2009−2010 Academic Catalog Errata

ARGOSY
UNIVERSITY®

Effective January 1, 2010

argosy.edu

Table of Contents

Introduction

The errata listed in this document apply to the *Argosy University Academic Catalog 2009-2010— Undergraduate Programs, Argosy University Academic Catalog 2009-2010—College of Business and College of Health Sciences, Argosy University Academic Catalog 2009-2010—College of Education, Argosy University Academic Catalog 2009-2010—College of Psychology and Behavioral Sciences.* To ensure that these changes are being applied to the proper publications please refer to the effective date, September 1, 2009 – August 31, 2010, on the front cover of the respective *Argosy University Academic Catalog.*

In addition to correcting errors in the original documents, this publication compiles new and updated information. In the entries below, page references are listed with a short description of where the new information should be inserted. Students are encouraged to contact their academic advisor or program chair in the event they have any questions regarding changes in program requirements.

Revisions to the *Argosy University Academic Catalog—Undergraduate Programs*

GENERAL REVISIONS TO THE *ARGOSY UNIVERSITY ACADEMIC CATALOG—UNDERGRADUATE PROGRAMS*

Page 1
State Licensing Language Update
The state licensing information for the Argosy University California campus locations should read as follows:

> Argosy University, Orange County; Argosy University, San Francisco Bay Area; Argosy University, Los Angeles; Argosy University, San Diego; and Argosy University, Inland Empire is a private institution that was approved to operate by the Bureau for Private Postsecondary and Vocational Education (BPPVE). Any questions students may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education (BPPE) at 1625 North Market Boulevard, Suite S-308, Sacramento, CA 95834, 916.574.8200.

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Students dropping all courses in a semester are considered withdrawn for refund purposes and are subject to the Return of Title IV Funds Policy found on page 57 of this catalog.

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Page 56
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The first sentence of "Registration Policy for Developmental Coursework (College of Undergraduate Studies)" should be replaced with the following:

Students who do not take placement tests or whose scores are below the established cutoff for *both* Math and Writing may not register for any other coursework in subsequent semesters until the develomental coursework is successfully completed.

Pages 84-85

Correction

The College of Undergraduate Studies General Education Requirements table should be replaced with the following:

College of Undergraduate Studies

			Credit Hours Required for Degree	
General Education Distribution Requirements[1]	**Course Numbers and Titles**	**Semester Credit Hours**	*Bachelor of Arts*	*Bachelor of Science*
Communications			**6**	**6**
	ENG101 Composition I	3	▼	▼
	ENG102 Composition II	3		
	COM104 Persuasion[2]	3		
	COM105 Organizational Communication[3]	3		
	COM450 Communication, Gender, and Culture[4]	3		
Academic and Interpersonal Skills[5]			**6**	**6**
	PSY180 Interpersonal Effectiveness	3	●	●
	ASP100 Skills for Success	3	●	●
Humanities[6]			**6**	**6**
	ENG103 The Literary Experience	3		
	ENG401 Shakespeare Today	3		
	HUM401 American Voices[7]	3		
	HUM440 Critical Thinking: Common Sense in Everyday Life[8]	3		
	PHI101 Ethics in Contemporary Society	3		
	PHI102 World Religions	3		
Social Sciences[9]			**6**	**6**
	ECO201 Macroeconomics[10]	3		
	ECO202 Microeconomics[11]	3		
	POL110 American Experience	3		
	PSY101 General Psychology	3		
	SOC110 Sociology in a Global Perspective	3		
	SOC116 Sex, Power, and Socialization	3		
	SOC416 Sociological Perspectives on Class,Ethnicity, and Gender[12]	3		
Natural Sciences			**6**	**6**
	BIO120 Human Anatomy and Physiology	3		
	PHY105 General Physics	3		
	SCI110 The Rise of Modern Science	3		
	SCI115 The Ecological Perspective	3		
Mathematics			**6**	**6**
	MAT106 Quantitative Literacy	3		
	MAT107 College Algebra	3		
	MAT109 General Education Mathematics	3		
	MAT112 General Education Statistics	3		
Elective Credit Hours			**6**	**6**
Total General Education Credit Hours[13]			**42**	**42**

▼ *Required course or equivalent credit hours.*

● *Required course, transfer credit is not accepted*

[1] *Students at Argosy University, Twin Cities are required to complete four General Education courses within the 300 and 400 level.*

[2] *COM104 Persuasion is an elective option within the Bachelor of Arts in Liberal Arts program and cannot be taken to satisfy the Communications distribution requirement.*

[3]COM105 Organizational Communication is a required course for the Bachelor of Arts in Liberal Arts program and cannot be taken to satisfy Communications distribution requirement.

[4]COM450 Communications, Gender, and Culture is an elective option within the Bachelor of Arts in Liberal Arts program and cannot be taken to satisfy the Communications distribution requirement.

[5]Academic and Interpersonal Skills Requirements are 3 credit hours at Argosy University, Twin Cities. Students take PSY180 Interpersonal Effectiveness to fulfill this requirement.

[6]Students at Argosy University, Twin Cities are required to complete 9 credit hours within the Humanities category.

[7]HUM401 American Voices is an elective option within the Bachelor of Arts in Liberal Arts program and cannot be taken to satisfy the Humanities distribution requirement.

[8]HUM440 Critical Thinking: Common Sense in Everyday Life is a required course for the Bachelor of Arts in Liberal Arts program and cannot be taken to satisfy the Humanities distribution requirement.

[9]Students at Argosy University, Twin Cities are required to complete 9 credit hours within the Social Science category.

[10]Students in the Bachelor of Science in Business Administration program are required to take ECO201 Macroeconomics to satisfy the Social Sciences distribution requirement.

[11]Students in the Bachelor of Science in Business Administration program are required to take ECO202 Microeconomics to satisfy the Social Sciences distribution requirement.

[12]SOC416 Sociological Perspectives on Class, Ethnicity, and Gender is a required course for the Bachelor of Arts in Liberal Arts and cannot be taken to satisfy the Social Sciences distribution requirement.

[13]The General Education requirements at Argosy University, Sarasota and Argosy University, Tampa are 45 credit hours. Students are required to complete 9 credit hours of general education elective courses. Students at Argosy University, Twin Cities are required to complete 3 credit hours of general education elective courses.

Page 105

Correction

The last sentence of the right hand column should read:

> The maximum allowable time frame for students entering during the spring semester based upon full-time status is 42 months.

Pages 106-107

Correction

Program requirements for the Associate of Science (AS) in Dental Hygiene should be replaced with the following:

Program Requirements

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 according to the sequence outlined below.

Semester One	Credit Hours
CHM100 General Chemistry	3
BIO110 Understanding Human Anatomy—General Education Requirement	3
MAT107 College Algebra—General Education Requirement	3
Total Credit Hours	9

Semester Two	Credit Hours
ENG101 Composition I—General Education Requirement	3
HUM440 Critical Thinking: Common Sense in Everyday Life—General Education Requirement	3
PSY101 General Psychology—General Education Requirement	3
Total Credit Hours	9

Semester Three	Credit Hours
DEN 107 Dental Anatomy Lab	1
DEN108 Oral Embryology/Histology	2
DEN100 Dental Hygiene I	2
DEN121 Clinic I-Preclinical	3
DEN119 Instrumentation Clinic	1
DEN125 Dental Radiology	2
DEN195 Dental Hygiene Ethics and Professionalism	1
DEN111 Head and Neck Anatomy	2
COM110 Medical Terminology	1
Total Credit Hours	15

Semester Four	Credit Hours
BIO115 Fundamentals of Human Physiology—General Education Requirement	3
DEN122 Clinic II	3
DEN130 Dental Hygiene II	3
DEN120 BioMaterials	3
DEN170 Periodontology	3
DEN135 Biochemistry/ Microbiology	2
Total Credit Hours	17

Semester Five	Credit Hours
PSY180 Interpersonal Effectiveness—General Education Requirement	3
DEN150 General and Oral Pathology	2
DEN160 Pain Management	3
DEN185 Clinic III/Dental Hygiene III	3
DEN240 Community Dental Health	2
Total Credit Hours	13

Semester Six	Credit Hours
DEN126 Radiographic Interpretation	2
DEN205 Dental Hygiene IV/Special Needs	2
DEN221 Clinic IV	3
DEN210 Nutrition	2
DEN211 Pharmacology	3
Total Credit Hours	12

Semester Seven	Credit Hours
DEN235 Dental Hygiene V/Screening Lab	3
DEN222 Clinic V	3
GE General Education Requirement (Communication Elective)	3
PHI101 Ethics in Contemporary Society	3
Total Credit Hours	12

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

Page 119
Clarification

The following note should be added to the bullet point that reads, "Official transcripts from all postsecondary schools attended":

*Students admitted on Provisional Status, or on the basis of their high school GPA need only submit official transcripts for coursework they wish to have considered for transfer credit.

Page 120
Correction

Footnote number 5 should read as follows:

Academic and Interpersonal Skills Requirements are 3 credit hours at Argosy University, Twin Cities and are fulfilled by successful completion of PSY180 Interpersonal Effectiveness.

Correction

Footnote number 7 should read as follows:

Students at Argosy University, Twin Cities are required to take 9 credit hours within the Social Sciences Category.

Page 121
Correction

Footnote number 9 should read as follows:

Electives requirements are 7 courses or 21 credit hours for students at Argosy University, Sarasota and Argosy University, Tampa. Students at Argosy University, Twin Cities apply ASP100 Skills for Success towards this requirement.

Page 122
Clarification

The following note should be added to the bullet point that reads, "Official transcripts from all postsecondary schools attended":

*Students admitted on Provisional Status, or on the basis of their high school GPA need only submit official transcripts for coursework they wish to have considered for transfer credit

Pages 122-123
Correction

The section that outlines the Bachelor of Arts (BA) in Psychology General Education Curriculum Requirements and Psychology Core Requirements should be replaced with the following:

Program Requirements
The BA in Psychology program requires the satisfactory completion of 120 credit hours distributed as follows:

General Education Curriculum Requirements (42 credit hours)[4]
• 6 credit hours in academic and interpersonal skills[5]*
• 6 credit hours in composition
• 6 credit hours in humanities[6]
• 6 credit hours in social sciences[7] (6 credit hours outside of psychology)
• 6 credit hours in natural science
• 6 credit hours in mathematics
• 6 credit hours in elective courses[8] (in any general education distribution area except psychology)

To satisfy the Academic and Interpersonal skills requirements, students are required to take ASP100 Skills for Success and PSY180 Interpersonal Effectiveness during the first semester of attendance. Transfer credit is not accepted for either course. Students at Argosy University, Twin Cities apply ASP100 Skills for Success towards the Open Electve Requirements.

[4] *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 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.*

[5] *Academic and Interpersonal Skills requirements are 3 credit hours at Argosy University, Twin Cities and are fulfilled by successful completion of PSY180 Interpersonal Effectiveness*

[6] *Students at Argosy University, Twin Cities are required to take 9 credit hours within the humanities category*

[7] Students at Argosy University, Twin Cities are required to take 9 credit hours within the social sciences category.

[8] Students at Argosy University, Sarasota and Argosy University, Tampa are required to take 9 credit hours general education elective courses. Students at Argosy University, Twin Cities are required to take 3 credit hours general education elective courses.

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 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 Requirements — 24 Credit Hours

Page 124
Correction
Footnote number 8 is renumbered and should read as follows:

[9] The Open Electives requirements at Argosy University, Sarasota and Argosy University, Tampa are 10 courses or 30 credit hours. Students at Argosy University, Twin Cities apply ASP100 Skills for Success towards this requirement.

Page 126
Clarification
The following note should be added to the bullet point that reads, "Official transcripts from all postsecondary schools attended":

*Students admitted on Provisional Status, or on the basis of their high school GPA need only submit official transcripts for coursework they wish to have considered for transfer credit

Correction
Footnote number 2 should read as follows:

[2] 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. Electives requirements are 6 courses or 18 credit hours. The total credit hours required to complete the program remains the same at 120 credit hours.

Pages 126-127
Correction
The section that outlines the Bachelor of Science (BS) in Business Administration General Education Curriculum requirements should be replaced with the following:

General Education Curriculum Requirements (42 credit hours)[4]

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

• 6 credit hours in academic and interpersonal skills[5]*

• 6 credit hours in communication including ENG101 English Composition I (3 credit hours)

• 6 credit hours in humanities[6]

• 6 credit hours in social sciences consisting of ECO201 and ECO202[7]

• 6 credit hours in natural science

• 6 credit hours in mathematics

• 6 credit hours in elective courses (which may be in any distribution area) [8]

* To satisfy the academic and interpersonal skills requirements, students are required to take ASP100 Skills for Success and PSY180 Interpersonal Effectiveness during the first semester of attendance. Transfer credit is not accepted for either course. Students at Argosy University, Twin Cities apply ASP100 Skills for Success towards the Electives Requirements.

[4] The General Education Curriculum requirements at Argosy University, Sarasota and Argosy University, Tampa are 45 credit hours.

[5] Academic and Interpersonal Skills requirements are 3 credit hours at Argosy University, Twin Cities and are fulfilled by successful completion of PSY180 Interpersonal Effectiveness.

[6] *Students at Argosy University, Twin Cities are required to take 9 credit hours within the Humanities category.*

[7] *Students at Argosy University, Twin Cities are required to take 9 credit hours within the Social Sciences category.*

[8] *Students at Argosy University, Sarasota and Argosy University, Tampa are required to take 9 credit hours in general education elective courses. Students at Argosy University, Twin Cities are required to take 3 credit hours general education elective courses.*

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Pages 130-131
Correction
The section that outlines the Bachelor of Science (BS) in Criminal Justice General Education Curriculum requirements should be replaced with the following:

General Education Curriculum Requirements (42 credit hours)[3]

• 6 credit hours in academic and interpersonal skills[4]*

• 6 credit hours in communications

• 6 credit hours in humanities[5]

• 6 credit hours in social sciences[6]

• 6 credit hours in natural science

• 6 credit hours in mathematics

• 6 credit hours in elective courses (in any general education distribution area) [7]*

*To satisfy the Academic and Interpersonal skills requirements, students are required to take ASP100 Skills for Success and PSY180 Interpersonal Effectiveness during the first semester of attendance. Transfer credit is not accepted for either course. Students at Argosy University, Twin Cities apply ASP100 Skills for Success towards the Elective Requirements.

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ADDITIONS AND REVISIONS TO "SECTION 12, COURSE LISTINGS" OF THE *ARGOSY UNIVERSITY ACADEMIC CATALOG—UNDERGRADUATE PROGRAMS*

Page 161
Correction
The following course should be inserted as follows:

Psychology (PSY)

PSY381 Abnormal Psychology
3 credit hours
This course focuses on biopsychosocial models of psychological disorders and maladaptive patterns of behavior. Human behaviors are examined within the framework of the DSM-IV TR classification system. Students explore multicultural views of human behavior and potential ethical dilemmas associated with classifying or describing behavior as pathological or maladaptive.

Revisions to the *Argosy University Academic Catalog— College of Business and College of Health Sciences*

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"Dissertation Requirements" should read as follows:

> Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit extension course (tuition based on a credit

hour equivalent as defined in the Tuition and Fees Schedule in Appendix IV). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). A student may only receive two NC grades during the dissertation sequence. Upon receiving the third NC within the dissertation sequence, the student will be dismissed from the program. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

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Pages 93-94
Correction
"Admission Requirements" for the Master of Science (MS) in Health Services Management program should read as follows:

Admissions Requirements
- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Health Sciences, or an appropriately certified foreign institution
- A 2.7 grade point average for the bachelor's degree used as the basis of admission, or a grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work)
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose

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

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

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

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."

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

Pages 94
Correction

Under "Graduation Requirements" for the Master of Science (MS) in Health Services Management program, the first bullet poing should read:

- Successful completion of all academic requirements set forth by the school and the health Services Management department, with a minimum grade point average of 3.0 (on a 4.0 scale) and a grade of "B-" or better in all courses.

Under "Graduation Requirements" the Master of Science (MS) in Health Services Management program, the following bullet point should be deleted:

- The program committee on academic progress is responsible for making final recommendations regarding award of the degree. Most students can complete the progrm in less than two years.

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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 57 of this catalog.

Page 87

Addition (in red)

"Dissertation Requirements" should read as follows:

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

student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). A student may only receive two NC grades during the dissertation sequence. Upon receiving the third NC within the dissertation sequence, the student will be dismissed from the program. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Page 91

Addition (in red)

"Dissertation Requirements" should read as follows:

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

student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). A student may only receive two NC grades during the dissertation sequence. Upon receiving the third NC within the dissertation sequence, the student will be dismissed from the program. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Pages 107-108
Addition (in red)

"Dissertation Requirements" should read as follows:

Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit extension course (tuition based on a credit hour equivalent as defined in the Tuition and Fees Schedule in Appendix IV). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to

no progress, the dissertation chair will assign a grade of No Credit (NC). A student may only receive two NC grades during the dissertation sequence. Upon receiving the third NC within the dissertation sequence, the student will be dismissed from the program. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Pages 130
Addition
Argosy University, Sarasota should be included with the list of campuses that offer the Doctor of Psychology (PsyD) in School Psychology program:

DOCTOR OF PSYCHOLOGY IN SCHOOL PSYCHOLOGY PROGRAM
Argosy University, Phoenix; Argosy University, Sarasota

Correction
The first sentence of the paragraph following the bulleted list of the right hand column should read as follows:

The Doctor of Psychology (PsyD) in School Psychology program focuses on student preparation and professional development.

ADDITIONS AND REVISIONS TO "SECTION 13, COURSE LISTINGS" OF THE ARGOSY UNIVERSITY ACADEMIC CATALOG—COLLEGE OF EDUCATION

New Graduate Courses

EDUCATION (E)

E6018 Introduction to Higher and Postsecondary Education
3 credit hours
This course provides an introduction to the organization, structure, and philosophy of higher and postsecondary education in the United States. Students consider various institutional types and missions and discuss their impact on organizational structure, complexity, governance models, institutional resources, and accreditation.

E6020 Student Success from Admission to Graduation
3 credit hours
This course leads students through an investigation of adolescent and adult student development and learning theories, as well as the most recent studies in recruitment, persistence and completion. Students use these theoretical constructs to identify and analyze a problem or concern, develop a plan, budget, and an assessment process using appropriate technology to enhance student recruitment, persistence, and completion. The acquisition and incorporation of diverse perspectives in this project is required.

E6022 Fiscal Realities and Responsibilities
3 credit hours
This course provides an overview of higher and postsecondary education finance and budgetary considerations at the federal, state, and local levels. Students learn to analyze the budgetary process and constraints within a postsecondary institution. Students complete field experiences and a project that focuses on the management of fiscal resources within an environment of competing priorities.

E6024 Program Planning and Evaluation
3 credit hours
This course familiarizes students with the various theoretical models and best practices of program planning, implementation, and evaluation in higher and postsecondary institutions. Students learn to conduct needs assessments, design programs that consider responsible and effective use of resources, and examine the evaluative processes utilized in education to enhance student success.

E6026 Issues in Higher and Postsecondary Education Policy and Law
This course examines U.S. higher and postsecondary education law and policy issues, and the application of this knowledge to specific situations. Using real, contemporary issues in higher and postsecondary education, students learn to develop and disseminate policies that are applicable and consistent with the education laws.

E6034 Introduction to Educational Leadership
3 credit hours
This course examines various aspects of effective educational leadership. Effective practices include those related to leadership, ethical behavior and change management. Additional topics will include school organization, cultural diversity, reform efforts, school law, human resources, and resource allocation as applicable to educational leadership that will prepare individuals for principal positions.

E6035 Supervision and Evaluation of Instruction
3 credit hours
This course examines various aspects of effective educational leadership. Effective practices include those related to leadership, ethical behavior and change management. Additional topics will include school organization, cultural diversity, reform efforts, school law, human resources, and resource allocation as applicable to educational leadership that will prepare individuals for principal positions.

E6036 School Law
3 credit hours
This course examines the legal foundations of public education. Students examine the major categories of education law at the federal, state, and local levels. These categories include tort law; special education, discrimination, and employment law; and No Child Left Behind. Case studies will be used to illustrate and connect legal content to administrative

E6037 Improving School Decisions Through Data Driven Change
3 credit hours
The purpose of this course is to prepare educational leaders to utilize quantitative and qualitative educational research to carry out strategic data-driven inquiry for school improvement. Improving student learning and achievement can be accomplished most effectively through the use of data analysis to understand student learning needs and to make instructional decisions. Sources and types of various data will be discussed, along with research-based suggestions concerning the interpretation and use of selected data. The application of this data will include opportunities to explore examples of data directed toward increasing the scope of curriculum options and expanding the broad applicability of instructional resources and assessment through data discovery.

E6038 Education in a Diverse Society
3 credit hours
This course provides an examination of educational issues pertinent to administration within the context of the current demographic realities found within the United States. Focus is on the dimensions of diversity such as race,

ethnicity, socioeconomic status, gender, exceptionalities, language, sexual orientation, and religion and how these impact working with diverse student and adult populations.

E6039 Administration of Human Resources
3 credit hours
This course provides an examination of the human resource concepts and practices associated with developing and managing an effective HR program in the field of education. Different approaches to management, motivation, professional development, and performances are addressed, along with obstacles to effective team development. Emphasis is given to knowledge and practical understanding of personnel management and administration, personnel relations, personnel laws and procedures, and collective bargaining.

E6502 Organization and Administration of Student Affairs
3 credit hours
Students examine the role and responsibilities of managers within student affairs programs in public and private technical, college, and university environments and campus-based, hybrid, and online formats. Special projects help students investigate departmental areas of interest ranging from admissions to alumni affairs.

E6504 The Impact of Technology and Its Applications in Student Services
3 credit hours
This course provides administrators an overview of current and emerging technology applications to promote the development and implementation of effective services for student success. An analysis of program and institutional needs, mandates and federal imperatives, as well as personnel roles and services will be considered in the planning and implementation of technology applications in student services.

E6506 Capstone
3 credit hours
The capstone experience is the culmination of the student's work throughout the program, incorporating all program outcomes and course objectives through the student's review of key projects and field experiences completed in the core courses. In this course, the student will assemble, organize, analyze, and revise these key projects and deliverables as needed and develop a reflective narrative and oral presentation that provides the context for the body of work and shows the progression in the attainment of competencies.
Prerequisite(s): E6018, E6615, E6020, E6022, E6024, E6026, E6502, E6504

E6508 Internship
3 credit hours
This course is designed to be a collaborative work experience among the university, the student, and the cooperating administrator in a higher or postsecondary education setting. This experience is personalized to each student taking into account the skills, knowledge, and experience of the student as well as future career paths and includes opportunities for the application of the learning outcomes of the MAEd in Higher and Postsecondary Education degree program.

E6509 Internship Extension
This course is an extension of E6508 Internship and it is taken in the event that a students requires additional time in order to satisfy the specific deliverables of the internship.

E6579 Texas Principalship
3 credit hours
The Texas Principalship will address the role of the campus leader in the leadership, organization and administration of schools in Texas, as well as preparation for the Texas Examinations of Educator Standards (TExES) for Principal Certification.

E6580 School Administrative Practicum I
1.5 credit hours
In this course students complete the first semester of their School Administrative practicum experience. This practicum requires the student to complete a minimum of 240 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a school improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.
Prerequisite(s): E6037

E6581 School School Administrative Practicum II
1.5 credit hours
In this course students complete the second semester of their School Administrative practicum experience. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a school improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.
Prerequisite(s): E6580

E6582 School Administrative Practicum Extension
0 credit hours
This course is the continuation of E6580 School Administrative Practicum I and E6581 School Administrative Practicum II.
Prerequisite(s): E6580, E6581

E7001 Comprehensive Planning
3 credit hours
This course focuses on concepts and strategies associated with comprehensive planning for educational organizations. An emphasis will be placed on the

development, communication and implementation skills needed for district planning.

E7002 Change Theory: The District
3 credit hours
This course focuses on theories and strategies for leading change in the educational setting. Emphasis is placed on systemic change at the district or organizational level.

E7004 Improving School Leadership Through Data Driven Inquiry
3 credit hours
The purpose of this course is to prepare educational leaders to utilize quantitative and qualitative educational research to carry out strategic data-driven inquiry for school improvement. Improving student learning and achievement can be accomplished most effectively through the use of data analysis to understand student learning needs and to make instructional decisions. Through this course, teachers and administrators will learn the importance of using data to plan appropriate instructional experiences for their students and to identify and analyze measures of data to understand student learning needs.

E7005 Advanced Education Law
3 credit hours
In this advanced law course, 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. Course components include case studies, field experiences, and a course project.
Prerequisite(s): E6036 or E7013

E7006 Human and Fiscal Resources Management in Public Schools
3 credit hours
This course presents theories and strategies that guide the effective management of human and fiscal resources in public school districts. Building on the concepts learned in courses in educational finance and human resources management, students will analyze the close relationship between human and fiscal resources and the success of the school district. Students will make extensive use of local, regional and state data to analyze the effectiveness of resource allocation and disbursement.

E7007 Ethics and Interpersonal Effectiveness for Educational Leaders
3 credit hours
This course is designed to have potential leaders examine their own personal ethical profiles and communication styles in light of the ethical struggles they are certain to experience in their lives as school administrators. They will be required to reflect on their communication behaviors in light of their roles as educational leaders and relate those behaviors to ethical theory.

E7009 Educational Leadership in Administration
3 credit hours
This is an advanced course in educational leadership designed for individuals who desire to pursue a principal position in the future. It features an 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.

E7010 Change Theory: The School
3 credit hours
This course focuses on theories and strategies for leading change in the educational setting. Emphasis is placed on systemic change at the building level.

E7011 Advanced Supervision
3 credit hours
This advanced course analyzes influence of supervision and evaluation of instruction on teacher efficacy and professional growth. Knowledge, skills, and behaviors necessary for effective supervision are applied to the tasks and functions of supervising and evaluating teachers at different stages of experience and expertise. The course considers the needs of teacher as adult learner and encourages the development of collegial development groups as part of a comprehensive program for professional and curriculum development. Students will practice supervisory and evaluative strategies.

E7012 Data Driven Change for School Improvement
3 credit hours
The course will provide an introduction to data driven decision making that will offer a link between research and practice. Students will learn about both quantitative and qualitative educational research to make decisions about school improvement through professional development. Students will also develop and present a school improvement plan specifically for a real-life school district.

E7013 Survey of School Law
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.

E7014 Educational Finance and Business Management
3 credit hours
This course is designed as a comprehensive overview of public school finance and business management. Students examine the macro economic, political and management issues facing public school principals. Lessons address resource allocation and resource distribution in light of the principles of liberty, adequacy, and equity.

E7015 Human Resources in Education
3 credit hours
This course presents concepts and strategies that guide the effective management of human resources at the school level. Emphasis is placed on the recruitment, employment, orientation and evaluation of personnel as well as an examination of the ethical issues related to human resources.

E8380 School District Practicum I
1.5 credit hours
In this course students complete the first semester of their School District practicum experience. This practicum requires the student to complete a minimum of 240 clock hours over two consecutive semesters at a university-approved school district. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a district improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.
Prerequisite(s): E7004

E8381 School District Practicum II
1.5 credit hours
In this course students complete the second semester of their School District practicum experience. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a district improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.
Prequisite(s): E8380

E8382 School District Practicum Extension
0 credit hours
This course is the continuation of E8380 School District Practicum I and E8381 School District Practicum II.
Prerequisite(s): E8380, E8381

E8383 School Administrative Practicum I
1.5 credit hours
In this course students complete the first semester of their School Administrative practicum experience. This practicum requires the student to complete a minimum of 240 clock hours over two consecutive semesters at a university-approved school. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a school improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.
Prerequisite(s):E7012

E8384 School Administrative Practicum II
1.5 credit hours
In this course students complete the second semester of their School Administrative practicum experience. Under the supervision and support of a university-approved on-site mentor and a university supervisor, the student will complete a school improvement project and a variety of administrative tasks, projects, and assignments designed to strengthen performance and performance skills.
Prerequisite(s): PP8383

E8385 School Administrative Practicum Extension
0 credit hours
This course is the continuation of E8383 School Administrative Practicum I and E8384 School Administrative Practicum II.
Prerequisites(s): E8383, E8384

Revisions to the *Argosy University Academic Catalog— College of Psychology and Behavioral Sciences*

GENERAL REVISIONS TO THE *ARGOSY UNIVERSITY ACADEMIC CATALOG—COLLEGE OF PSYCHOLOGY AND BEHAVIORAL SCIENCES*

Page 1
State Licensing Language Update
The state licensing information for the Argosy University California campus locations should read as follows:

> Argosy University, Orange County; Argosy University, San Francisco Bay Area; Argosy University, Los Angeles; Argosy University, San Diego; and Argosy University, Inland Empire is a private institution that was approved to operate by the Bureau for Private Postsecondary and Vocational Education (BPPVE). Any questions students may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education (BPPE) at 1625 North Market Boulevard, Suite S-308, Sacramento, CA 95834, 916.574.8200. Prospective students are encouraged to review this catalog prior to signing an enrollment agreement. Also, prospective students are encouraged to review the School Performance Fact Sheet, which the institution must provide prior to signing the enrollment agreement. See the back cover for campus locations and *Appendix V, Cohort Locations.*

Page 6
Addition
The following sentence should be added at the conclusion of "Ownership":
> As required by section 94909(a)(C)(12) of California Assembly Bill 48, neither Argosy University, nor its parent company

Education Management Corporation (EDMC) has not or is in the process of filing for bankruptcy under Chapter 11 of the United States Bankruptcy Code.

Page 38
Correction
"California Student Right to Appeal" should be replaced with the following:

> **California Student Right to Appeal**
>
> A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education (BPPE) by calling 1.916.574.8200 or by completing a complaint form, which can be obtained on the bureau's Internet Web site www.bppve.ca.gov.
>
> Also, 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.

Page 47
Addition
The following should be added after the introductory paragraph of "Financial Assistance."
> If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund. If the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds. If the student has any questions regarding the repayment of their loan, he or

she should contact the institution's financial aid office or contact the agency that guaranteed the loan.

Pages 52
Correction
The last sentence of the first paragraph of "Institutional Refund Policy" should read as follows:

> 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 57 of this catalog.

Correction
The last sentence of the first paragraph of "Georgia State Refund Policy" should read as follows:

> 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 57 of this catalog.

Page 80
Correction

Argosy University, Tampa should be included with the list campuses that offer the Master of Arts (MA) in Clinical Psychology program:

> MASTER OF ARTS IN CLINICAL PSYCHOLOGY PROGRAM
> Argosy University, Atlanta; Argosy University, Chicago; Argosy University, Dallas; Argosy University, Denver; Argosy University, Hawaii; Argosy University, Phoenix; Argosy University, Schaumburg; Argosy University, Seattle; Argosy University, Tampa; Argosy University, Twin Cities; Argosy University, Washington DC

Page 81
Correction

The second bullet point in the left hand column that reads, "Application Fee (non-refundable, except in California)" should be replaced as follows:

- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.)

Page 193
Correction
The last sentence of the first paragraph of the right hand column should read as follows:

> During this time, students will be required to spend a minimum of 600 hours, or 16-20 hours per week in the practicum training experience.

Page 215
Correction

The course number for "Cognitive Behavioral Theory and Therapy" should be SP6015

Page 220
Addition

Argosy University, Phoenix should be added to the list of campuses that offer the Doctor of Education (EdD) in Counseling Psychology program:

> 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, 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, Washington DC

Page 221
Correction

"Application Deadlines" (right hand column) should be replaced with the following:

Application Deadlines

Students enter the program at various points throughout the year.   Unless otherwise noted, all admission materials 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

Note: Please refer to the respective campus-specific sections for application deadlines at Argosy University, Phoenix and Argosy University, Washington DC.

Pages 222-223
Addition (in red)

"Dissertation Requirements" should read as follows:

Dissertation Requirements

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

Page 235
Addition

Program requirements for the Doctor of Education (EdD) in Counseling Psychology offered by Argosy University, Phoenix should be added as follows:

Doctor of Education in Counseling Psychology Program—Argosy University, Phoenix

Program Overview

The Doctor of Education (EdD) in Counseling Psychology program 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. Argosy University emphasizes the importance of an applicant having met local licensure/certification requirements as a counselor/mental health provider. The EdD in Counseling Psychology does not lead to a licensure/credential as a provider of

counseling services and should not be seen as preparation for entry-level practice.

Application Deadlines

Students may enter the program at various points throughout the year. All admission materials must be submitted preceding the session start dates listed below:

Fall 2009 Semester

Session I	September 8, 2009
Session II	October 29, 2009

Spring 2010 Semester

Session I	January 11, 2010
Session II	March 4, 2010

Summer 2010 Semester

Session I	May 10, 2010
Session II	July 1, 2010

Eligibility for Licensure

The EdD in Counseling Psychology does not prepare graduates for licensure in the field of counseling or psychology. In the counseling field, licensure is generally earned at the master's level. The licensure laws vary from state to state. 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, Phoenix emphasizes the importance of an applicant having met local licensure/certification requirements as a counselor/mental health care provider. The EdD in Counseling Psychology program does not lead to any credential as a provider of counseling services and should not be seen as preparation for entry-level practice. 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.

Residency Requirements

Students must take 6 hours of in-residence courses. Students fulfill this requirement through two doctoral residencies. Residency I is taken concurrently with W7000 Advanced Academic Study and Writing and must be taken as the second or third course in the student's program of study. Residency II is taken during the student's last course.

Enrollment Requirements

Students in the EdD in Counseling Psychology program enroll in one 3 credit hour course per semester.   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, Phoenix 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, 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 are required to successfully complete a minimum of 60 semester credit hours distributed as follows: core requirements, 21 credit hours; theory requirements, 3 credit hours; research requirements, 12 credit hours; elective, 12 credit hours; dissertation requirements, 12 credit hours. Students can begin the dissertation upon 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)

W7000 Advanced Academic Study and Writing (3)

Students Choose Four of the Following Core Electives

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 — 21 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

R7001 Introduction to Research Methods (3)

R7031 Methods and Analysis of Quantitative Research (3)

R7035 Methods and Analysis of Qualitative Research (3)

Students Choose One of the Following

R7034 Advanced Statistical Methods (3)

R7036 Program Evaluation Methods (3)

R7037 Survey Techniques (3)

Research Requirements — 12 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

Dissertation Requirements —Students Are Required to Take the Following

Track One

D9001 Dissertation (3)

D9002 Dissertation (3)

D9003 Dissertation (3)

D9004 Dissertation (3)

Track Two

D9501 Dissertation (1.5)

D9502 Dissertation (3)

D9503 Disseratation (3)

D9504 Dissertation (3)

D9505 Dissertation (1.5)

Dissertation Requirements—12 Credit Hours
Unless otherwise advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two.

Recommended Course Sequence for the Doctor of Education in Counseling Psychology Program— Argosy University, Phoenix

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

Semester One	Semester Two	Semester Three
C7462 Ethics in Practice (3)	Core Elective (3)**	R7001 Introduction to Research Methods (3)
C7454 Models of Clinical Supervision (3) —or— W7000 Advanced Academic Study and Writing(3)*	C7454 Models of Clinical Supervision (3) —or— W7000 Advanced Academic Study and Writing(3)*	Core Elective**

Year Two

Semester One	Semester Two	Semester Three
Theory Elective (3)***	R7031 Methods and Analysis of Quantitative Research (3)	R7035 Methods and Analysis of Qualitative Research (3)
Core Elective (3) **	Core Elective (3) **	Elective (3) †

Year Three

Semester One	Semester Two	Semester Three
Elective (3) †	Research Elective (3) §	D9001 Dissertation (3) ‡
Elective (3) †	Elective (3) † (with Residency II) Comprehensive Exam	

Year Four

Semester One	Semester Two	Semester Three
D9002 Dissertation (3) ‡	D9003 Dissertation (3) ‡	D9004 Dissertation (3) ‡

* W7000 Advanced Academic Study and Writing is completed as part of Residency I

** Students select four of the following courses to satisfy the Core electives requirement: C7432 Advanced Individual Counseling, C7433 Advanced Group Counseling, C7440 Marriage and Family Therapy, C7445 Brief Psychotherapies, C7443 Multicultural Issues in Counseling, C7455 Addictions Counseling, C7460 Techniques of Child and Adolescent Counseling C7458 Diagnosis and Treatment Planning, C7587 Special Topics in Counseling

*** Students may choose one of the following courses to satisfy the Theory Elective requirment: C7434 Cognitive-Behavioral Theories of Counseling, C7435 Existential-Humanistic Theories of Counseling, and C7436 Psychodynamic Theories of Counseling

†Students select four of the following courses to satisfy the Electives Requirements: C7420 Etiology of Mental Illness, C7439 Dynamics of Marriage and Family Systems, C7451 Theories of Child and Adolescent Counseling, Addictions Counseling, and C7459 Psychopharmacology for Counselors

§ Students may choose one of the following courses to satisfy the Research Elective Requirement: R7034 Advanced Statistical Methods, R7036 Program Evaluation Methods, and R7037 Survey Techniques

‡ Please note that this Recommended Course Sequence conveys the Track One of the Dissertation Sequence. Unless otherwise, advised, students who begin dissertation Session I will follow Track One. Students who begin dissertation Session II will follow Track Two. Please see the program description for the list of Track Two Dissertation courses and refer to Section Thirteen, Course Listings for detailed descriptions.

Pages 413-414
Correction

The specific goals and objectives for the Doctor of Psychology (PsyD) in Clinical Psychology program offered by the Argosy University, Seattle should be replaced with 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 have the opportunity to acquire fundamental knowledge of the critical concepts in the development and current body of knowledge in biological, psychological, and social bases of human functioning.

    Students will have the opportunity to 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 have the opportunity to acquire the knowledge and demonstrate the ability to conduct psychological assessments.

    Students will have the opportunity to acquire the knowledge and demonstrate the ability to conduct competent psychological interventions.

    Students will have the opportunity to 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 be taught to 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 have the opportunity to acquire personal and professional cultural awareness, knowledge, and skills which will enhance their competence in working effectively with diversity and cultural difference.

    Students will have the opportunity to acquire knowledge of the ethical standards of the profession of psychology.

Page 416
Correction

The correct course number for "Child and Adolescent Development" listed under Human Development Requirements is PP7020.

Page 417
Correction

PP7201 Statistics and Research Methods II (3) should be replaced with PP7206 Statistics, Research, and Psychometrics (3)

Dissertation Seminar Requirements should be replaced with the following:

Dissertation Seminar Requirements—Students Are Required to Take the Following
PP8516 Dissertation Seminar I (1)
PP8517 Dissertation Seminar II (1)

Dissertation Seminar Requirements—2 Credit Hours

Page 418
Correction

The first sentence of the second paragraph of the left hand column should be revised to reflect that it refers to footnote number two at the bottom of the page:

> A practicum may not be done in a student's place of employment, nor can be any practicum hours be waived for transferred.[2]

Page 421
Correction

Corrections to the "Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program" table are as follows:

> The correct course number for Child and Adolescent Development listed under Year One, Fall Semester is PP7020.

> PP7201 Statistics and Research Methods II (3) listed under Year Two, Spring Semester should be replaced with PP7206 Statistics, Research, and Psychometrics (3).

Page 422
Correction

Corrections to the "Recommended Course Sequence for the Doctor of Psychology in Clinical Psychology Program" table are as follows:

> PP8510 Dissertation Seminar (1) listed under Year Four, Fall Semester should be replaced with PP8516 Dissertation Seminar I (1).

> PP8510 Dissertation Seminar (1) listed under Year Four, Spring Semester should be replaced with PP8517 Dissertation Seminar II (1).

Page 438
Correction

The first paragraph of "Additional Requirements for Academic Progress" should be replaced with the following:

Students are expected to complete the PsyD in Clinical Psychology program in five years. 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. Three full-time academic years (or the equivalent thereof) are dedicated to graduate coursework, including two years of practicum training that typically occurs during the second and the third academic years. 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.

Page 446
Deletion

The second sentence of the first paragraph of "Optional Advanced Practicum Requirements" should be deleted.

Page 447
Correction

The first sentence of the second paragraph under "Comprehensive Examination Requirements" should read as follows:

> The Comprehensive Examination covers material in the courses and required training activities during the first two or three years of study at Argosy University, Twin Cities.

"Procedures for Comprehensive Examination" should be replaced with the following:

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 two opportunities to take and pass the Comprehensive Examination. After the second 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.

Page 448
Correction

The last sentence of the first paragraph of "Clinical Research Project Requirements" should read as follows:

Detailed requirements for completing the Clinical Research Project are found in the *Argosy University, Twin Cities CRP Manual.*

Page 450
Correction

The second sentence of the first full paragraph should read as follows:

During these contacts, the Training Department reviews the student's progress, based on the learning contract developed by the student and the director of Internship Training.

Page 502
Correction

The note first note after Core Counseling Curriculum Requirements table should read

Indicates courses required before Practicum

Addition

The (*) referencing the above note should be added to PC6511 Social and Cultural Diversity (3)

Deletion

The (*) referencing the above note should be deleted from PC6700 Couples and Family Counseling (3)

The second note after Core Counseling Curriculum Requirements table should be deleted:

† *Students register for this twice at 2 credit hours each time.*

The (†) referencing the above note should be deleted from PC6415 Counseling Internship

Pages 503
Deletion

The Recommended Course Sequence Tables for the Master of Arts in Community Counseling, Fall 2009 Start should be deleted.

Pages 504
Deletion

The Recommended Course Sequence Tables for the Master of Arts in Community Counseling, Spring 2010 Start should be deleted.

Pages 532-533
Addition (in red)

"Dissertation Requirements" should read as follows:

Dissertation Requirements
Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is

made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee) students must enroll in a zero credit extension course (tuition based on a credit hour equivalent as defined in the Tuition and Fees Schedule in Appendix IV). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). A student may only receive two NC grades during the dissertation sequence. Upon receiving the third NC within the dissertation sequence, the student will be dismissed from the program. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Page 534
Addition

Argosy University, Phoenix should be added to the list of campuses that offer the Doctor of Education (EdD) in Pastoral Community Counseling Program:

DOCTOR OF EDUCATION IN PASTORAL COMMUNITY COUNSELING PROGRAM
Argosy University, Phoenix; Argosy University, Sarasota

Pages 535-536
Addition (in red)
"Dissertation Requirements" should read as follows:

Dissertation Requirements

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

Page 557
Addition

Argosy University, Phoenix should be added to the list of campuses that offer the Doctor of Marriage & Family Therapy Program:

DOCTOR OF MARRIAGE & FAMILY PROGRAM
Argosy University, Denver; Argosy University, Phoenix; Argosy University, Salt Lake City; Argosy University, Twin Cities

Page 559

Correction

The fourth sentence under "Customized Concentration Requirements" should read as follows:

All courses must be selected from those listed as 6000 to 8000 level.

Page 585
Deletion

The course description for MF7700 Teaching Practicum I should be deleted.

Deletion

The course description MF7701 Teaching Practicum II should be deleted.

Page 632
Correction

The second heading on the right hand column should read as follows:
SPORT-EXERCISE PSYCHOLOGY (SP)

Page 633
Correction
The course number for "Cognitive Behavioral Theory and Therapy" should be SP6015.

Page 641
Correction
The "Academic Programs Offered at Argosy University Campuses" grid should be replaced with the grid that appears in *Appendix II* of this document.

ADDITIONS AND REVISIONS TO "SECTION 12, COURSE LISTINGS" OF THE *ARGOSY UNIVERSITY ACADEMIC CATALOG—COLLEGE OF PSYCHOLOGY AND BEHAVIORAL SCIENCES*

Revised Graduate Courses

MARRIAGE & FAMILY THERAPY (MF)

MF7401 Teaching Practicum in Systemic Theory and Practice 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.

MF7402 Teaching Practicum in Systemic Theory and Practice II
1-3 credit hours
A continuation of MF7401 Teaching Practicum in Systemic Theory and Practice I. The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF7403 Teaching Practicum in Systemic Theory and Practice III
1-3 credit hours
A continuation of MF7402 Teaching Practicum in Systemic Theory and Practice II. The practicum may also have a seminar that meets on a weekly or biweekly basis.

MF7900 Clinical Research Project in Marriage and Family Therapy I: Review of Literature
3 credit hours
This is the first course in a two-course sequence that taken together with MF7901 constitutes the Applied Clinical Project (ACP). The student's ACP is developed and approved by a committee chosen by the student and approved by the program chair. Minimal components include theory, practice, and research.

MF7901 Clinical Research Project in Marriage and Family Therapy II: Application
3 credit hours
This is the second course in a two course sequence that taken together with MF7900 consituties the Applied Clinical Project (ACP). The student's ACP is developed and approved by a committee chosen by the student and approved by the program chair. Minimal components include theory, practice, and research.

CLINICAL PSYCHOLOGY (PP)
PP8702 Neuropsychological Assessment I
1.5 -3 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.
Prerequisite(s): PP7370, PP7371, PP7373, PP8645

PP8704 Neuropsychological Assessment II
1.5-3 credit hours
This course is a continuation of Neuropsychological Assessment I (PP8702).
Prerequisite(s): PP7370, PP7371, PP7373, PP8645, PP8702

New Graduate Courses

CLINICAL PSYCHOLOGY (PP)

PP7206 Statistics, Research, and Psychometrics
3 credit hours
This course continues from the content of PP7200 Statistics and Research I to further develop research skills and to include psychometrics and test construction. The course emphasizes the development of critical thinking skills and the methodological tools necessary for scholarly and clinical use, interpretation, and formulation of psychometric tools, analyses, and data. The course will include a review and consolidation of introductory multidimensional statistics (MANOVA and multiple regression) and an introduction to factor analysis. These will be used as a foundation for measurement theory and test construction, including topics in reliability and validity, factor scores in assessments, item analyses, and the relationship between objectives and outcome assessments. These skills will be applied to analyses of and development of research designs. Ethics, diversity, and legal issues in research and test construction will be emphasized.
Prerequisite(s): (SEA) PP7200

PP7530 Neuroanatomy and Pathology
3 credit hours
This course explores the neuroanatomy of the human nervous system, presenting both healthy neuro functioning and pathological functioning. Implications for diagnosis and treatment will be introduced.

PP7532 Psychopharmacology for Neuropsychologists
3 credit hours
This course presents the medications commonly encountered by the neuropsychologist in their practice. Psychotropic and non-psychotropic medications and their effect on the neurosystem will be reviewed. Their mechanism of action, neurochemical basis, and diagnostic implications will be covered.

PP7534 Pain Assessment
3 credit hours

This course provides practical information and theories on psychosocial and behavioral factors in acute and chronic pain syndromes. Topics include specific syndromes such as fibromyalgia, cancer, and chronic back pain. Students learn evidence-based interventions in the management of pain based on the latest research in this field.

PP8434 Learning Disabilitities
3 credit hours
Learning disabilities assessment has become increasingly sophisticated in the past decade. The practicing psychologist needs a working knowledge of the commonly occurring learning disabilities in children and adults. In addition, this course will present the commonly used instruments used to assess learning disabilities. Students will be expected to develop beginning level skills in the assessment and diagnosis of learning disabilities.

PP8430 ADHD
3 credit hours
This course presents the theoretical and empirical foundations on Attention Deficit Hyperactivity Disorder. Students learn to administer, score, and interpret instruments used in the assessment of ADHD, The data from these instruments is integrated with a clinical interview to lead to an accurate diagnosis and an effective treatment plan.

PP8432 Geriatric Neuropsychology
3 credit hours
With the aging of the population, the ability to diagnosis and treat neuropsychological disorders in the elderly is increasingly crucial in clinical practice. This course reviews the neurological conditions commonly found in the geriatric population. The student will be introduced to commonly employed assessment instruments and given the introductory knowledge needed to write integrative reports.

PP8516 Dissertation Seminar I
1 credit hour
This course is the first to two required 1-semester credit hour dissertation courses. The course is a survey of the primary research methodologies and designs utilized in clinically oriented research. Course material includes experimental and quasi-experimental methods,single-subject designs,qualitative designs, data interpretation,and ethical issues/guidelines for human participant research. The course provides a foundation and forum to facilitate the student's development of her or his proposal and final dissertation.

PP8517 Dissertation Seminar II
1 credit hour
Continuation of PP8516 Dissertation Seminar II.
Prerequisite(s): (SEA) PP8516

College of Education Curriculum Updates— Non-Certification Programs

Effective January 2010 students entering non-certification graduate programs offered by the College of Education will follow the program curricula listed below.

MASTER OF ARTS IN EDUCATION— NON-CERTIFICATION PROGRAMS

MASTER OF ARTS IN EDUCATION IN HIGHER AND POSTSECONDARY EDUCATION
Argosy University, Denver; 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, Seattle; Argosy University, Twin Cities

Program Overview

The Master of Arts in Education (MAEd) in Higher and Postsecondary Education is designed for individuals who seek administrative and other positions in non-instructional units at higher education and postsecondary institutions. Graduates of this program will have enhanced practical skills, knowledge, and experiences as professionals and leaders in universities, colleges, and postsecondary educational institutions.

A bachelor's degree is required for admission to this program.

This program is for those who are in, or who wish to advance to, supervisory positions in the various non-instructional units of universities, colleges, professional schools, technical/vocational schools, and other postsecondary organizations.

Program Outcomes

1. Interpersonal Effectiveness
a. Establish, build, and sustain effective alliances with diverse key stakeholders to successfully address institutional priorities.
b. Communicate effectively within the organizational structure to forward institutional goals.
c. Solicit and incorporate diverse viewpoints in decision making and communications.

2. Developing and Managing Resources
a. Manage and develop human, fiscal, and physical resources within an environment of competing priorities.

3. Critical Thinking
a. Analyze complex situations that impact key learning partners and develop strategies to further the organizational mission and vision.

4. Development and Growth of Programs and Services
a. Plan, implement, and assess programs and services for effectiveness and appropriateness as related to the organization's needs and goals.

5. Technology Management
a. Apply the prevailing technologies to manage and enhance student programs and services.

6. Development of Students and Student Services
a. Apply appropriate development theories to support traditional and non-traditional student growth, achievement, and success.

Graduation Requirements
A student is eligible for graduation in the MAEd in Higher and Postsecondary Education program when the following requirements are met:

- Satisfactory completion of all requirements in the program of study that includes
    24 credit hours, core courses
    3 credit hours, elective courses
    3 credit hours, 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

Admissions Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution
- A 2.7 grade point average for the bachelor's degree used as the basis of admission, or a grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work)
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction

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

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

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 approved by the program chair or assistant 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."

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.

Program Requirements

The MAEd in Higher and Postsecondary Education program requires the satisfactory completion of 30 semester credit hours distributed as follows: core requirements, 24 credit hours; capstone requirements, 3 credit hours; and elective requirements, 3 credit hours.

Core Course Requirements—Students Are Required to Take the Following

E6018 Introduction to Higher and Postsecondary Education (3)

E6615 Leadership in Education (3)

E6020 Student Success from Admission to Graduation (3)

E6022 Fiscal Realities and Responsibilities (3)

E6024 Program Planning and Evaluation (3)

E6026 Issues in Higher and Postsecondary Education Policy and Law (3)

E6502 Organization and Administration of Student Affairs (3)

E6504 The Impact of Technology and Its Applications in Student Services (3)

Core Course Requirements—24 Credit Hours

Capstone Requirements

The capstone experience is the culmination of the student's work throughout the program, incorporating all program outcomes and course objectives through the student's review of key projects and field experiences completed in the core courses. Students will be required to assemble, organize, analyze, and revise these key projects and deliverables as needed and develop a reflective narrative and oral presentation that provides the context for the body of work and shows the progression in the attainment of competencies. All core courses must be completed prior to the capstone.

Capstone Requirements—Students Are Required to Take the Following

E6506 Capstone (3)

Capstone Requirements—3 Credit Hours

Elective Requirements

Students in the MAEd in Higher and Postsecondary Education program choose one elective course (3 credit hours) with the approval of their advisor or complete an internship.

Elective Requirements—May Choose One of the Following

Elective (3)

E6508 Internship (3)

Elective Requirements—3 Credit Hours

MASTER OF ARTS IN EDUCATION IN TEACHING AND LEARNING
Argosy University, Atlanta; Argosy University, Phoenix; Argosy University, Sarasota; Argosy University, Tampa

Program Overview

The Master of Arts in Education (MAEd) in Teaching and Learning 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.

Admissions Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution

- A 2.7 grade point average for the bachelor's degree used as the basis of admission, or a grade point average of at least 3.0 (on a scale of 4.0) for the last 60 hours of coursework (including graduate work)

- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction

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

- Completed Application for Admission Form

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

days of the applicant signing the Enrollment Agreement.)

- If the basis of admission is an earned bachelor's degree with a 2.7 grade point average, an official transcript from the degree granting institution
- If the basis of admission is a cumulative GPA of 3.0 (on a scale of 4.0) for the last 60 hours of coursework, official transcripts from all post-secondary schools attended during the 60 hours of study

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 approved by the program chair or assistant 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."

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.

Master of Arts in Education in Teaching and Learning—Argosy University, Atlanta; Argosy; Argosy University, Sarasota; Argosy University, Tampa

Program Requirements

The MAEd in Teaching and Learning non-certification program requires the satisfactory completion of 36 semester credit hours distributed as follows: core course requirements, 27 credit hours; elective requirements, 6 credit hours; and capstone requirements, 3 credit hours.

Core Requirements — Students Are Required to Take the Following

E6100 Research in Education (3)
E6331 Survey of Curriculum Theory and Design (3)
E6339 School Organization and Curriculum (3)
E6350 Advanced Supervision of Curriculum and Instruction (3)
E6501 Current Trends in School Curriculum (3)
E6037 Improving School Decisions Through Data-Driven Change (3)

Students Choose One of the Following

E6336 Technology in K-12 Education (3)
E6804 Managing/Evaluating Instructional Technology and Distance Learning (3)
E6805 Integrating Technology into Classroom Curriculum (3)
E6337 Instructional Technology in Higher Education (3)

Students Choose One of the Following

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

Students Choose One of the Following

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

Core Requirements—27 Credit Hours

Elective Requirements

Students in the MAEd in Teaching and Learning non-certification program choose two elective courses (6 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 Requirements—Students Are Required to Take the Following

E6925 Capstone Project (3)

Capstone Requirements—3 Credit Hours

Master of Arts in Education in Teaching and Learning—Argosy University, Phoenix

Program Requirements

The MAEd in Teaching and Learning non-certification program requires the satisfactory completion of 30 semester credit hours distributed as follows: core requirements, 27 credit hours; and capstone requirements, 3 credit hours.

Core Requirements — Students Are Required to Take the Following

E6100 Research in Education (3)
E6331 Survey of Curriculum Theory and Design (3)
E6339 School Organization and Curriculum (3)
E6350 Advanced Supervision of Curriculum and Instruction (3)
E6501 Current Trends in School Curriculum (3)
E6037 Improving School Decisions Through Data-Driven Change (3)

Students Choose One of the Following

E6336 Technology in K-12 Education (3)
E6804 Managing/Evaluating Instructional Technology and Distance Learning (3)
E6805 Integrating Technology into Classroom Curriculum (3)
E6337 Instructional Technology in Higher Education (3)

Students Choose One of the Following

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

Students Choose One of the Following

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

Core Requirements—27 Credit Hours

Capstone Project Requirements

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

Capstone Requirements—Students Are Required to Take the Following

E6925 Capstone Project (3)

Capstone Requirements—3 Credit Hours

EDUCATION SPECIALIST— NON-CERTIFICATION PROGRAMS

EDUCATION SPECIALIST IN TEACHING AND LEARNING
Argosy University, Atlanta; Argosy University, Phoenix; Argosy University, Sarasota; Argosy University, Tampa

Admission Requirements

- A master's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Education, or an appropriately certified foreign institution

- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction

- Teaching experience in a K–12 public or private school

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

- Completed Application for Admission Form

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

days of the applicant signing the Enrollment Agreement.)

- Documentation of applicant employment with or access to a professional or educational organization
- Official transcripts from the institution that conferred the master's degree and any institutions where graduate coursework was subsequently taken. Bachelor's level transcripts are not required.
- Prior to matriculation applicatnts 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 program requirements in the program of study developed in consultation with an 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 completion 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

Program Requirements

The Education Specialist (EdS) in Teaching and Learning non-certification program requires the satisfactory completion of 30 semester credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7012 Data Driven Change for School Improvement (3)
E7034 Critical Analysis of Problems and Issues in Education (3)
E7134 Comprehensive Planning and Implementation (3)
E7233 Organizational Communication Systems and Internship Seminar (3)
E7331 Curriculum Theory and Design (3)
E7335 Advanced Supervision of Curriculum and Instruction (3)
E7245 Teaching and Effective Learning Strategies (3)
E7340 Curriculum Design K–12 (3)
R7001 Introduction to Research Methods (3)
W7000 Advanced Academic Study and Writing (3)

Cognate Core Requirements — 30 Credit Hours

DOCTOR OF EDUCATION— NON-CERTIFICATION PROGRAMS

DOCTOR OF EDUCATION IN TEACHING AND LEARNING
Argosy University, Atlanta; Argosy University, Phoenix; Argosy University, Sarasota; Argosy University, Tampa

Program Overview

The Doctor of Education (EdD) in Teaching and Learning 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.

Admission Requirements

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

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

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

Applications to Multiple Campuses

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

Graduation Requirements

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

Dissertation Requirements

Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee)

students must enroll in a zero credit extension course (tuition based on a credit hour equivalent as defined in the Tuition and Fees Schedule in Appendix IV). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). A student may only receive two NC grades during the dissertation sequence. Upon receiving the third NC within the dissertation sequence, the student will be dismissed from the program. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic.

Program Requirements

The EdD in Teaching and Learning 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, 12 credit hours; elective requirement, 3 credit hours; and dissertation requirements, 12 credit hours.

Cognate Core Requirements — Students Are Required to Take the Following

E7012 Data Driven Change for School Improvement (3)
E7034 Critical Analysis of Problems and Issues in Education (3)
E7134 Comprehensive Planning and Implementation (3)
E7245 Teaching and Effective Learning Strategies (3)
E7331 Curriculum Theory and Design (3)
E7335 Advanced Supervision of Curriculum and Instruction (3)
E7834 Writing for Research and Professional Publications* (3)
W7000 Advanced Academic Study and Writing (3)

Cognate Core Requirements — 24 Credit Hours
* Must be taken as the last course.

Research Requirements — Students Are Required to Take the Following

R7001 Introduction to Research Methods (3)
R7031 Methods and Analysis of Quantitative Research (3)
R7035 Methods and Analysis of Qualitative Research (3)
    Students Choose One of the Following
    R7036 Program Evaluation Methods (3)
    R7037 Survey Techniques (3)
    R7038 Action Research (3)

Research Requirements — 12 Credit Hours
* Elective course is selected upon advisor approval.

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

Track One

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

Track Two

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

Dissertation Requirements—12 Credit Hours

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

Students in the EdD in Teaching and Learning non-certification program complete 12 credit hours of concentration courses.

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

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

Education Technology Concentration Requirements— 12 Credit Hours

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

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

Higher Education Concentration Requirements — 12 Credit Hours

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

E7233 Organizational Communication Systems and Internship Seminar (3)

E7337 Special Topics in Curriculum and Instruction (3)
E7340 Curriculum Design K–12 (3)

Students Choose One of the Following

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

K-12 Education Concentration Requirements — 12 Credit Hours

College of Education Curriculum Updates— State Certification Programs

Effective January 2010 students entering state-certification graduate programs offered by the College of Education will follow the program curricula listed below.

MASTER OF ARTS IN EDUCATION— STATE CERTIFICATION PROGRAMS

MASTER OF ARTS IN EDUCATION IN EDUCATIONAL ADMINISTRATION—
Argosy University, Dallas; Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Administration is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a bachelor's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Program Outcomes

Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the building level, the education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

A. Collaboratively develop and implement a shared vision and mission

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Create and implement plans to achieve goals

D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans

Standard 2: At the building level, the education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

Standard 3: At the building level, the education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

A. Monitor and evaluate the management and operational systems

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

C. Promote and protect the welfare and safety of students and staff

D. Develop the capacity for distributed leadership

E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the building level, the education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

A. Collect and analyze data and information pertinent to the educational environment

B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

C. Build and sustain positive relationships with families and caregivers

D. Build and sustain productive relationships with community partners

Standard 5: At the building level, the education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

A. Ensure a system of accountability for every student's academic and social success

B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the building level, the education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

A. Advocate for children, families, and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Admissions Requirements
Refer to the campus-specific program descriptions.

Graduation Requirements
Refer to the campus-specific program descriptions.

Master of Arts in Education in Educational Administration—Argosy University, Dallas

Program Overview
The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Administration is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a bachelor's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Additional Program Outcomes

In addition to meeting the ISLLC standards, students in the MAEd in Educational Administration program offered at Argosy University, Dallas must meet the Texas Principal standards stipulated by the State Board for Educator Certification.

(a) **Principal Certificate Standards**. The knowledge and skills identified in this section must

be used by an educator preparation program in the development of curricula and coursework and by the State Board for Educator Certification as the basis for developing the examinations required to obtain the standard Principal Certificate. The standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required by §241.30 of this title (relating to Requirements to Renew the Standard Principal Certificate).

(b) **Learner-Centered Values and Ethics of Leadership**. A principal is an educational leader who promotes the success of all students by acting with integrity and fairness and in an ethical manner. At the campus level, a principal understands, values, and is able to:

  (1) model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors;

  (2) implement policies and procedures that encourage all campus personnel to comply with Chapter 247 of this title (relating to Educators' Code of Ethics);

  (3) model and promote the continuous and appropriate development of all learners in the campus community;

  (4) promote awareness of learning differences, multicultural awareness, gender sensitivity, and ethnic appreciation in the campus community; and

  (5) articulate the importance of education in a free democratic society.

(c) **Learner-Centered Leadership and Campus Culture**. A principal is an educational leader who promotes the success of all students and shapes campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. At the campus level, a principal understands, values, and is able to:

  (1) create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff;

  (2) ensure that parents and other members of the community are an integral part of the campus culture;

  (3) use strategies to ensure the development of collegial relationships and effective collaboration of campus staff;

  (4) respond appropriately to the diverse needs of individuals within the community in shaping the campus culture;

  (5) use emerging issues, trends, demographic data, knowledge of systems, campus climate inventories, student learning data, and other information to develop a campus vision and plan to implement the vision;

  (6) facilitate the collaborative development of a shared campus vision that focuses on teaching and learning;

  (7) facilitate the collaborative development of a plan in which objectives and strategies to implement the campus vision are clearly articulated;

  (8) align financial, human, and material resources to support the implementation of the campus vision;

  (9) establish processes to assess and modify the plan of implementation to ensure achievement of the campus vision;

  (10) support innovative thinking and risk-taking efforts of everyone within the school community and view unsuccessful experiences as learning opportunities; and

  (11) acknowledge, recognize, and celebrate the contributions of students, staff, parents, and community members toward the realization of the campus vision.

(d) **Learner-Centered Human Resources Leadership and Management**. A principal is an educational leader who promotes the success of all students by implementing a staff evaluation and development system to improve the performance of all staff members, selects and implements appropriate models for supervision and staff development, and applies the legal requirements

for personnel management. At the campus level, a principal understands, values, and is able to:

(1) collaboratively develop, implement, and revise a comprehensive and on-going plan for professional development of campus staff that addresses staff needs and aligns professional development with identified goals;

(2) facilitate the application of adult learning and motivation theory to all campus professional development, including the use of appropriate content, processes, and contexts;

(3) ensure the effective implementation of the professional development plan by allocation of appropriate time, funding, and other needed resources;

(4) implement effective, legal, and appropriate strategies for the recruitment, selection, assignment, and induction of campus staff;

(5) use formative and summative evaluation processes appropriate to the position held to further develop the knowledge and skills of campus staff;

(6) diagnose and improve campus organizational health and morale through the implementation of strategies designed to provide on-going support to campus staff members; and

(7) engage in on-going, meaningful, and professional growth activities to further develop necessary knowledge and skills and to model lifelong learning.

(e) **Learner-Centered Communications and Community Relations**. A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources. At the campus level, a principal understands, values, and is able to:

(1) demonstrate effective communication through oral, written, auditory, and nonverbal expression;

(2) use effective conflict management and group consensus building skills;

(3) implement effective strategies to systematically gather input from all campus stakeholders;

(4) develop and implement strategies for effective internal and external communications;

(5) develop and implement a comprehensive program of community relations, which uses strategies that will effectively involve and inform multiple constituencies, including the media;

(6) provide varied and meaningful opportunities for parents to be engaged in the education of their children;

(7) establish partnerships with parents, businesses, and other groups in the community to strengthen programs and support campus goals; and

(8) respond to pertinent political, social, and economic issues that exist in the internal and external environment.

(f) **Learner-Centered Organizational Leadership and Management**. A principal is an educational leader who promotes the success of all students through leadership and management of the organization, operations, and resources for a safe, efficient, and effective learning environment. At the campus level, a principal understands, values, and is able to:

(1) implement appropriate management techniques and group processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment;

(2) gather and organize information from a variety of sources for use in creative and effective campus decision making;

(3) frame, analyze, and creatively resolve campus problems using effective problem-solving techniques to make timely, high-quality decisions;

(4) develop, implement, and evaluate change processes for organizational effectiveness;

(5) implement strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively to maintain a conducive learning environment;

(6) apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs;

(7) acquire, allocate, and manage human, material, and financial resources according to school district policies and campus priorities;

(8) collaboratively plan and effectively manage the campus budget;

(9) use technology to enhance school management; and

(10) use effective planning, time management, and organization of work to maximize attainment of school district and campus goals.

(g) **Learner-Centered Curriculum Planning and Development**. A principal is an educational leader who promotes the success of all students by facilitating the design and implementation of curricula and strategic plans that enhance teaching and learning; alignment of curriculum, curriculum resources, and assessment; and the use of various forms of assessment to measure student performance. At the campus level, a principal understands, values, and is able to:

(1) use emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements, and other information as a basis for campus curriculum planning;

(2) facilitate the use of sound research-based practice in the development and implementation of campus curricular, co-curricular, and extracurricular programs;

(3) facilitate campus participation in collaborative school district planning, implementation, monitoring, and curriculum revision to ensure appropriate scope, sequence, content, and alignment;

(4) facilitate the use and integration of technology, telecommunications, and information systems to enrich the campus curriculum; and

(5) facilitate the effective coordination of campus curricular, co-curricular, and extracurricular programs in relation to other school district programs.

(h) **Learner-Centered Instructional Leadership and Management**. A principal is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a campus culture and instructional program conducive to student learning and staff professional growth. At the campus level, a principal understands, values, and is able to:

(1) facilitate the development of a campus learning organization that supports instructional improvement and change through an on-going study of relevant research and best practice;

(2) facilitate the implementation of sound, research-based instructional strategies, decisions, and programs in which multiple opportunities to learn and be successful are available to all students;

(3) implement special campus programs to ensure that all students are provided quality, flexible instructional programs and services to meet individual student needs (i.e., guidance and counseling programs and services);

(4) use interpretation of formative and summative data from a comprehensive student assessment program to develop, support, and improve campus instructional strategies and goals;

(5) facilitate the use and integration of technology, telecommunications, and information systems to enhance learning;

(6) facilitate the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure an environment conducive to teaching and learning;

(7) facilitate the development, implementation, evaluation, and refinement of student activity programs to fulfill academic, developmental, social, and cultural needs; and

(8) acquire and allocate sufficient instructional resources on the campus in the most equitable manner to support and enhance student learning.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction
- 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
- Residency in Texas
- Criminal background check, including fingerprinting, where required
- Interview with Program Admissions Committee and recommendation for admittance
- A Writing Sample proctored by the Program Admissions Committee

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

- Completed Application for Admission Form
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.)
- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé

- Two letters of recommendation (one from a source familiar with student's academic abilities and one from a current school administrator)
- Official transcripts from all post-secondary schools attended

There are limits to the number of online courses students may take and remain eligible for certification by the State of Texas. When considering taking courses online students must seek guidance from the program chair or academic advisor to avoid jeopardizing your eligibility to obtain a Principal Certificate. This program is accredited by the Texas Education Agency, State Board for Educator Certification and only meets the certification requirements for the State of Texas. Students who want to work in any other State are responsible for obtaining the other State's criteria about the reciprocity of the Texas Education Agency Principal Certificate.

Graduation Requirements

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

- Satisfactory completion of all requirements in the program of study (a minimum of 30 credit hours).
- 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.
- Completed Petition to Graduate Form submitted to campus administration

Texas Principal Certification Requirements*

Graduation from this program does not guarantee certification. To qualify for certification, students must complete a Texas-approved Principal Certification program. Upon program completion, students must take and pass the Texas Examinations of Educator Standards (TExES) Principal Examination.

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

Program Requirements

The MAEd in Educational Administration program requires the satisfactory completion of 30 semester credit hours distributed as follows: core requirements, 30 credit hours.

Core Requirements—Students Are Required to Take the Following

E6100 Research in Education (3)
E6034 Introduction to Educational Leadership (3)
E6035 Supervision and Evaluation of Instruction (3)
E6036 School Law (3)
E6037 Improving School Decisions through Data Driven Change (3)
E6038 Education in a Diverse Society (3)
E6039 Administration of Human Resources (3)
E6233 Educational Finance (3)
E6579 Texas Principalship (3)
E6580 School Administrative Practicum I (1.5)
E6581 School Administrative Practicum II (1.5)

Core Requirements—30 Credit Hours

Practicum Requirements
Students are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Master of Arts in Education in Educational Administration—Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Master of Arts in Education (MAEd) in Educational Administration is to prepare individuals to serve as school administrators. The program is designed for practicing educators who have already completed a bachelor's degree program from a regionally accredited institution and seeking administrative credentialing. Based on state requirements, students may be required to complete additional experiences or coursework.

Admission Requirements

- A bachelor's degree from a regionally accredited institution, or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) during the last two years of undergraduate work and any subsequent study
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Photocopy of valid Identity Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety
- Verification of state approved Structured English Immersion (SEI) training†
- Interview with Program Admissions Committee and recommendation for admittance
- A Writing Sample proctored by the Program Admissions Committee

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

- Completed Application for Admission Form
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.)

- Personal/professional goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Two letters of recommendation (one from a source familiar with student's academic abilities and one from a current school administrator)
- Official transcripts from all post-secondary schools attended

† Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the MAEd in Educational Administration program, will need to meet this requirement in order to complete the program.

There are limits to the number of online courses students may take and remain eligible for certification by the State of Arizona. When considering taking courses online students must seek guidance from the program chair or their academic advisor to avoid jeopardizing their eligibility to obtain an Arizona Department of Education Principal Certificate.

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

Graduation Requirements

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

- Satisfactory completion of all requirements in the program of study (a minimum of 30 credit hours), including
   - 27 credit hours of core requirements
   - 3 credit hours of elective courses†
- 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
- Passage of the Principal portion of the rizona Educator Proficiency Assessment (AEPA)
- Completed Petition to Graduate Form submitted to campus administration

Arizona Principal Certification Requirements*

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

- Successful completion of all program requirements, including E6580 School Administrative Practicum I and E6581 School Administrative Practicum II
- Verification of Arizona approved Structured English Immersion (SEI) training†
- Passage of United States Constitution and Arizona state constitution examinations
- Passage of the Principal portion of the Arizona Educator Proficiency Assessment (AEPA)

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

† Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the MAEd in Educational Administration program will need to meet this requirement in order to complete the program.

Program Requirements

The MAEd in Educational Administration program requires the satisfactory completion of 30 semester credit hours distributed as follows: core requirements, 27 credit hours; elective requirements, 3 credit hours.

Core Requirements—Students Are Required to Take the Following

E6100 Research in Education (3)

E6034 Introduction to Educational Leadership (3)

E6035 Supervision and Evaluation of Instruction (3)

E6036 School Law (3)

E6037 Improving School Decisions through Data Driven Change (3)

E6038 Education in a Diverse Society (3)

E6039 Administration of Human Resources (3)

E6233 Educational Finance (3)

E6580 School Administrative Practicum I (1.5)

E6581 School Administrative Practicum II (1.5)

Core Requirements—27 Credit Hours

Elective Requirements†

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

Elective Requirements—Are Required to Take the Following

Elective (3)

Elective Requirements—3 Credit Hours

† Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the MAEd in EA program, will need to meet this requirement in order to complete the program.

Practicum Requirements

Students are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

EDUCATION SPECIALIST— STATE CERTIFICATION PROGRAMS

EDUCATION SPECIALIST IN INITIAL EDUCATIONAL ADMINISTRATION
Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Education Specialist (EdS) in Initial Educational Administration is to prepare individuals to serve as school principals and/or building- level administrators. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution or an appropriately certified foreign institution, and seeking administrative licensure at the initial or K-12 level.

Program Learning Outcomes

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the building level, an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

A. Collaboratively develop and implement a shared vision and mission

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Create and implement plans to achieve goals

D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans

Standard 2: At the building level, an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

Standard 3: At the building level, an education leader promotes the success of every student by ensuring management of the organization,

operation, and resources for a safe, efficient, and effective learning environment.

Functions

A. Monitor and evaluate the management and operational systems

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

C. Promote and protect the welfare and safety of students and staff

D. Develop the capacity for distributed leadership

E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the building level, an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

A. Collect and analyze data and information pertinent to the educational environment

B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

C. Build and sustain positive relationships with families and caregivers

D. Build and sustain productive relationships with community partners

Standard 5: At the building level, an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

A. Ensure a system of accountability for every student's academic and social success

B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the building level, an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

A. Advocate for children, families, and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Admissions Requirements

See the campus-specific section for details.

Graduation Requirements

See campus-specific section for details.

Education Specialist in Initial Educational Administration—Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Education Specialist (EdS) in Initial Educational Administration is to prepare individuals to serve as school principals and/or building- level administrators. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution or an appropriately certified foreign institution, and seeking administrative licensure at the initial or K-12 level.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction
- Photocopy of valid Identity Verified Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Verfication of state approved Structured English Immersion (SEI) training†
- Interview with Program Admissions Committee and recommendation for admittance
- A Writing Sample proctored by the Program Admissions Committee

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

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

- Two letters of recommendation (one from a source familiar with student's academic abilites and one from a current school administrator)Official transcripts from all post-secondary schools attended

† *Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdS in Initial Educational Administration program will need to meet this requirement in order to complete the program.*

There are limits to the number of online courses students may take and remain eligible for certification by the State of Arizona. When considering taking courses online students must seek guidance from the program chair or their academic advisor to avoid jeopardizing their eligibility to obtain an Arizona Department of Education Principal Certificate.

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

Graduation Requirements

To qualify for graduation, the following conditions must be met:

- Successful completion of all program requirements, including 27 credit hours of core requirements, and 3 credit hours of elective requirements.

Arizona Principal Certification Requirements*

Graduation from the EdS in Initial Educational Administration program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including E8383 School Administrative Practicum I and E8384 School Administrative Practicum II

- Verification of Arizona approved Structured English Immersion (SEI) training†

- Passage of United States Constitution and Arizona state constitution examinations

- Passage of the Principal portion of the Arizona Educator Proficiency Assessment (AEPA)

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

† Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdS in Initial Educational Administration program will need to meet this requirement in order to complete the program.

Program Requirements

The EdS in Initial Educational Administration requires the satisfactory completion of 30 semester credit hours distributed as follows: core requirements, 27 credit hours; 3 credit hours, elective requirements.

Core Course Requirements—Students Are Required to Take the Following

W7000 Advanced Academic Study and Writing (3)

E7009 Educational Leadership in Administration (3)

E7010 Change Theory: The School (3)

E7011 Advanced Supervision (3)

E7012 Data-Driven Change for School Improvement (3)

E7013 Survey of School Law (3)

E7014 Educational Finance and Business Management (3)

E7015 Human Resources in Education (3)

E8383 School Administrative Practicum I (1.5)

E8384 School Administrative Practicum II (1.5)

Core Course Requirements—27 Credit Hours

Practicum Requirements
Students in the EdS in Initial Administration program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Elective Requirements†
Students select one elective course with advisor approval.

Elective Requirements—Students Are Required to Take the Following

Elective (3)

Elective Requirements—3 Credit Hours

† Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdS in Initial Educational Administration program will need to meet this requirement in order to complete the program.

EDUCATION SPECIALIST IN ADVANCED EDUCATIONAL ADMINISTRATION
Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Education Specialist (EdS) in Advanced Educational Administration is to prepare individuals to serve as school administrators in advanced positions. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution and currently hold principal or initial administrative licensure.

Program Learning Outcomes

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the district level, an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

A. Collaboratively develop and implement a shared vision and mission

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Create and implement plans to achieve goals

D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans

Standard 2: At the district level, an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

Standard 3: At the district level, an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

A. Monitor and evaluate the management and operational systems

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

C. Promote and protect the welfare and safety of students and staff

D. Develop the capacity for distributed leadership

E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the district level, an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

A. Collect and analyze data and information pertinent to the educational environment

B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

C. Build and sustain positive relationships with families and caregivers

D. Build and sustain productive relationships with community partners

Standard 5: At the district level, an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

A. Ensure a system of accountability for every student's academic and social success

B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the district level, an education leader promotes the success of every student by understanding, responding to, and influencing the

political, social, economic, legal, and cultural context.

Functions

A. Advocate for children, families, and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Admissions Requirements

See the campus-specific section for details.

Graduation Requirements

See campus-specific section for details.

Education Specialist in Advanced Educational Administration—Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Education Specialist (EdS) in Advanced Educational Administration is to prepare individuals to serve as school administrators in advanced positions. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution and currently hold principal or initial administrative licensure.

Admission Requirements

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

- Photocopy of valid Identity Verified Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12 or related education services experience in grades Prekindergarten-12. If teaching or related education services experience is from another state, applicant must submit formal verification that the school was a state-approved school.
- Verification of state approved Structured English Immersion training†
- Interview with Program Admissions Committee and recommendation for admittance
- A Writing Sample proctored by the Program Admissions Committee

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

- Completed Application for Admission Form
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.)
- Personal goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Two letters of recommendation (one from a source familiar with student's academic abilites and one from a current school administrator)
- Official transcripts from all post-secondary schools attended

† Students who have not successfully completed the Structured English Immersion certification requirement prior to enrolling in the EdS in Advanced Educational Administration program will need to meet this requirement in order to complete the program.

Graduation Requirements

To qualify for graduation, the following conditions must be met:

- Successful completion of all program requirements, including course work and practicum

Arizona Superintendent Certification Requirements*

Graduation from the EdS in Advanced Educational Administration program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including E8380 School District Practicum I E8381 School District Practicum II
- Verification of Arizona approved Structured English Immersion (SEI) training†
- Passage of United States Constitution and Arizona state constitution examinations
- Passage of the Supervisor or Superintendent portion of the Arizona Educator Proficiency Assessment (AEPA), depending upon desired certification

The EdS in Advanced Educational Administration leads to Arizona Department of Education Superintendent Certificate or the Arizona Department of Education Supervisor certificate. All other programs offered through the Argosy University, Phoenix College of Education DO NOT lead to teacher or administrator certification, licensure, or endorsement in any State in the United States. The programs offered through Argosy University-Online Programs DO NOT lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.

† Students who have not successfully completed the Structured English Immersion certification requirement prior to enrolling in the EdS in Advanced Educational Administration program will need to meet this requirement in order to complete the program.

Program Requirements

The EdS in Advanced Educational Administration requires the satisfactory completion of 30 semester credit hours distributed as follows: core course requirements, 27 credit hours; elective requirements, 3 credit hours.

Core Course Requirements—Students Are Required to Take the Following

W7000 Advanced Academic Study and Writing (3)

E7000 Education Public Policy Analysis (3)

E7001 Comprehensive Planning (3)

E7002 Change Theory: The District (3)

E7004 Improving School Leadership Through Data Driven Inquiry (3)

E7005 Advanced Education Law (3)

E7006 Human and Fiscal Resources Management in Public Schools (3)
E7007 Ethics and Interpersonal Effectiveness for Educational Leaders (3)

E8380 School District Practicum I (3)

E8381 School District Practicum II (3)

Core Course Requirements—27 Credit Hours

Practicum Requirements

Students in the EdS in Advanced Educational Administration Administration program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Elective Requirements†

Students select one elective course with advisor approval.

Elective Requirements—Students Are Required to Take the Following

Elective (3)

Elective Requirements—3 Credit Hours

† Students who have not successfully completed the Structured English Immersion certification requirement prior to enrolling in the EdS in Advanced Educational Administration program will need to meet this requirement in order to complete the program.

DOCTOR OF EDUCATION—
STATE CERTIFICATION PROGRAMS

DOCTOR OF EDUCATION IN INITIAL EDUCATIONAL ADMINISTRATION
Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Initial Educational Administration is to prepare individuals to serve as school principals and/or building-level administrators. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution or an appropriately certified foreign institution, and seeking administrative licensure at the initial or K-12 level. The EdD in Initial Educational Administration is a terminal degree which includes a specific writing, research, and dissertation sequence.

Program Learning Outcomes

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the building level, an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

A. Collaboratively develop and implement a shared vision and mission

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Create and implement plans to achieve goals

D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans

Standard 2: At the building level, an education leader promotes the success of every student by

advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

Standard 3: At the building level, an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

A. Monitor and evaluate the management and operational systems

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

C. Promote and protect the welfare and safety of students and staff

D. Develop the capacity for distributed leadership

E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the building level, an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

A. Collect and analyze data and information pertinent to the educational environment

B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

C. Build and sustain positive relationships with families and caregivers

D. Build and sustain productive relationships with community partners

Standard 5: At the building level, an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

A. Ensure a system of accountability for every student's academic and social success

B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6*:* At the building level, an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

A. Advocate for children, families, and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Research Outcome

Students as scholar-practitioners develop skills in inquiry, critical thinking, scholarly writing, and decision-making by:

1. Analyzing and evaluating professional literature to make evidence-based decisions related to current practices in the field.
2. Analyzing, designing, conducting, and defending research in their disciplinary context using appropriate research designs.
3. Producing and defending a rigorous and credible dissertation

Admissions Requirements

Refer to the campus-specific program description for details.

Graduation Requirements

A student is eligible for graduation in the EdD in Initial Educational Administration program when all requirements are met. Refer to the campus-specific program description for details.

Dissertation Requirements

Upon successful completion of required coursework and comprehensive examinations, students enroll in dissertation courses. To progress through each dissertation course, students must complete specified course objectives. If progress is made and all objectives met, students enroll in the next dissertation block. If progress is made and objectives are substantively but not fully met by the end of each course (as determined by the dissertation chair in discussion with the dissertation committee)

students must enroll in a zero credit extension course (tuition based on a credit hour equivalent as defined in the Tuition and Fees Schedule in Appendix IV). If it is determined that no progress has been made, students will be required to retake the block in which no progress was made. If the student is required to retake a block due to no progress, the dissertation chair will assign a grade of No Credit (NC). A student may only receive two NC grades during the dissertation sequence. Upon receiving the third NC within the dissertation sequence, the student will be dismissed from the program. Students are required to enroll in a Dissertation course or Dissertation Extension course every session from the beginning of the dissertation until passing the final defense earning 12 semester credit hours for dissertation. Published course objectives for each dissertation course apply unless the student and dissertation committee/chair agree to and confirm in writing alternative specified objectives more appropriate for a particular dissertation topic

Doctor of Education in Initial Educational Administration—Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Initial Educational Administration is to prepare individuals to serve as school principals and/or building-level administrators. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution or an appropriately certified foreign institution, and seeking administrative licensure at the initial or K-12 level. The EdD in Initial Educational Administration is a terminal degree which includes a specific writing, research, and dissertation sequence.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution

- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study

- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction

- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12. If teaching experience is from another state, applicant must submit formal verification that the school was a state-approved school

- Verification of state approved Structured English Immersion (SEI) training†

- Photocopy of valid Identity Verified Print (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety

- Interview with Program Admissions Committee and recommendation for admittance

- A Writing Sample proctored by the Program Admissions Committee

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

- Completed Application for Admission Form

- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.)

- Personal goal statement with a self-appraisal of qualifications for the profession

- Current résumé

- Two letters of recommendation (one from a source familiar with student's academic abilites and one from a current school administrator)
- Official transcripts from all post-secondary schools attended

Graduation Requirements

To qualify for graduation, the following conditions must be met:

- Successful completion of all program requirements, including E8383 School Administrative Practicum I and E8384 School Administrative Practicum II

Arizona Principal Certification Requirements*

Graduation from the EdD in Initial Educational Administration does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including E8383School Administrative Practicum I and E8384 School Administrative Practicum II
- Verification of Arizona approved Structured English Immersion (SEI) training†
- Passage of United States Constitution and Arizona state constitution examinations
- Passage of the Principal portion of the Arizona Educator Proficiency Assessment (AEPA)

† *Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdD in Initial Educational Administration program will need to meet this requirement in order to complete the program.*

Program Requirements

The EdD in Initial Educational Administration requires the satisfactory completion of 60 semester credit hours distributed as follows: core course requirements, 24 credit hours; Academic Writing and Research Requirements, 18 credit hours; elective requirements, 6 credit hours; dissertation requirements, 12 credit hours.

Core Course Requirements—Students Are Required to Take the Following

E7012 Data Driven Change for School Improvement (3)

E7009 Educational Leadership in Administration (3)

E7013 Survey of School Law (3)

E7010 Change Theory: The School (3)

E7014 Educational Finance and Business Management (3)

E7011 Advanced Supervision (3)

E7015 Human Resources in Education (3)

E8383 School Administrative Practicum I (1.5)

E8384 School Administrative Practicum II (1.5)

Core Course Requirements—24 Credit Hours

Practicum Requirements

Students in the EdD in Initial Educational Administration Program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Academic Writing and Research Requirements—Students Are Required to Take the Following

W7000 Advanced Academic Study and Writing (3)
R7001 Introduction to Research Methods (3)
R7031 Methods and Analysis of Quantitative Research (3)
R7035 Methods and Analysis of Qualitative Research (3)
E7834 Writing for Research and Professional Publications (3)

Students Choose One of the Following

R7036 Program Evaluation Methods (3)

R7037 Survey Techniques (3)

R7038 Action Research (3)

R7040 Advanced Qualitative Analysis (3)

Academic Writing and Research Requirements—18 Credit Hours

Elective Requirements†

Students in the EdD in Initial Educational Administration program choose two elective courses (6 credit hours) with the approval of their advisor.

Elective Requirements—Students Are Required to Take the Following

Elective (3)
Elective (3)

Elective Requirements—6 Credit Hours

†*Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdD in Initial Educational Administration program will need to meet this requirement in order to complete the program.*

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

Track One

D9001 Dissertation (3)

D9002 Dissertation (3)

D9003 Dissertation (3)

D9004 Dissertation (3)

Track Two

D9501 Dissertation (1.5)

D9502 Dissertation (3)

D9503 Dissertation (3)

D9504 Dissertation (3)

D9505 Dissertation (1.5)

Dissertation Requirements—12 Credit Hours

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

DOCTOR OF EDUCATION IN ADVANCED EDUCATIONAL ADMINISTRATION
Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Advanced Educational Administration is to prepare individuals to serve as school administrators in advanced positions. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution and currently hold principal or initial administrative licensure. The EdD in Advanced Educational Administration is a terminal degree which includes a specific writing, research, and dissertation sequence.

Program Outcomes

The Interstate School Leaders Licensure Consortium (ISLLC) Standards

Standard 1: At the district level, an education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions

A. Collaboratively develop and implement a shared vision and mission

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Create and implement plans to achieve goals

D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans

Standard 2: At the district level, an education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

Standard 3: At the district level, an education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions

A. Monitor and evaluate the management and operational systems

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

C. Promote and protect the welfare and safety of students and staff

D. Develop the capacity for distributed leadership

E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: At the district level, an education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions

A. Collect and analyze data and information pertinent to the educational environment

B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

C. Build and sustain positive relationships with families and caregivers

D. Build and sustain productive relationships with community partners

Standard 5: At the district level, an education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions

A. Ensure a system of accountability for every student's academic and social success

B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: At the district level, an education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions

A. Advocate for children, families, and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Research Outcome

Students as scholar-practitioners develop skills in inquiry, critical thinking, scholarly writing, and decision-making by:

1. Analyzing and evaluating professional literature to make evidence-based decisions related to current practices in the field.
2. Analyzing, designing, conducting, and defending research in their disciplinary context using appropriate research designs.
3. Producing and defending a rigorous and credible dissertation

Admissions Requirements

Refer to the campus-specific program description for details.

Graduation Requirements

A student is eligible for graduation in the EdD in Initial Educational Administration program when all requirements are met. Refer to the campus-specific program description for details.

Dissertation Requirements

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

Doctor of Education in Advanced Educational Administration—Argosy University, Phoenix

Program Overview

The purpose of Argosy University's Doctor of Education (EdD) in Advanced Educational Administration is to prepare individuals to serve as school administrators in advanced positions. The program is designed for practicing educators who have already completed a graduate level program from a regionally accredited institution and currently hold principal or initial administrative licensure. The EdD in Advanced Educational Administration is a terminal degree which includes a specific writing, research, and dissertation sequence.

Admission Requirements

- A master's degree from a regionally accredited institution or an appropriately certified foreign institution
- A grade point average of at least 3.0 (on a scale of 4.0) in work leading to the master's degree and in any subsequent graduate study
- A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction
- Photocopy of valid Identity Verified Prints (IVP) Fingerprint Clearance Card (plastic) issued by the Arizona Department of Public Safety
- A minimum of three years of verified full time teaching experience in grades Prekindergarten-12 or related education services experience in grades Prekindergarten-12. If teaching or related education services experience is from another state, applicant must submit formal verification that the school was a state-approved school
- Verification of state approved Structured English Immersion training†
- Interview with Program Admissions Committee and recommendation for admittance
- A Writing Sample proctored by the Program Admissions Committee

† *Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdD in Advanced Educational Administration program will need to meet this requirement in order to complete the program.*

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

- Completed Application for Admission Form
- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.)
- Personal goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Two letters of recommendation (one from a source familiar with student's academic abilities and one from a current school administrator)
- Official transcripts from all post-secondary schools attended

Graduation Requirements

To qualify for graduation, the following conditions must be met:

- Successful completion of all program requirements, including course work and practicum
- Successful defense of dissertation

Arizona Superintendent Certification Requirements*

Graduation from the EdD in Advanced Educational Administration program does not guarantee certification. To qualify for certification, the following conditions must be met:

- Successful completion of all program requirements, including E8380 School District Practicum I and E8381 School District Practicum II
- Verification of Arizona approved Structured English Immersion (SEI) training†

- Passage of United States Constitution and Arizona state constitution examinations
- Passage of the Supervisor or Superintendent portion of the Arizona Educator Proficiency Assessment (AEPA), depending upon desired certification

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

† *Students who have not successfully completed the Structured English Immersion certification requirement prior to enrolling in the EdD in Advanced Educational Administration program will need to meet this requirement in order to complete the program.*

Program Requirements

The EdD in Advanced Educational Administration requires the satisfactory completion of 60 semester credit hours distributed as follows: core course requirements, 24 credit hours; Academic Writing and Research Requirements, 18 credit hours; elective requirements, 6 credit hours; dissertation requirements, 12 credit hours.

Core Course Requirements—Students Are Required to Take the Following

E7004 Improving School Leadership Through Data Driven Inquiry (3)

E7005 Advanced Education Law (3)

E7002 Change Theory: The District (3)

E7006 Human and Fiscal Resources Management in Public Schools (3)

E7001 Comprehensive Planning (3)

E7000 Education Public Policy Analysis (3)

E7007 Ethics and Interpersonal Effectiveness for Educational Leaders (3)

E8380 School District Practicum I (1.5)

E8381 School District Practicum II (1.5)

Core Course Requirements—24 Credit Hours

Practicum Requirements

Students in the EdD in Advanced Educational Administration Program are required to complete 3 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Academic Writing and Research Requirements—Students Are Required to Take the Following

W7000 Advanced Academic Study and Writing (3)

R7001 Introduction to Research Methods (3)

R7031 Methods and Analysis of Quantitative Research (3)

R7035 Methods and Analysis of Qualitative Research (3)

E7834 Writing for Research and Professional Publications (3)

Students Choose One of the Following

R7036 Program Evaluation Methods (3)

R7037 Survey Techniques (3)

R7038 Action Research (3)

R7040 Advanced Qualitative Analysis (3)

Academic Writing and Research Requirements—18 Credit Hours

Elective Requirements†

Students in the EdD in Advanced Educational Administration program choose two elective courses (6 credit hours) with the approval of their advisor.

Elective Requirements—Students Are Required to Take the Following

Elective (3)

Elective (3)

Elective Requirements—6 Credit Hours

† Students who have not successfully completed the Structured English Immersion certification prior to enrolling in the EdD in Advanced Educational Administration program will need to meet this requirement in order to complete the program.

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

Track One

D9001 Dissertation (3)

D9002 Dissertation (3)

D9003 Dissertation (3)

D9004 Dissertation (3)

Track Two

D9501 Dissertation (1.5)

D9502 Dissertation (3)

D9503 Dissertation (3)

D9504 Dissertation (3)

D9505 Dissertation (1.5)

Dissertation Requirements—12 Credit Hours

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

College of Psychology and Behavioral Sciences Curriculum Updates

Effective January 2010 students entering graduate programs offered by the College of Psychology and Behavioral Sciences as indicated will follow the program curriculum listed below.

Doctor of Psychology in Clinical Psychology— Argosy University, Phoenix

Neuropsychology Concentration Requirements

The Doctor of Psychology (PsyD) in the Clinical Psychology program with a Neuropsychology Concentration was designed to comply with Division-40 standards for doctoral training in Clinical Neuropsychology and to prepare students for internship and post-doctoral training consistent with the Houston Conference Guidelines. The competencies were developed using the American Board of Professional Psychology (ABPP) guidelines and are as follows:

- Knowledge of Brain Behavior Relationships
- Foundations for the practice of neuropsychology

Students are required to complete a minimum of 12 credit hours (six credit hours in each of the two areas listed above), complete a practicum in a neuropsychological setting, and a Clinical Research Project in the area of Neuropsychology.

Brain-Behavior Relationship Requirements—Students Choose From the Following

PP8645 Introduction to Neuropsychology (3)

PP7530 Neuroanatomy and Pathology (3)

PP7532 Psychopharmacology for Neuropsychologists (3)

PP7362 Advanced Clinical Psychopharmacology (3)

PP8645 Introduction to Neuropsychology (3)

PP8811 Pediatric Neuropsychology (3)

PP7534 Pain Assessment (3)

PP8333 Treatment and Diagnosis of ADHD (1.5)

PP8601 Clinical Health Psychology I (3)

PP8602 Clinical Health Psychology II (3)

PP 7615 Health Psychology: Prevention Stress and Serious Illness (3)

PP 7611 Health Psychology: Pain, Neurological Conditions, and Rehabilitation (3)

PP8603 Child Clinical Health Psychology (3)

Brain-Behavior Relationship Requirements—6 Credit Hours

Foundations for the Practice of Neuropsychology Requirements—Students Choose from the Following

PP8220 Adult Neuropsychological Assessment (1.5)

PP8702 Neuropsychological Assessment I (3.0)

PP8704 Neuropsychological Assessment II (3.0)

PP8450 Advanced Child Neuropsychology (3)

PP8648 Neuropsychological Assessment (3)

PP8701 Geriatric Assessment/Intro to Neuropsychological Screening (3)

PP8330 Rehabilitation Psychology (1.5)

PP8430 ADHD (3)

PP8432 Geriatric Neuropsychology (3)

PP8434 Learning Disabilities (3)

PP8750 Evaluation and Treatment of Behavioral Health Problems (3)

Foundations for the Practice of Neuropsychology Requirements—6 Credit Hours

Appendix I

The following information comprises Appendix V which should be added to the 2009-2010 Academic Catalog.

Active cohort sites for specified Argosy University campuses are listed below:

Campus	Cohort Site	Program
Argosy University, Inland Empire 636 East Brier Drive, Suite 120 San Bernardino, CA 92408	**Lake Elsinore United School District** 545 Chaney Street Lake Elsinore, CA 92530	• Master of Arts in Education (MAEd) in Educational Leadership • Master of Arts in Education (MAEd) in Instructional Leadership • Doctor of Education (EdD) in Educational Leadership • Doctor of Education (EdD) in Instructional Leadership

Campus	Cohort Site	Program
Argosy University, Los Angeles 5230 Pacific Concourse Suite 200 Los Angeles, CA 90045	**Compton Unified School District** 501 South Santa Fe Avenue Compton, CA 90221	• Master of Arts in Education (MAEd) in Educational Leadership • Doctor of Education (EdD) in Educational Leadership
	Inglewood Unified School District 401 South Inglewood Avenue Inglewood, CA 90301	• Master of Arts in Education (MAEd) in Educational Leadership • Master of Arts in Education (MAEd) in Instructional Leadership • Doctor of Education (EdD) in Educational Leadership • Doctor of Education (EdD) in Instructional Leadership

Campus	Cohort Site	Program
Argosy University, Orange County 601 South Lewis Street Orange County, CA 32868	**Boeing Plant** 2401 E. Wardlow Road Long Beach, CA 90807	• Doctor of Business Administration (DBA)

Appendix II

The "Academic Programs Offered at Argosy University Campuses" grid that appears on page 641 of the *2009-2010 Academic Catalog—College of Psychology and Behavioral Sciences* should be replaced with the following:

Legend:
- C — Certificate
- MA — Master of Arts
- MS — Master of Science
- EdD — Doctor of Education
- DMFT — Doctor of Marriage & Family Therapy
- PsyD — Doctor of Psychology

	Atlanta	Chicago	Dallas	Denver	Hawaii	Inland Empire	Los Angeles	Nashville	Online Programs*	Orange County	Phoenix	Salt Lake City	San Diego	San Francisco Bay Area	Sarasota	Schaumburg	Seattle	Tampa	Twin Cities	Washington DC
AMERICAN SCHOOL OF PROFESSIONAL PSYCHOLOGY																				
MA in Clinical Psychology	•	•	•	•	•						•					•	•	•	•	•
MA in Clinical Psychology/MFT						•	•			•			•	•						
MA in Counseling Psychology																	•			
MA in Counseling Psychology/MFT						•	•			•			•	•						
MA in Forensic Psychology	•		•	•		•	•		•	•	•	•	•	•	•				•	•
MA in Industrial Organizational Psychology	•	•	•	•		•				•	•					•			•	
MA in Sport-Exercise Psychology	•					•				•	•	•			•					
MS in Psychopharmacology					•															
EdD in Counseling Psychology		•		•	•	•	•		•	•	•	•	•	•	•	•	•			•
PsyD in Clinical Psychology	•[1]	•[1]	•	•	•[1]					•[1]	•[1]			•[1]		•[1]	•	•[1]	•[1]	•[1]
Certificate in Client-Centered and Experiential Psychotherapies		•																		
Certificate in Psychoanalytic Psychology		•																		
Postgraduate Certificate in Forensic Psychology																•				
COUNSELOR EDUCATION																				
MA in Clinical Mental Health Counseling				•																
MA in Community Counseling	•[2]	•	•												•	•[2]				•[2]
MA in Mental Health Counseling									•			•	•		•[2]			•		
EdD in Counselor Education and Supervision	•	•	•	•	•				•				•		•	•		•		•
EdD in Pastoral Community Counseling									•						•					
MARRIAGE & FAMILY THERAPY																				
MA in Marriage & Family Therapy				•	•							•			•				•	•
Doctor of Marriage & Family Therapy				•						•		•	•						•	

* Online programs are offered in 100 percent online format through Argosy University, Phoenix. Doctoral programs are offered 75 percent online and 25 percent in-residence.

[1] APA Accredited

[2] CACREP Accredited

ARGOSY UNIVERSITY

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888.671.4777

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800.626.4123

DALLAS
5001 Lyndon B. Johnson
Freeway
Heritage Square
Farmers Branch, TX 75244
214.890.9900
866.954.9900

DENVER
1200 Lincoln Street
Denver, CO 80203
303.248.2700
866.431.5981

HAWAI`I
400 ASB Tower
1001 Bishop Street
Honolulu, HI 96813
808.536.5555
888.323.2777

INLAND EMPIRE
636 East Brier Drive
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San Bernardino, CA 92408
909.915.3800
866.217.9075

LOS ANGELES
5230 Pacific Concourse
Suite 200
Los Angeles, CA 90045
310.866.4000
866.505.0332

NASHVILLE
100 Centerview Drive
Suite 225
Nashville, TN 37214
615.525.2800
866.833.6598

ORANGE COUNTY
601 South Lewis Street
Orange, CA 92868
714.620.3700
800.716.9598

PHOENIX
2233 West Dunlap Avenue
Phoenix, AZ 85021
602.216.2600
866.216.2777

SALT LAKE CITY
121 Election Road
Suite 300
Draper, UT 84020
801.601.5000
888.639.4756

SAN DIEGO
1615 Murray Canyon Road
San Diego, CA 92108
619.321.3000
866.505.0333

SAN FRANCISCO BAY AREA
1005 Atlantic Avenue
Alameda, CA 94501
510.217.4700
866.215.2777

SARASOTA
5250 17th Street
Sarasota, FL 34235
941.379.0404
800.331.5995

SCHAUMBURG
999 North Plaza Drive
Suite 111
Schaumburg, IL 60173-5403
847.969.4900
866.290.2777

SEATTLE
2601-A Elliott Avenue
Seattle, WA 98121
206.283.4500
888.283.2777

TAMPA
1403 North Howard Avenue
Tampa, FL 33607
813.393.5290
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TWIN CITIES
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Eagan, MN 55121
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