategies, and will help the student to explore his or her emerging professional identity as a clinical psychologist. Credit earned for the seminar will be in addition to the total required program credit hours. Students may be required to attend the seminar until they have completed the full 2000 hours of their internship training.

PP8950 Special Topics

0–3 credit hours

This generic course title permits faculty and students to pursue particular topics of interest in a seminar format. The topics are announced with each offering.

Prerequisite: (SCH) varies depending on topic of interest.

SCHOOL PSYCHOLOGY (PS)**PS6366 Behavior Management in the Classroom***3 credit hours*

This course focuses on approaches to behavior management and motivational strategies when working with exceptional students. Content includes definition of applied behavior analysis, behavior analysis techniques and criteria, and procedures for selecting, defining, and measuring behavior. The rationale, uses, implementation procedures, and consideration for special applications of behavior change technology are studied. Course objectives include a demonstrated knowledge of applied behavioral techniques; a demonstrated knowledge of selection, definition and measurement of behavior change; the ability to evaluate and analyze behavior change; the ability to develop a multidisciplinary behavior management plan based on behavioral assessment data; knowledge of the legal issues related to the techniques of discipline; and a demonstrated ability to promote the generality of behavior change.

PS6400 Master's Practicum*1 credit hour*

The practicum provides 400 hours of supervised clinical field experience, including meeting regularly with a practicum seminar led by a concentration faculty member. The overall practicum experience will include assessment and intervention experience.

PS6499 Internship and Seminar*6 credit hours*

The internship is designed as a Capstone Project and consists of a four-day-a-week, supervised field experience in a school setting in addition to participation in a weekly small group seminar for two semesters.

PS7000 History and Systems*3 credit hours*

This course is a survey of the major theories of personality and therapy in psychology, and their relationship to current professional practice. Various theoretical perspectives on psychotherapy will be critically compared. The impact of historical and cultural context on both the theory and practice of clinical psychology will be considered throughout the course.

PS7009 Introduction to School Psychology: Ethics, History and Practice*3 credit hours*

This course is an introduction to the specialty of school psychology. The history, present status and future projections of school psychology are examined, including the roles and functions of school psychologists, special educational and mental health needs of children and identity formation in school psychology and professional psychology. Current legal, ethical and professional issues will be discussed. Major goals include acquainting students with the kinds of problems with which school psychologists typically work, as well as the variety of methods they use in coping with these issues.

PS7010 Lifespan Development*3 credit hours*

This course focuses on normal transitional aspects of development across the lifespan, including aspects of physical, cognitive, emotional, and social development. Cross-cultural, gender, familial, and historical perspectives are emphasized. Applications to the practice of clinical psychology will be considered throughout the course.

PS7040 Cognition and Affective Processes*3 credit hours*

This course offers a review of current research and theory in cognitive science, focusing on both cognitive and affective processes. Areas such as memory, attention, perception, problem solving, language, emotion, and decision-making are considered. Clinical applications are emphasized throughout the course.

PS7050 Physiological Psychology*1.5 – 3 credit hours*

This course introduces brain-behavior correlates, the systematic function of the nervous system, and basic psychopharmacology. Areas covered include anatomy physiology, synaptic processes, biological foundations of language, cognition, learning, memory, and psychopathology, as well as endocrine processes and the impact of these systems on behavior and psychopathology.

PS7060 Social Psychology*3 credit hours*

Concepts from research and theory in social psychology are presented for the understanding of social influence on personality, human interaction, and behavior. Applications of social psychology to clinical settings will be emphasized.

PS7070 Foundations of Exceptional Student Education*3 credit hours*

This course examines characteristics, needs, and problems in providing programs to meet the needs of exceptional students, including specific learning disabilities, emotional disabilities, behavior disorders, gifted, hearing and visually impaired, mentally disabled, and speech and language impaired. The course is intended to provide an overview of current research and issues related to the education of exceptional students. Alternative assessment methodology such as curriculum-based assessment and functional analysis of behavior will also be addressed.

PS7080 School Organization and Curriculum*3 credit hours*

This course provides an examination of the principles of organizational development and systems theory as it relates to school programs in both general and special education. Current research on cognitive development, learning and instructional strategies and curriculum development will be addressed.

PS7100 Professional Issues: Ethics, Conduct, and Law*3 credit hours*

This course explores ethical and legal issues related to professional conduct, including such topics as ethical reasoning, APA ethical principles, state regulations with respect to licensure and rules of conduct licensure, complaint resolution procedures, confidentiality, releases, records, and the duty to warn. The course addresses ethical issues in areas such as assessment, therapy, forensics, and consultative and supervisory relationships.

PS7110 Professionalization Group I*1 credit hour*

These discussion groups for first-year students are led by a core faculty and meet once a week for one hour. Students discuss topics related to professional psychology and the development of a professional identity. The faculty leading the group will help students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the student's first-year academic experience.

PS7111 Professionalization Group II

1 credit hour

This course is a continuation of Professionalization Group I (PS7110).

Prerequisite: (CH/HI/PHX) PS7110.

PS7200 Statistics and Research I

3 credit hours

This course will include an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course will emphasize the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

PS7201 Statistics and Research II

3 credit hours

Statistics and Research II (PS7200). This course is a continuation of Statistics and Research Methods I. Quantitative, multivariate approaches to systematic inquiry are covered along with additional skills needed for the completion of the proposed Clinical Research Project. These include qualitative approaches and literature review skills with an emphasis on the integration and synthesis of findings appropriate to a proposal that can be the basis of the CRP. The importance and effects of diversity issues in research, and ethical issues in research are also covered.

Prerequisite: (PHX/HI) PS7200.

PS7330 Child and Adolescent Psychopathology

3 credit hours

This course involves an examination of the major psychopathologies of childhood. Various theories for the etiologies of child psychopathology are considered, and the implications for diagnosis, consultation, and treatment are also addressed.

Prerequisite: (PHX/HI) PS7010.

PS7331 Psychological Assessment of Children and Adolescents

3 credit hours

This course introduces the student to the major approaches and techniques related to the assessment of children and adolescents. The student will learn about the administration, scoring, and interpretation of major tests and assessment methods used in practice, such as in schools. Particular attention will be given to a variety of major tests used in practice. The student will learn about assessment practices for special populations. The student will learn about translating knowledge from the assessment process into interventions.

PS7332 Advanced Psychological Assessment

3 Credit Hours

This advanced assessment course covers the major approaches and techniques related to the assessment. The student will learn about the administration, scoring, and interpretation of major tests and assessment methods used in practice. Particular attention will be given to a variety of major tests used in practice. The student will learn about assessment practices for special populations. The student will learn about translating knowledge from the assessment process into interventions.

Prerequisite: PS7331.

PS7340 Issues in the Assessment and Treatment of Diverse Populations

3 credit hours

This course is designed to sensitize students to the presence of cultural and racial stereotypes that interfere with optimal understanding and treatment of racial and ethnic populations in American society. Theory and research are reviewed so as to understand cultural differences and the interplay among concepts of pathology, treatment, and cultural stereotyping. Information is provided about the unique mental health needs of African Americans, Asians, Hispanics, Native Americans and gay, lesbian, bisexual, and transgender populations.

PS7360 Clinical Psychopharmacology

3 credit hours

This course will provide an introduction to psychotropic drugs, their neurochemical basis, their mechanism of action, and their clinical application. In addition, principles of current use and the current status of psychopharmacology are discussed.

PS7370 Cognitive Assessment

3 credit hours

This course introduces the student to the major approaches and techniques for intellectual assessment in children and adults. The course will cover principles of test construction and psychometrics, the history of intellectual assessment, theories of intelligence, and methods of intellectual assessment. Particular attention is given to the administration and interpretation of the Wechsler intelligence tests. Alternative methods of intellectual assessment are also considered. The class may include a laboratory in which skills in administration and interpretation can be practiced.

PS7373 Integrative Assessment

1 – 3 credit hours

The course builds skills in the integration of assessment data, the communication of results toward answering a specific question, and the development of treatment recommendations.

Prerequisites: (PHX/HI) PS7370, PS7385.

PS7380 Critical Issues in Special Education

3 credit hours

This course examines and analyzes conceptual and practical issues facing special educators, including school reform and special education; labeling and categorical programming; funding; accountability; assessment; early intervention; transition; inclusion; school, family and community partnerships; ethnic and minority issues related to special education; and public policy. The course explores current conceptual and practical issues associated with providing special education to children and adolescents. Current perspectives and dilemmas in special education are presented in seminar format.

PS7385 Personality Assessment

3 credit hours

Administration, interpretation, and theory of major objective tests are presented with a primary emphasis on the MMPI-2 and MCMI-III. A review of projective tests are covered with emphasis on the Rorschach Inkblot Test. Coherent description of personality process is the focus of interpreting the test protocols and presenting them in the form of a professional report.

PS8000 Learning and Advanced Interventions

3 credit hours

This course is designed to present major models of classical and cognitive learning theory, including learning variables relevant to the acquisition and retention of instructional materials. Students will have an increased understanding of the ethnic and cultural variables of learning in addition to the philosophical, theoretical, and empirical aspects of learning and cognition. The course will also present empirically validated intervention and prevention techniques for academic and behavior problems in the classroom, with a special emphasis on curriculum-based measurement.

PS8010 Cognitive Behavioral Therapy

3 credit hours

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

PS8011 Advanced Cognitive Behavioral Psychotherapy*3 credit hours*

An integrated, multimodal approach to psychopathology, assessment, and intervention utilizing both cognitive and behavioral methods is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

PS8050 Family and Couples Therapy*3 credit hours*

This course introduces the student to systemic concepts as applied to families. Both theory and basic intervention skills are emphasized. Ethics in family treatment and tailoring treatment to the needs of the family, particularly as it applies to culturally-based values and issues, is also addressed. Treatment models covered include structural-strategic, Bowenian, solution-focused, and constructivist approaches and may include others, as time permits.

PS8060 Group Psychotherapy*3 credit hours*

This course provides an introduction to the basic principles of group psychotherapy operations. Emphasis is on gaining both firsthand experiences and a conceptual grasp of membership issues in group therapy; therefore, this course consists of both an experiential and didactic component. The course is designed to facilitate learning via thoughtful study of process and is structured to aid students in integrating their thoughts and feelings with their experience. Additionally, theories of group development and relevant research are addressed.

**PS8070 Advanced Psychological Services
for Bilingual and Minority Students***3 credit hours*

This course provides theoretical background and practical techniques in the assessment and interventions for bilingual and minority students. Historical perspectives, as well as ethical and legal issues are discussed.

**PS8075 Advanced Assessment and
Therapeutic Techniques for Preschool Children***3 credit hours*

This course provides information regarding assessment and therapeutic interventions for preschool children. While this course will concentrate on the evaluation and treatment of preschool-age children, infants and other populations functioning at a developmentally young level are included. Upon completion of this course, student will be able to describe and propose possible assessment and treatment strategies for disorders commonly found in infancy and early childhood.

PS8080 Advanced Cognitive Assessment*3 credit hours*

This course is an advanced training for student who have already taken Cognitive Assessment (PP7370). It focuses on the major approaches for intellectual assessment in children and adolescents. Particular attention is paid to the Wechsler cognitive and achievement tests for children, adolescents and preschoolers, as well as the Woodcock-Johnson Psychoeducational Battery. Assessment of diverse populations is also discussed, as well as an introduction to neuropsychological assessments.

**PS8090 Advanced Assessment and Intervention in
Mental Retardation and Developmental Disabilities***3 credit hours*

This course provides students with a review of current research in mental retardation and other developmental disabilities such as Autism Spectrum Disorder, Asperger's Syndrome and Rett's Disorder. Appropriate techniques for evaluation and intervention for these populations are explored.

PS8095 Advanced Interventions in School Psychology*3 credit hours*

This course provides students with advanced topics in school psychology such as systems interventions, behavior analysis, social skills, family systems, prevention programs, and diagnostic decision-making in school psychology.

PS8100 School Consultation and Supervision: Theory and Procedure*3 credit hours*

This course is intended to provide school psychology student with training in consultation in clinical, agency and especially, educational settings. Students learn the theory and techniques of behavioral consultation and team decision-making.

PS8201 Practicum and Seminar I*3 credit hours*

This practicum experience provides supervised clinical field experience at sites that help prepare the student for future professional careers. At the practicum site, the students working with their site supervisor, gain additional skills in areas such as: assessment, case conceptualization, interviewing skills, diagnosis, treatment and interventions, consultations, and collaboration. The student will additionally learn about professional practices and ethics. The practicum experience provides the student with field experiences to meet state and national certification requirements (e.g., at least 500 hours). In addition to required hours working at the assigned training site, students enrolled in practicum meet weekly in a practicum seminar. The goal of the practicum and practicum seminar is to aid the student in gaining additional skills, building on earlier coursework and continuing coursework. During practicum seminar, students will prepare for case studies, program exams, and/or portfolios to demonstrate their increasing skills and competencies.

Prerequisites: PS7009, PS7010, PS7110, PS7111, PS7385, PS7330, PS7331.

PS8202 Practicum II*3 credit hours*

See description for Practicum I (PS8210).

Prerequisite: PS8201.

PS8203 Practicum III*3 credit hours*

See description for Practicum I (PS8210).

Prerequisite: PS8202.

PS8204 Practicum IV*3 credit hours*

See description for Practicum I (PS8210).

Prerequisite: PS8203.

PS8501 School Psychology Research Project I*1 – 3 credit hours*

This credit course provides academic credit while students are in the process of completing their School Psychology Research Project (SPRP). A minimum of three SPRP credit hours are required for graduation. Students who have completed all degree requirements except for the SPRP are required to register for SPRP credit each semester until their SPRP is approved by their faculty committee.

Prerequisites: PS7200, PS7201.

PS8502 School Psychology Research Project II*1 – 3 credit hours*

See description for School Psychology Research Project I (SP8501).

Prerequisite: (HI/PHX) PS8501.

PS8503 School Psychology Research Project III*1 – 3 credit hours*

See description for School Psychology Research Project I (SP8501).

Prerequisite: (PHX/HI) PS8502.

PS8504 School Psychology Research Project III — Extended

1 credit hour

See description for School Psychology Research Project I (SP8501).

Prerequisite: (PHX/HI) PS8503.

PS8610 Play Therapy

3 credit hours

This course will familiarize students with the unique techniques of symbolic play therapy with children of different ages and family backgrounds. Experiential projects and exercises will allow students to develop increased comfort with using these techniques and with understanding and responding to the play communication of children.

PS8646 Introduction to Neuropsychological Assessment

3 credit hours

This course provides an introduction to the assessment of brain-behavior relationships. A variety of neuropsychological tests will be introduced, covering the major cognitive domains in neuropsychology, with an emphasis on the process by which such tests are interpreted, in light of all of the data available, including historical, interview, observational, and test data.

Prerequisites: (HI/PHX) PS7373, PS7050.

PS8710 Child Psychotherapy

3 credit hours

This course will focus on models of psychotherapy with children. Basic approaches, theories, techniques, and interventions for working in a clinical setting with children will be explored. Legal and ethical issues, as well as empirically validated treatments, will be considered.

Prerequisite: (HI/PHX) PS7330.

PS8800 Internship—Masters

0 Credit Hours

This course offers a supervised field experience in a variety of school and community settings.

PS8900 Internship—Doctoral

0 Credit Hours

This course offers a supervised field experience in a variety of school and community settings.

PS8950 Special Topics: Learning Disabilities and Neuropsychological Assessment of Children

0–3 credit hours

This generic course title permits faculty and students to pursue particular topics of interest in a seminar format. The topics are announced with each offering.

RESEARCH (R)

R6032 Research and Program Evaluation in Counseling

3 credit hours

This course provides the counseling student with a thorough introduction to the issues and methods related to the conduct of empirical research in counseling. The student gains hands-on practice throughout the course. The student is expected to review research studies in counseling, and is expected to develop a research design relevant to his or her professional practice. Ethical issues are also considered.

R6033 Research in Education

3 credit hours

This course provides the educator with an introduction to the theory and practice of research in educational institutions. Both design and analysis issues are addressed. The student gains hands-on practice throughout the course. The student is expected to review existing research studies in education and is expected to develop a research design relevant to this or her area of expertise.

R6034 Introduction to SPSS

3 credit hours

This course is designed to familiarize the student with the foundations of data analysis using the SPSS software. Students are expected to become capable of data entry and retrieval processes, as well as elementary analysis including, but not limited to, descriptive statistics, chi-squares, and one-way analysis of variance.

R7000 Introduction to Academic Research and Writing

3 credit hours

This course demystifies the doctoral level research process and provides a solid foundation for academic writing by analyzing and evaluating current research articles, literature reviews, and dissertations. Emphasis will be placed on APA style guidelines, preparation for the doctoral comprehensive examination, and university publication requirements. It also includes a self-inventory based on state and national standards and develops a self improvement plan that is the basis for activities during internship.

R7031 Methods and Analysis of Quantitative Research

3 credit hours

This course focuses on the structure and process of descriptive research across the disciplines of business, education, and behavioral science. It presents the concepts of relationships, correlations, and descriptive paradigms. Upon completion of this course, the student will be able to design a descriptive research study. The student will be able to utilize correct descriptive sampling techniques, collect and organize data systematically, adhere to acceptable reliability and validity standards in measurement, apply appropriate descriptive methodology, perform descriptive statistical analysis including mean, mode, median, correlations, chi square and t-tests with matched groups, and fully present findings. The student will also master the language of descriptive research, distinguish between various methodologies, conduct literature surveys that provide the foundation of investigation, critique descriptive research, review the dissertation research process, and construct effective descriptive research proposals. Computer applications, logistical issues, and ethical considerations are examined.

Prerequisite: (ORA) PC6521.

R7032 Experimental Research Methods

3 credit hours

This course focuses on the structure and process of experimental research across the disciplines of business, education, and behavioral science. This course presents the concepts of probability, cause-effect relationships, and experimental paradigms. Upon completion of the course, the student will be able to design a quasi-experimental or true experimental research study that has internal and external validity, utilize correct experimental sampling techniques, collect and organize data systematically, adhere to acceptable reliability and validity standards in measurement, apply appropriate experimental methodology, perform inferential statistical analysis including t-tests with unmatched groups, analysis of variance (ANOVA) and analysis of covariance (ANCOVA), and infer cause-effect relationships. The student will master the language of experimental research, distinguish between various

methodologies, conduct literature surveys that provide the foundation of investigation, critique experimental research, review the dissertation research process, and construct effective research proposals. Also, computer applications, logistical issues, and ethical considerations are examined.

R7033 Research Methods for Data Analysis

3 credit hours

In this course, students learn the basics of computer methods for data analysis, with an emphasis on data mining. Data mining is the process of using computers to discover useful patterns in data, in order to explain current behaviors or to predict future outcomes. Focus is placed on the processes of model building, execution, testing, and the interpretation and validation of model results. Course activities include lecture-presentations, discussion of case studies, and hands-on exercises. Students complete numerous exercises, a data mining project, and a take-home final exam.

R7034 Advanced Statistical Methods

3 credit hours

This course provides a survey of advanced techniques to support doctoral research using hands-on applications with SPSS. Topics include multiple regression, time-series analysis, multiple discriminant analysis, MANOVA, canonical analysis, factor analysis, cluster analysis, MDS, conjoint analysis, and cross-tabulations.

R7035 Methods and Analysis of Qualitative Research

3 credit hours

This course introduces the assumptions, theories, and processes of qualitative inquiry. The purpose of this course is to provide advanced graduate students with the theoretical foundations necessary to understand qualitative inquiry, and to enhance their abilities to conduct qualitative research and evaluation.

Prerequisite: (ORA) PC6521.

R7036 Program Evaluation Methods

3 credit hours

This course emphasizes the acquisition of knowledge and skills in program evaluation methodology. Six alternative evaluation approaches are surveyed, with a focus on developing a management/decision-oriented evaluation plan. This course also serves as a practicum for the conceptualization and development of a doctoral research study that employs a program evaluation model.

Prerequisite: (ORA) PC6521.

R7037 Survey Techniques

3 credit hours

This course provides students with skills necessary for the survey research process. This includes familiarity with questionnaire design, including framing the question, sample size, reliability and validity in survey construction, and the strengths and limitations of the numerous methods used in survey research.

R7038 Action Research

3 credit hours

The course advances the proposition that the action research approach is a useful paradigm in the field and worthwhile model for dissertation work. Historical, philosophical and theoretical foundations will be discussed, but practical application will be the primary focus simultaneously with learning. This is consistent with an action research approach. Collaboration and group work is also a hallmark of action research so students will demonstrate their abilities to design, diagnose, plan, implement, observe, and reflect in cooperation with classmates. The various roles and skills necessary to be an effective action researcher will be discussed, as well as important issues related to empowerment, contextualization, ethical considerations, and validity.

R7039 Directed Independent Study in Research

1–3 credit hours

This course is completed on a one-to-one basis with a faculty mentor. The Directed Independent Study (DIS) option provides an opportunity for the student to carry out a creative research project in an area of his or her choice that differs from that of the dissertation. The DIS may arise from an in-depth study of some aspect of a recently completed graduate course; an analysis of new ideas, theories or concepts; or evaluation of new strategies used in research. It can involve the resolution of an isolated educational problem, collection, and interpretation of accumulated data, or an approved field experience.

Note: Students are generally limited to one Directed Independent Studies course per program of study.

R7103 Solutions-Oriented Business Research Methods

3 credit hours

This foundation course in business research provides an overview of business research methods and concepts of probability theory, regression analysis, and assumptions of multivariate analysis. Computer software, and the ethics of research in business settings are also components of the course.

R7111 Special Topics in Research

3 credit hours

This course presents special topics related to research. It provides full-time and visiting faculty members, including recognized leaders in the field, a chance to provide a special seminar offering in their particular area of interest or expertise. The focus of this seminar is on expanding and extending the core curriculum in all areas of counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, and unique methodologies will be covered in this seminar. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum. By permission of advisor.

PSYCHOLOGY AND RELIGION (RP)

RP201 Psychology of Religious Experience

3 credit hours

This course explores how psychology and religion inform each other in fundamental ways by examining the psychological and theological perspectives on religious experience, including conversion phenomena.

RP304 Religious Anthropologies

3 credit hours

This survey course examines major religions and wisdom traditions of the East and West as sources for understanding persons and human experience. Insights relevant to personality theory, the causes of human distress, and psychotherapeutic goals are examined.

RP458 Faith Development and Techniques of Spiritual Assessment

3 credit hours

The development of religious beliefs and practices in the context of developmental psychology is carefully examined. Means of assessing level of faith development and degree of spiritual health are covered.

RP459 Faith Development and Techniques of Spiritual Assessment

1 credit hour

The development of religious beliefs and practices in the context of developmental psychology is carefully examined. Means of assessing level of faith development and degree of spiritual health (e.g., taking a religious/spiritual history, 'healthy' vs. 'sick-minded' religion) are covered.

RP555 Ethical Issues for Psychology and Religion
3 credit hours

The legal and ethical issues are discussed in the conduct of psychotherapy, which includes the spiritual dimension of human life. Psychotherapy for clients whose problems raise theological questions (e.g., death and dying, cultism, divorce, abortion, suicide, sexual orientation, etc.) are also discussed.

RP586 Psychotherapy and Spiritual Direction
3 credit hours

The relationship between psychotherapy and spiritual direction is examined. Wisdom traditions, including Hinduism, Buddhism, Judaism, Christianity, and Native American Religion, etc., are all considered as sources of knowledge relevant to psychotherapy.

SPECIAL TOPICS (S)

S7200 Pinnacle Seminar
3 credit hours

This seminar focuses on a contemporary topic of scholarship that varies from year to year. Students have the opportunity to interact with students from other campuses, as well as known speakers. This course will partially satisfy doctoral level residency requirements. It will be taught in a blended format with a weekend residency at sites to be regionally determined. Therefore, students should plan ahead for costs related to transportation and lodging beyond the normal expense of tuition and books.

SPORT PSYCHOLOGY (SP)

SP6000 Professionalization Group I
0–1 credit hour

This course is in small-group format. These groups include a didactic as well as a discussion component. The course focuses on topics related to issues important to new sport-exercise psychology students, including the following: an orientation to the program and the field of sport psychology; an introduction to ethical and legal issues necessary for students to begin class and training experiences; issues and trends in the professional education of sport psychologists; and professional practice trends and issues in sport psychology. In addition, the faculty member leading the group helps students with academic and field training planning, general consultation on problems or difficulties in the program, and questions emerging during the students' academic experience.

SP6001 Professionalization Group II
0–1 credit hour

This course is a continuation of Professionalization Group I (SP6000).
Prerequisite: (PHX) SP6000.

SP6005 Psychopathology
3 credit hours

This course is an introduction to theoretical, clinical and empirical knowledge of psychopathology and the classification of mental disorders. The course focus is on acquiring a conceptual foundation for understanding and classifying abnormal behavior. The rationale and procedure of the *DSM-IV* are addressed. A methodology for collecting, organizing and understanding clinical data by way of careful interview is presented. There is a careful examination of both normal and abnormal behaviors/affective states that impact sport and human performance.

SP6020 Team Dynamics and Group Behavior
3 credit hours

This course provides students with an overview of the psychology of team sports and the role of group factors in individual and team performance. A theoretical understanding of various group processes in sport, such as team cohesion, group communication, and leadership, are reviewed. Team building and the development of group effectiveness also are highlighted. In addition, theoretical and practical issues involved when working with team sports are covered. Special attention is given to the impact of race and gender in sports.

SP6104 Counseling Skills I
3 credit hours

A fundamental study of the helping relationship is provided. The course provides a broad understanding of the philosophic bases of helping processes: counseling theories and their application; basic advanced helping skills; consultation theories and their application; client and helper self-understanding and self-development; and facilitation of client change.

SP6300 Professional and Ethical Issues
3 credit hours

A careful review of issues exposes students to a broad understanding of professional roles and functions, professional goals and objectives, and professional organizations and associations. This course also examines ethical and legal standards, risk management, professional credentialing, and standards for professional counselors.

SP6493 Psychological Aspects of Athletic Injury
3 credit hours

This course provides students a comprehensive overview of the knowledge base for the psychological aspects of sport injury and rehabilitation, including pain management and assessment issues. Mechanisms of sport injuries and principles and issues involved in treating and rehabilitating injury are carefully addressed. Special attention is given to developing a psychological rehabilitation program, along with understanding how a sport medicine team works together to rehabilitate the "total" athlete. Issues such as return to play, adherence, and counseling injured/disabled athletes will be explored.

SP6494 Exercise and Health Psychology
3 credit hours

This course focuses on the development of a theoretical understanding and basic skill proficiency in the principles and techniques of exercise and health psychology. Issues such as exercise participation and adherence, exercise and its relationship to mental health, wellness promotion and behavior change, psychological factors and reactions to overtraining, pain management, and stress management are explored. Techniques such as goal setting and imagery as they relate to exercise and health are also covered. Exercise used in a therapeutic environment, and how exercise can be incorporated into a psychological skills training program are discussed.

SP6495 Appraisal of Individuals and Psychological Skills
3 credit hours

This course provides students with a conceptual and theoretical understanding of general principles and practices of psychological assessment. In addition, students will gain basic proficiency in intake interviewing, behavioral observation, and the administration, scoring, and interpretation of psychological inventories, including sport-specific questionnaires. Focus is given to ethical and professional issues in psychological assessment, such as test reliability and validity and confidentiality. The use of interviewing, behavioral observation, and testing for comprehensive intervention planning are covered as well.

SP6497 Motor Learning and Development*3 credit hours*

This course provides students an overview of theory, research, and practice in motor behavior learning and control. Students develop an understanding of cognitive, behavioral, neurophysiological and biomechanical approaches to motor skill learning and development. Special attention is given to motor skill development at a variety of developmental levels, as well as the relationship between motor skill acquisition and practice schedules.

SP6499 Applied Sport Psychology I: Theory and Research*3 credit hours*

This course is designed to introduce students to theory, research and practice of sport performance enhancement for both individuals and groups of performers by a variety of psychological interventions. Theoretical understanding in the use of mental skills training techniques such as goal-setting, imagery, self-talk, and arousal regulation is a prime focus. In addition, topics such as self-motivation, self-confidence, and concentration are addressed. Special attention is given to the thorough understanding of the psychological factors necessary for optimal sport performance to aid in appropriate intervention planning.

SP6500 Applied Sport Psychology II: Professional Practice*3 credit hours*

This course focuses on the development of an in-depth understanding of the professional practices of sport performance enhancement by the utilization of psychological interventions in both individual and group (team) settings. Students develop proficiency in the selection, development, and implementation of psychological interventions based on current theory and research. A variety of cognitive, affective, and behavioral mental skills training techniques are studied in-depth, with an emphasis on understanding the relationship between performance enhancement skill level and psychological factors. Ethical issues in the practice of applied sport psychology, as well as gender issues, considerations in working with diverse groups, and special needs of challenged populations are also addressed.

*Prerequisite: (PHX) SP6499.***SP6501 Exercise Physiology***3 credit hours*

This course provides students an overview of major body systems, acute and chronic responses to exercise, training and over-training, and environmental affects on those systems and responses. Various physiological approaches used to optimize sport and exercise performance are also addressed. Consideration is given to issues/concerns of special populations involved in physical activity. The importance of physical activity in health and wellness is described.

SP6505 Lifespan Development*3 credit hours*

This course focuses on normal development related to cognitive abilities psychosocial development and biological status through the lifespan, while exploring the theoretical and empirical literature relating to emotional and social development. Gender, culture, and sexual orientation are used as important mediating variables throughout the course. The relationship between normal development and sport and exercise is highlighted.

SP6510 Athletic Counseling*3 credit hours*

This course is designed to introduce students to the range of counseling-based interventions in applied sport psychology. A psychoeducational-developmental perspective is provided as a theoretical framework for the practice of sport psychology. The course focuses on the development of life skills and the implementation of

educational programs to enhance development in athletes, especially youth through adulthood. Academic counseling, issues related to transitions, and cultural factors also are addressed.

*Prerequisite: (PHX) SP6505.***SP6535 Sport Psychology Master's Practicum I***3 credit hours*

An experience in applied sport psychology with a client population under close supervision is provided. Special emphasis is placed on assessment, intervention planning, and program development. The goal of the seminar is to develop integrated skills in assessment and intervention. The focus is on the development of skills in interviewing, case formulation and appropriate intervention planning. The seminar meets weekly throughout the academic year.

*Prerequisites: (PHX) SP6001, SP6005, SP6104, SP6499, SP8010.***SP6536 Sport Psychology Master's Practicum II***3 credit hours*

This course is a continuation of Sport Psychology Masters Practicum I (SP6535).

*Prerequisite: (PHX) SP6535.***SP7200 Statistics and Research I***3 credit hours*

The first of a two-semester sequence in statistics and research methodology, this course includes an overview of various research methods, basic concepts in descriptive and inferential statistics, and experimental research methodologies. The course emphasizes the development of critical thinking skills and the methodological tools necessary for functioning as a local clinical scientist in applied settings.

SP7349 Career Assessment and Counseling*1–3 credit hours*

This course reviews theories of job satisfaction and performance, instruments used for career assessment purposes, and principles of career counseling.

SP7561 Seminar in Sport Psychology Consulting I*1 credit hour*

This seminar is designed for students to gain experience in the professional activities of a sport psychology consultant. Students will have the opportunity to participate in individual and group projects related to the planning, development, marketing, and provision of sport psychology services to targeted populations. The focus of the seminar will be on developing the requisite skills to succeed as a sport psychology consultant in professional practice. The seminar meets weekly throughout the semester.

SP7562 Seminar in Sport Psychology Consulting II*1 credit hour*

This course is a continuation of Seminar in Sport Psychology Consulting I (SP7561).

SP7563 Seminar in Sport Psychology Consulting III*1 credit hour*

This course is a continuation of Seminar in Sport Psychology Consulting II (SP7562).

SP8010 Cognitive Behavioral Theory and Therapy*3 credit hours*

Major cognitive-behavioral therapies, as well as their theoretical foundations, are reviewed in this course. There is an emphasis on developing skills in cognitive behavioral analysis and treatment, with special attention to the treatment of selected disorders and personality styles.

Prerequisite: (PHX) SP6005.

SP8011 Advanced Cognitive Behavioral Psychotherapy
3 credit hours

An integrated, multimodal approach to psychopathology, assessment, and intervention, utilizing both cognitive and behavioral methods, is presented. Skill development in cognitive and behavior therapy is stressed via demonstrations, role-playing, and videotapes.

Prerequisite: (PHX) SP8010.

SP8950 Special Topics
1–3 credit hours

This generic course title permits faculty and students to pursue particular topics of interest in a lecture or seminar format. The topics are announced with each offering.

PASTORAL COMMUNITY COUNSELING (TH)

Note: The following courses were previously listed in the special topics section of the *Academic Catalog*. They now have a new prefix (TH).

TH7101 Professional Development in Pastoral Community Counseling
3 credit hours

This course provides the student with an orientation to the program, and through interaction with a faculty advisor, the development of a personal and professional plan for completing the degree. Topics which are addressed, include, but are not limited to interactive expectations and reflective practice, interrelationships between psychology and religion theology and counseling, the use of technology in the program, legal, ethical, and professional standards, as well as an overview of the roles of the pastoral counselor.

TH7102 Individual Spiritual Enhancement
3 credit hours

This course focuses on the various methods of individual spiritual enhancement and the identification of skills to enable pastoral counselors to facilitate spiritual growth and insight in themselves and the people they encounter. Examples from key historical writings, contemporary theoretical perspectives, and practices from a variety of spiritual traditions are presented. The importance of the role of the individual enhancement and its contribution to the development of a religious/spiritual community are discussed.

TH7103 Holistic Health Theory and Practice
3 credit hours

Recent literature has emphasized the importance of the connection between mind, body, and spirit of a person. This course presents the theoretical and practical issues related to helping the complete person, including holistic assessment, referral, treatment planning, interdisciplinary teams, and the role of the pastoral counselor on an interdisciplinary team.

TH7104 Family Mediation and Conflict Resolution
3 credit hours

In this course, students consider several family mediation strategies and practices as well as valuable strategies for constructive conflict resolution. The role of the individual is considered as it is affected by his or her role within family and social systems. Resolution skills can be put to use in a variety of situations and settings. Many of the problem solving, communication skills, and theories of behavior that are a part of the pastoral counselor's training can be applied to briefer encounters with individuals, partners, families, groups, or factions of a community in order to resolve differences, stop harm, and reorient toward a more productive interaction.

TH7105 Curriculum Development for Community Education
3 credit hours

In this course, the student considers the multiple purposes, resources, and tasks involved in developing community religious, counseling, and social action education programs. Included are topics such as bibliotherapy, theological issues, needs assessment, program planning and assessment, resource development, and interagency relationships.

TH7106 Non-Western Helping and Healing
3 credit hours

This course explores the helping and healing in a variety of historical, religious, philosophical, and social traditions. Students focus on common methods used in interpersonal problem solving, mediation, personal growth, with a survey of methods of helping and healing in other parts of the world. This course compares these approaches and identifies what they have in common, tools for cross-cultural assessment, the cultural context of their effectiveness, and the generalizability of the practices for different counselors and clients.

TH7107 Directed Independent Study in Religion and Psychology
3 credit hours

This Directed Independent Study (DIS) is completed on a one-to-one basis with a faculty mentor. This is an opportunity for the student to pursue a creative research project. Topics germane to the student's program of study and the course title may be pursued upon approval of the student's faculty advisor. The focus may include theoretical research, field experience, community problem solving, or other appropriate areas for research or evaluation. *Note:* Students are generally limited to one Directed Independent Studies course per program of study.

TH7108 Contemporary Ethical Issues in Pastoral Counseling
3 credit hours

In this course, the student considers a variety of contemporary concerns facing the pastoral and community counselor, including ethical, theological, social, individual, and legal problems, issues, and professional standards. The exact topics to be considered will be determined by the needs and interest of the participants, as identified during a precourse conference on eCollege. Individual, Marriage and Family, and Pastoral Counseling Codes of Ethics will guide the class discussion.

TH7109 Special Topics in Pastoral Counseling
3 credit hours

This course presents special topics related to pastoral counseling. It enables full-time and visiting faculty members, including recognized leaders in the field, to provide special training in their particular area of interest or expertise. The focus of this course is expanding and extending the core curriculum in all areas of pastoral counseling in responsive and creative ways. Contemporary issues, current trends, notable innovations, new research findings, special populations, and unique methodologies are covered. The expected student outcome is mastery of specialized knowledge that complements and supplements the core curriculum.

TH7110 Spiritual and Religious Issues in Counseling*3 credit hours*

This course utilizes lecture, case study, and experience to focus on the vertical, depth, and developmental dimensions of counseling. Dynamics studied include the relationship of individuals and families to God, what gives meaning to life, issues and stages of human development over the lifespan, multigenerational familial processes, practical morality, and personal inspiration. Expected student outcomes include mastering the basic concepts, theories, and techniques in spiritual counseling, assessing spiritual needs, and working effectively with diverse populations.

TH7935 Dissertation—Pastoral Counseling*3 credit hours*

All EdD dissertations require a minimum of 12 semester credit hours for completion. Students are required to enroll for dissertation each semester from the beginning of a dissertation until passing his/her final defense. Each registration carries 3 credit hours. At the end of each semester, the dissertation chair will issue a grade of "PR" ("Progressing") indicating that the student is progressing toward completion of the dissertation or a grade of "NC" ("No Credit") indicating that the student should receive no credit for dissertation that semester. All "PR" grades will be changed to "CR" ("Credit") once the student has successfully completed all dissertation requirements. Any grade of "NC" will be permanent and will not count toward the 12 credit hour requirements for completion of dissertation. Course is graded as "Credit/No Credit."

WRITING (W)**W5098 ESL Writing Skills***3 Credit Hours*

This course is designed to assist students for whom English is a second language to achieve proficiency at a graduate level for academic writing, vocabulary, grammar, punctuation, spelling and proof reading as well as to become adequately proficient in APA. Credits earned in this course do not count to the degree or general education requirements. Results of the Criterion writing placement test will determine whether or not a student will be required to take this course.

W5099 Graduate Academic Writing*3 Credit Hours*

This writing intensive course is designed to help students develop their critical reading, thinking and academic writing skills and to prepare them to successfully write across a range of writing tasks, from shorter writing prompts to scholarly research papers. Major topics include a review of the basic parts of speech, grammar, and punctuation, and progress to mastering the different components of a research paper. Credits earned in this course do not apply to the degree requirements

Continuing Education Courses

The following courses are offered through The Connecting Link, an approved partner of Argosy University.

ACADEMIC CLASSES

CE6152 Communities of Character

This course will provide you with an invaluable framework for understanding and implementing a successful character education program personalized for your classroom and/or school. Learn a host of practical yet exciting grade-specific strategies that will help you, your students, and your schools grow into “communities of character.”

CE6163 The Art of Cooperation: Cooperative Learning in the Classroom

The goal of this course is to introduce teachers to the basic components of cooperative learning, to demonstrate how these components are combined in the many different forms of cooperative learning, and to give teachers the opportunity to plan lessons using the techniques that are most appropriate to their individual classrooms. Finally, teachers will also learn how to structure cooperative, competitive, and individualistic learning so that all three structures can be used to provide effective instruction.

CE6180 Effective Teaching Strategies to Meet the Needs of Students

The purpose of this course is to provide teachers with a framework for understanding standards-based education, the means to use standards as the basis for planning instruction, and the instructional strategies to raise student achievement in a standards-based instructional environment.

CE6185 The Differentiated Classroom

Students today span the spectrums of learning readiness, learning styles, strengths and weaknesses in the eight intelligences, personal interests, and cultural backgrounds. Gain strategies for differentiating the learning experiences of students within the same classroom to maximize each child's potential.

CE6187 Creating a Safe Learning Environment

Within the last decade, United States schools have experienced a dramatic increase in violence and bullying. Studies indicate that 15-20% of our students are bullied with some frequency. This course will focus on current regulations, recommendations, preventive and intervention theories, strategies, objectives, lesson plans and activities for dealing with and eliminating bullying and aggressive behaviors.

CE6188 Best Practices in Mentoring

For educators who wish to further their professional development by developing the knowledge and skills to become an effective mentor. Develop skills in the areas of communication, clinical supervision, peer consultation, reflection, problem solving, and evaluation.

CE6211 The Power of Brain Compatible Learning

Optimize your students' learning capacity, increase their retention, and minimize the need to re-teach! This course will assist you in understanding the profound implications of recent brain research in educational practice. Based on the work of leading experts in the field, the course will utilize education-oriented texts, remarkable video footage, and experiential in-class activities.

CE6212 Benchmarks for Effective Teaching

A synthesis of the finest effectiveness strategies from authorities in education, leadership, management, personal change, and human resources development. Rediscover and harness what first inspired you to become an educator!

CE6213 More Chances to Learn

This course takes you beyond the theory and gives you an abundance of realistic strategies for using multiple intelligences in your classroom. Help your students discover personal strengths, build self-esteem, and develop leadership skills.

CE6214 Managing Pressures of the Teaching Profession

Left unmanaged, stress can make even the most experienced teacher ineffective. This very popular course promotes an understanding of how stress affects the teaching and learning process. Learn to model and teach effective stress management skills so that your students can reach their potentials.

CE6215 Children at Risk

Recognize and reach the growing numbers of these children in your classroom. Through a series of informational lectures, readings, video presentations, and classroom discussions, you will receive an in-depth awareness of the factors that place children at risk and what it means for you.

CE6230 Classroom Management that Works

In place of cookie-cutter techniques, this course helps teachers understand basic principles of effective teacher-student interactions and discover, develop and maintain the inner authority they need. Learn how effective classroom management results can thrive in a context of collaboration and mutual respect.

CE6250 Tools for Professional Resilience

This course is designed to turn the tables on the stress and burnout plaguing professional educators by giving them the tools they need to proactively build resilience, manage stress, prevent burnout, and maximize their effectiveness in the classroom.

CE6255 ADD/ADHD and the Classroom Teacher

This course is designed to give teachers a deeper understanding of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) (with hyperactivity and/or inattentiveness), and the means to explore teaching methods promoting an effective learning environment for learners with these disorders.

CE6710 Empowering Educators in the Classroom: Integrating Education and Mental Health

This course is designed to give K-12 teachers an overview of the normative developmental issues of children and adolescents, mental health issues that can compromise development, and the behavioral and social concerns that impinge on the processes of both developing and learning. At its core, this course challenges each professional to better understand the dynamics of the classroom to respond effectively to each student so that it is possible to make a difference in the lives of the children being taught.

CE6712 Autism Spectrum Disorder and the Professional Educator

Participants of this course will demonstrate a deeper understanding of Autism Spectrum Disorders (ASD) as well as explore teaching methods promoting an effective learning environment for varied learner characteristics within the wide range of disabilities. Students will become familiar with best practices necessary to facilitate academic, physical, social, and emotional success of students with disabilities categorized under ASD within the classroom setting as well as working with families.

CE6714 Preparing Students for Adulthood: Promoting Positive Life Outcomes for Students

Teachers and educational personnel who take this course will gain insight and knowledge into transition best practices and strategies needed to meet requirements of a student's Individualized Education Program while also learning concepts that are beneficial for all students. One of our most important goals as educational personnel is to prepare students to be fully participating members of their communities. For regular and special educators, this course will enhance teaching practices that focus on those skills necessary for preparing children and teens for adulthood.

CE6715 Teaching English Language Learners in the Regular Classroom
Schools in the United States are becoming culturally and linguistically more diverse. This course is designed to provide K-12 teachers, administrators, and staff with an opportunity to gain a deeper understanding of issues affecting English language learners (ELL). Teachers will also learn about instructional methods and strategies that will have a positive impact on the success of the ELL students in the classrooms.

TECHNOLOGY COURSES**CE6166 Microsoft® Windows® for Educators**

Explore classroom applications and uses of the Windows desktop operating environment. Content includes the exploration of components and capabilities of Windows, including file and folder management, program installation, Paint, Calculator, Help, spreadsheets, customizing the desktop, connecting to the Internet, the World Wide Web, bookmarking, and PowerPoint. Hands-on practice is presented in the context of classroom use. In addition to technical skills, you'll develop a framework for creating and evaluating technology-based learning activities.

CE6172 Advanced Microsoft® Word® for Educators

This course provides participants with an in-depth experience of using the Microsoft Word application in educational settings. Course content addresses diverse types of document formatting, production, and publishing using intermediate and advanced features of Word functions, including Autoformat, Styles, WordArt, Bullet and Number formats, Tables, Columns, Templates, Outlines, and Merges. All hands-on practice activities are presented in the context of classroom or educational uses for this software program. This course is intended for experienced K-12 educators seeking ways to enhance their productivity by learning how to design more student-oriented and student-centered documentation that can be used across the curriculum.

CE6175 Desktop Publishing: Impacting Teaching and Student Learning

This course provides an in-depth exploration of the classroom applications and educational uses for Microsoft® Publisher® or Adobe® PageMaker®. Students will learn to create forms, calendars, and newsletters. Work with art and graphics to create and develop your own publication ready to post on the Web.

CE6176 Technology Foundations to Improve Teaching and Student Learning

This course presents an overview of teaching and learning through computer-based technologies in a variety of K-12 education settings and disciplines. Participants explore a wide variety of instructional technologies, gaining hands-on experience, and familiarity with practical issues surrounding the use of technology in the classroom. Learn about educational implications of the Internet and World Wide Web and how to integrate multimedia technology into the curriculum.

CE6177 Internet Applications: Impacting Teaching and Student Learning

Make Internet technology an integral element of classroom learning. Practice accessing, using, and critically evaluating services such as the World Wide Web, file transfer protocol (ftp), and Telnet. Learn proper "netiquette" and ways to maintain security and safety on the Internet. Practice using Web browsers, customizing browsers, and locating resources with metasearch engines. Develop ideas for educational projects by incorporating the Internet into curriculum.

CE6178 Microsoft® Office®: Impacting Teaching and Student Learning

Explore the classroom applications and educational uses of three of the major components of Microsoft Office: Word, PowerPoint, and Excel. Explore how common design elements enable flexible interchange of data between these programs. Work with tables and mail merge in Word; using formulas, worksheets and workbooks in Excel; and learn to add, edit and fine-tune slides in PowerPoint.

CE6179 Microsoft® Excel®: Impacting Teaching and Student Learning

This course provides an in-depth exploration of the classroom applications and educational uses for Microsoft Excel. Learn to record, organize, format, and use data in an educational setting by working with workbooks and worksheets, charts, databases, and lists. Participants will also learn how to enter, sort, filter, find, and manage data within Excel.

CE6181 Microsoft® Word®: Impacting Teaching and Student Learning

This course provides an in-depth exploration of the classroom applications and educational uses for Microsoft Word. Focus on entering, organizing, formatting, and using text in an education setting. Learn how to create letters, class syllabi, calendars, tests, flyers, newsletters, and much more. In addition to technical skills, you'll develop a framework for creating and evaluating technology-based learning activities.

CE6182 Microsoft® PowerPoint®: Impacting Teaching and Student Learning

This course provides an in-depth exploration of the classroom applications and educational uses for Microsoft PowerPoint. Learn how to develop professional-looking and pedagogically effective presentations for classroom use. Explore the principles of graphic design and the basics of Web publishing. In addition to technical skills, you'll develop a framework for creating and evaluating technology-based learning activities.

CE6183 Web Publishing: Impacting Teaching and Student Learning

Learn to design and publish a Web site for educational use by identifying the features of an effective Web site and the use of software tools in the design process. Participants will gain knowledge and skills to expand classroom Internet. Demystify Hypertext Markup Language (HTML) and its use in a Web page.

CE6195 Advanced Microsoft® PowerPoint® : Improving Teaching and Student Learning

Learn advanced classroom applications and educational uses for Microsoft® PowerPoint®. Develop additional techniques and uses of PowerPoint, including Web publishing, teacher productivity tools, and integrate other Microsoft Office applications. Learn principles and strategies to create and evaluate technology-enhanced learning experiences. Provides planning for technology-based activities in which students achieve success in learning, communication, and life skills.

Recommended prerequisite: Microsoft® PowerPoint®

CE6196 Advanced. Internet Applications : Improving Teaching and Student Learning

The Internet has become an essential and dynamic resource for student and teacher achievement. Beyond the surface of Web browser skills, teachers can introduce students to virtual research tools, a myriad publishing opportunities, and content-specific resources, to name a few, that will be examined. Participants will utilize these methods to increase student achievement by enhancing the teaching-learning process in your classroom.

CE6260 Microsoft Access: Impacting Teaching and Student Learning

This course provides an in-depth exploration of classroom applications and educational uses for Microsoft® Access®. Course participants will become aware of and learn how to utilize and implement the ISTE's National Education Technology Standards (NETS) for teachers and students in planning technology based activities.

CE6315 Integrating Technology into Mathematics Instruction

This course is designed for K-12 educators interested in integrating technology and mathematics instruction. Participants will explore software packages, web resources, and other instructional materials used to integrate technology and mathematics instruction. Course topics include: developing an instructional unit that adheres to local, state and national standards; evaluating instructional technologies for use in the classroom; and developing a training plan to introduce the instructional unit to colleagues. This course is intended for experienced K-12 mathematics educators seeking ways to expand their teaching expertise by applying increased technology skills as a means to greater and improved student learning.

CE6820 GPS Technology and Easy Websites

Participants will have the opportunity to discover how Global Positioning Systems are being used by teachers to develop activities across the curriculum, and will have hands-on practice to demonstrate their new skills.

Advanced. Microsoft® Word®: Improving Teaching and Student Learning

This class provides further application and use of Microsoft® Word® for enhanced classroom teaching and learning. Participants will discuss strategies, integration, exploration, discussion and hands-on practice for advancing student learning and achievement.

ONLINE COURSES**CE6150 Transforming Students into Writers**

This lively online course is designed to explore all aspects of academic writing from imaginative to poetic to critical. Assignments are designed so teachers can adapt them to their individual classroom needs and interests.

CE6151 Impacting Teaching and Learning with Brain Research

Based on David Sousa's practical and powerful discoveries, this dynamic online course explores the benefits of applying brain research to affect how students learn and to improve levels of achievement. Discover how physiological and learning cycles affect the ability of students to learn.

CE6156 Discovery Learning and Critical Thinking with WebQuests

The challenge of teaching students to think critically is an issue at the forefront of the educational horizon. Participants will learn key characteristics of the WebQuest instructional model, learn how to create WebQuests with attractive Web pages, and develop their own WebQuests for students in their grade level and content area.

CE6158 Using Microsoft Word to Enhance Student Learning

Participants will explore methods and strategies for applying Microsoft Word in the classroom, creating technology-enhanced learning experiences, assess learning, and to facilitate collaboration and cooperative learning. The course also examines the applications of Microsoft Word to enhance teachers' productivity by creating important useful class documents.

CE6160 Using Microsoft Excel to Enhance Student Learning

Course participants will examine the applications of Microsoft Excel to enhance teachers' productivity. Educators will learn how to help students develop the ability to read, analyze, and create charts and graphs. This course has many immediate applicable ideas to organize and manage your classes with scheduling tools and grade books

CE6163 The Art of Cooperation: Cooperative Learning in the Classroom

The goal of this course is to introduce teachers to the basic components of cooperative learning, to demonstrate how these components are combined in the many different forms of cooperative learning, and to give teachers the opportunity to plan lessons using the techniques that are most appropriate to their individual classrooms. Finally, teachers will also learn how to structure cooperative, competitive, and individualistic learning so that all three structures can be used to provide effective instruction.

CE6181 accommodating Diverse Learning Styles

Teachers who understand differences among learning styles can create a diversity of learning experiences to maximize student learning. This course helps teachers understand different learning styles and provides practical and effective strategies for assessing and accommodating learning differences in the classroom.

CE6182 Differentiated Instructional Strategies

This powerful, comprehensive course is developed to enable teachers to meet the needs of the widely diverse classrooms they currently face. The course work helps teachers address district and state standards by diagnosing students' learning needs and developing differentiated lesson plans that provide optimum opportunities for student success.

CE6183 Developing & Supporting Productive Learners

Student learning is a complex process that involves social and personal development as well as intellectual growth. Effective teachers understand that their goal is not simply to impart knowledge, but also to help their students to become productive learners who are actively engaged in learning, able to interact positively with others, and self-motivated. Therefore, instructional decisions must incorporate the physical, social, and emotional domains of learning as well as cognitive domain. The purpose of this course is to help teachers expand their understanding of each domain, learn how these domains of learning are mutually interdependent, recognize how each domain can be supported by the classroom environment, and acquire instructional skills that attend to each domain, ultimately contributing to increased academic achievement.

CE6184 Toolkit for Collaborative Learners

This engaging online course is developed to help teachers understand the composite skill sets students of all ages need to learn to function effectively in a collaborative environment, to introduce teachers to simple and effective cooperative Kagan "structures" that help students develop these skills, and to provide opportunities for teachers to adapt the structures to any age level or discipline.

CE6186 Creating a Safe Educational Environment

Within the last decade, the United States has experienced a dramatic increase in violence and bullying in schools. This course will focus on current regulations and recommendations as well as preventive and intervention theories, strategies, objectives, lesson plans, and activities for dealing with and eliminating bullying and other aggressive behaviors.

CE6189 Best Practices in Mentoring

Further your professional development by developing the knowledge and skills to become an effective mentor. Develop skills in the areas of communication, clinical supervision, peer consultation, reflection, problem solving, and evaluation.

CE6190 Developing Curriculum for Online Courses

This course is designed to help you assess the feasibility of offering a single course or a series of courses online. You will learn how to create the balance among curriculum, technology, and course facilitation that is required for a successful online program.

CE6191 Facilitating Online Courses

This course elaborates on the unique role of the online facilitator in a highly interactive, online learning program. Emphasis is placed on developing the online learning community; building the skills to effectively employ online learning strategies; managing the online class; and implementing new or modifying existing curricula.

CE6210 Impacting Students with Special Gifts and Needs

Recent developments in brain research have the potential of improving teaching and learning dramatically—provided that educators understand how to take the theory behind brain research and apply it effectively in their classrooms. In this powerful online course you will learn about the latest research and how to incorporate brain-optimizing techniques in your daily planning.

CE6220 Conscious Classroom Management for New Teachers

Based on the book, *Conscious Classroom Management*, this course is designed to give new teachers a practical guide to surviving and thriving in the classroom. Participants are shown how to develop and apply six key attitudes and skills that form the foundation of an effective discipline process.

CE6255 ADD/ADHD and the Classroom Teacher

This course is designed to give teachers a deeper understanding of Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD) (with hyperactivity and/or inattentiveness), and the means to explore teaching methods promoting an effective learning environment for learners with these disorders.

CE6260 Microsoft Access: Impacting Teaching and Student Learning

This course provides an in-depth exploration of classroom applications and educational uses for Microsoft® Access®. Course participants will become aware of and learn how to utilize and implement the ISTE's National Education Technology Standards (NETS) for teachers and students in planning technology based activities.

CE6300 Arts with the Brain in Mind

Discover how the arts can help students develop the creativity, self-discipline, motivation, and self-expression that are critical to success at school and in life. This class illuminates the importance of brain-compatible arts instruction and provides concrete strategies for using arts activities to support learning across the disciplines.

CE6312 Transforming Students into Readers

Teaching students to read and motivating them to want to continue to read is an ongoing process. This course will guide you through exploring the cognitive, developmental, and environmental aspects of the reading process, and to foster a life-long love of reading in your students.

CE6313 Transforming Students into Mathematicians

This course offers practical ideas and teaching methods for helping and encouraging students of all ages to see math as a necessary and useful tool in every area of life. Eliminate the fear of math and open up intriguing new avenues of exploration and discovery aimed at equipping your math students with problem-solving insights and skills.

CE6314 Creating Confident Speakers

This is an engaging online course for K-12 educators who want to strengthen and hone their own and their students' oral communication skills. *Creating Confident Speakers* focuses on instructional objectives, strategies, lessons, activities and evaluations necessary for improving presentation, listening, and other important communications skills.

CE6315 Integrating Technology into Mathematics Instruction

This course is designed for K-12 educators interested in integrating technology and mathematics instruction. Participants will explore software packages, web resources, and other instructional materials used to integrate technology and mathematics instruction. Course topics include: developing an instructional unit that adheres to local, state and national standards; evaluating instructional technologies for use in the classroom; and developing a training plan to introduce the instructional unit to colleagues. This course is intended for experienced K-12 mathematics educators seeking ways to expand their teaching expertise by applying increased technology skills as a means to greater and improved student learning.

CE6400 Inclusion Strategies for Educators

The challenge of teaching students with diverse learning needs pervades the 21st century classroom. The purpose of this course is to provide educators with a broader understanding of driving legislation and basic principles and practices for management of the inclusive classroom, and an exploration of the need for effective collaboration among educators to ensure success of all students.

CE6508 Fundamentals of School Law for Educators

All teachers are required to know the law under our system of jurisprudence. This course explores public policy issues and political systems within the context of state and federal law and the ways by which teachers can apply the knowledge gained in everyday teaching.

CE6710 Empowering Educators in the Classroom: Integrating Education and Mental Health

This course is designed to give K-12 teachers an overview of the normative developmental issues of children and adolescents, mental health issues that can compromise development, and the behavioral and social concerns that impinge on the processes of both developing and learning. At its core, this course challenges each professional to better understand the dynamics of the classroom to respond effectively to each student so that it is possible to make a difference in the lives of the children being taught.

CE6712 Autism Spectrum Disorder and the Professional Educator

Participants of this course will demonstrate a deeper understanding of Autism Spectrum Disorders (ASD) as well as explore teaching methods promoting an effective learning environment for varied learner characteristics within the wide range of disabilities. Students will become familiar with best practices necessary to facilitate academic, physical, social, and emotional success of students with disabilities categorized under ASD within the classroom setting as well as working with families.

CE6714 Preparing Students for Adulthood: Promoting Positive Life Outcomes for Students

Teachers and educational personnel who take this course will gain insight and knowledge into transition best practices and strategies needed to meet requirements of a student's Individualized Education Program while also learning concepts that are beneficial for all students. One of our most important goals as educational personnel is to prepare students to be fully participating members of their communities. For regular and special educators, this course will enhance teaching practices that focus on those skills necessary for preparing children and teens for adulthood.

CE6715 Teaching English Language Learners in the Regular Classroom

Schools in the United States are becoming culturally and linguistically more diverse. This course is designed to provide K-12 teachers, administrators, and staff with an opportunity to gain a deeper understanding of issues affecting English language learners (ELL). Teachers will also learn about instructional methods and strategies that will have a positive impact on the success of the ELL students in the classrooms.

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Argosy University Academic Calendar 2008–2009

Students should refer to their *Argosy University Student Handbook* for holiday and vacation schedules specific to their campus. In addition, Students attending Argosy University, Sarasota should refer to their *Argosy University, Sarasota Student Handbook* for the academic calendar pertaining to that campus as well.

2008

September	2 <i>Fall semester begins</i>	November	1 <i>Priority application deadline for financial aid for spring semester 2009</i>
	2 <i>Fall session I begins</i>		7 <i>Late registration deadline, spring semester 2009</i>
October	13-17 <i>Priority registration for spring semester 2009</i>	December	13 <i>Fall session II ends</i>
	22 <i>Fall session I ends</i>		13 <i>Fall semester ends</i>
	23 <i>Fall session II begins</i>		

2009

January	10 <i>Spring semester begins</i>	May	9 <i>Summer semester begins</i>
	10 <i>Spring session I begins</i>		9 <i>Summer session I begins</i>
February	16-20 <i>Priority registration for summer semester 2009</i>	June	29 <i>Summer session I ends</i>
			30 <i>Summer session II begins</i>
March	1 <i>Priority application deadline for financial aid for summer semester 2009</i>	July	1 <i>Priority application deadline for financial aid for fall semester 2009</i>
	2 <i>Spring session I ends</i>		
	3 <i>Spring session II begins</i>		
	13 <i>Late registration for summer 2009</i>	August	20 <i>Summer semester ends</i>
April	23 <i>Spring semester ends</i>		20 <i>Summer session II ends</i>
	23 <i>Spring session II ends</i>		

Academic Programs at Argosy University Campuses

AAS Associate of Applied Science AS Associate of Science BA Bachelor of Arts BS Bachelor of Science DBA Doctor of Business Administration DMFT Doctorate in Marriage & Family Therapy EdD Doctor of Education EdS Education Specialist MA Master of Arts MAEd Master of Arts in Education MBA Master of Business Administration MS Master of Science MSM Master of Science in Management PsyD Doctor of Psychology	CAMPUSES																		
	Argosy University, Atlanta	Argosy University, Chicago	Argosy University, Online*	Argosy University, Dallas	Argosy University, Denver	Argosy University, Hawai'i	Argosy University, Inland Empire	Argosy University, Los Angeles	Argosy University, Nashville	Argosy University, Orange County	Argosy University, Phoenix	Argosy University, Salt Lake City	Argosy University, San Diego	Argosy University, San Francisco Bay Area	Argosy University, Sarasota	Argosy University, Schaumburg	Argosy University, Seattle	Argosy University, Tampa	Argosy University, Twin Cities
UNDERGRADUATE STUDIES																			
BS in Business Administration	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
BA in Psychology (Degree Completion Program)				•															
BA in Psychology	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
HEALTH SCIENCES																			
AAS in Diagnostic Medical Sonography (ultrasound)																			•
AAS in Histotechnology																			•
AAS in Medical Assisting																			•
AAS in Radiologic Technology																			•
AAS in Veterinary Technology																			•
AS in Dental Hygiene																			•
AS in Medical Laboratory Technology																			•
AS in Radiation Therapy																			•
MS in Health Services Management		•	•																•
BUSINESS																			
(MBA) Master of Business Administration	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
(MSM) Master of Science in Management	•	•	•		•			•	•	•			•	•	•	•	•	•	•
(DBA) Doctor of Business Administration	•	•	•		•	•	•	•	•	•			•	•	•	•	•	•	•
EDUCATION																			
MAEd in Adult Education & Training						•													
MAEd in Educational Leadership	•	•	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•
MAEd in Instructional Leadership	•		•	•	•		•	•	•	•	•		•	•	•		•	•	•
EdS in Educational Leadership	•	•							•		•				•	•		•	•
EdS in Instructional Leadership	•	•							•		•				•	•		•	•
EdD in Community College Executive Leadership		•	• [†]		•		•	•		•	•		•	•	•	•	•	•	•
EdD in Educational Leadership	•	•	•		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
EdD in Instructional Leadership	•	•	•		•	•	•	•	•	•	•		•	•	•	•	•	•	•

* Online programs are offered in 100 percent online format through Argosy University, Chicago. Doctoral programs are offered 75 percent online and 25 percent in-residence.

[†] Program offered in 80 percent online format.

	CAMPUSES																	
	Argosy University, Atlanta	Argosy University, Chicago	Argosy University, Online*	Argosy University, Dallas	Argosy University, Denver	Argosy University, Hawai'i	Argosy University, Inland Empire	Argosy University, Los Angeles	Argosy University, Nashville	Argosy University, Orange County	Argosy University, Phoenix	Argosy University, Salt Lake City	Argosy University, San Diego	Argosy University, San Francisco Bay Area	Argosy University, Sarasota	Argosy University, Schaumburg	Argosy University, Seattle	Argosy University, Tampa
AAS Associate of Applied Science																		
AS Associate of Science																		
BA Bachelor of Arts																		
BS Bachelor of Science																		
DBA Doctor of Business Administration																		
DMFT Doctorate in Marriage & Family Therapy																		
EdD Doctor of Education																		
EdS Education Specialist																		
MA Master of Arts																		
MAEd Master of Arts in Education																		
MBA Master of Business Administration																		
MS Master of Science																		
MSM Master of Science in Management																		
PsyD Doctor of Psychology																		
PSYCHOLOGY AND BEHAVIORAL SCIENCES																		
American School of Professional Psychology																		
MA in Clinical Psychology	•	•		•	•	•					•			•		•	•	•
MA in Clinical Psychology/Marriage & Family Therapy							•	•		•			•	•				
MA in Counseling Psychology							•						•	•			•	
MA in Counseling Psychology/Marriage & Family Therapy							•	•		•			•	•				
MA in Forensic Psychology	•		•	•	•		•			•	•			•	•			•
MA in Industrial Organizational Psychology					•						•							
MA in School Psychology				•		•					•				•			
MA in Sport-Exercise Psychology										•	•			•				
MS in Psychopharmacology						•												
EdD in Counseling Psychology		•	• ¹		•	•	•	•		•		•	•	•	•	•	•	•
PsyD in Clinical Psychology	• ¹	• ¹		•	•	• ¹				• ¹	• ¹			• ¹		• ¹	•	• ¹
PsyD in School Psychology											•							
Counselor Education																		
MA in Community Counseling	•	•		•	•									•	• ²			•
MA in Mental Health Counseling									•		•			• ²			•	
MA in School Counseling														•			•	
EdS in School Counseling														•				
EdD in Counselor Education & Supervision	•	•			•				•					•	•		•	•
EdD in Pastoral Community Counseling														•				
Marriage & Family Therapy																		
MA in Marriage & Family Therapy**					•	•						•			•		•	•
(DMFT) Doctorate in Marriage & Family Therapy					•													
Organizational Leadership																		
EdD in Organizational Leadership		•	•		•	•	•	•		•				•	•	•	•	•

* Online programs are offered in 100 percent online format through Argosy University, Chicago. Doctoral programs are offered 75 percent online and 25 percent in-residence.

** MA in Marriage & Family Therapy also offered at the satellite locations in Hilo, HI and Maui, HI.

¹ Program offered in 80 percent online format.

1 APA Accredited

2 CACREP Accredited

Schedule of Tuition and Fees

The following schedule of tuition and fees will become effective September 1, 2008 – August 31, 2009. 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

All Campuses Except Hawai'i	Cost Per Semester Credit Hour
Associate of Applied Science (AAS) and Associate of Science (AS) Programs	\$ 480.00
Bachelor of Arts (BA) and Bachelor of Science (BS) Programs	480.00
Master's Programs	595.00
Doctoral Programs	825.00
Doctoral Programs (Argosy University Online Programs)	788.00
Graduate Psychology (MA in Clinical Psychology ¹ , MA in School Psychology, PsyD in Clinical Psychology, and PsyD in School Psychology) Programs	950.00
Hawai'i	
Bachelor's Programs	500.00
Master's Programs	615.00
Doctoral Programs	850.00
Graduate Psychology (MA in Clinical Psychology, MA in School Psychology, MA in Sport-Exercise Psychology, and PsyD in Clinical Psychology) Programs	985.00

FEES

Training Related	Cost
Internship Fee (per semester)	Equivalent of one credit hour
Professional Liability Insurance (added to all practicum and internships)	20.00
Program Related Fees	
Professionalization Group — Marriage & Family Therapy, Sport-Exercise Psychology, Counselor Education	Equivalent of one credit hour
Testing Kit Fee — Clinical & School Psychology (added to first testing course)	100.00
Comprehensive Exam Workshop (charged with registration for ADJCOMP)	300.00
Other Student Charges	
Admission Application Fee	50.00
Technology Fee (per credit hour)	10.00
Student Activity Fee — All Graduate Programs (annual) ³	25.00
Student Activity Fee — All Undergraduate Programs (annual) ³	12.00
Graduation/End of Program Processing Fee ⁴	150.00
Add/Drop Fee ⁵	50.00
Installment Plan Fee (per semester)	35.00
Late Registration Fee	50.00
Late Payment Fee	25.00
Returned Check Fee	35.00
ID/Security Card Replacement Fee	10.00
Transcript Fee	No Charge
Express Transcript ⁶	20.00

CAMPUS-SPECIFIC FEES

Chicago Campus Only	Cost Per Semester
Individual Consultation Fee (per hour)	\$ 65.00
Housing Fee for Clinical Psychology Retreat	300.00
San Francisco Bay Area Campus Only	
Child Abuse Reporting Class	425.00
Tampa Campus Only	
Parking Fee (per semester)	25.00
Twin Cities Campus Only	
Laboratory Fee — DH, HT, MA, MLT, RTH, and VT (per lab credit)	50.00
Clinic Fee — Dental Hygiene Program (per semester)	625.00
Laboratory Fee — Diagnostic Medical Sonography (per lab)	150.00
Laboratory Fee — Radiologic Technology (per lab)	90.00

1 Students enrolled in Argosy University, Twin Cities MA in Clinical Psychology Program that is not embedded in the PsyD in Clinical Psychology program are charged at the Master's program rate.

2 Non-refundable, except in California and Arizona.

3 Students enrolled in no greater than one credit each term are exempt from the Student Activity Fee.

4 Graduation/End of Program Processing Fee is assessed to all degree seeking students upon completion of their program of study and prior to the receipt of a diploma.

5 Students who elect to change their schedule after registration may do so by completing a Course Add/Drop Request Form. The Course Add/Drop Fee is assessed for each request form submitted to the Student Services Office once the term has started. Multiple changes may be submitted on one form. Not applicable in the State of Georgia.

6 An Express Transcript Fee is charged for transcripts requested to be sent via an overnight carrier.

Notes

Notes
