2009–2010 Academic Catalog

Errata and Addendum Summer Semester 2010

ARGOSY UNIVERSITY®

Effective May 1, 2010

argosy.edu

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Section One

Introduction

The errata listed in this document apply to the A*rgosy 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,* and *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.

Section Two

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

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

Page 58

Update

"Student Tuition Recovery Fund—California" should be replaced with the following:

You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:

1. You are a student, who is a California resident and prepays all or part of your tuition either by cash, guaranteed student loans, or personal loans, and
2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.

You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:

1. You are not a California resident.
2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party.

The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate

economic losses suffered by California residents who were students attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education. You may be eligible for STRF if you are a California resident, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other cost.
4. There was a decline in the quality of the course instruction within 30 days before the school closed or, if the decline began earlier than 30 days prior to closure, the period of decline determined by the Bureau.

Section Three

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

GENERAL REVISIONS TO THE *ARGOSY UNIVERSITY ACADEMIC CATALOG—COLLEGE OF BUSINESS AND COLLEGE OF HEALTH SCIENCES*

Page 57
Update
"Student Tuition Recovery Fund—California" should be replaced with the following:

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4. There was a decline in the quality of the course instruction within 30 days before the school closed or, if the decline began earlier than 30 days prior to closure, the period of decline determined by the Bureau.

Page 85
Correction
The title for B7421 should be "Sustainable Systems: The Science of Industrial Ecology."

Page 91
Correction
The title for B7421 should be "Sustainable Systems: The Science of Industrial Ecology."

ADDITIONS AND REVISIONS TO "SECTION 11, COURSE LISTINGS" OF THE *ARGOSY UNIVERSITY ACADEMIC CATALOG—COLLEGE OF BUSINESS AND COLLEGE OF HEALTH SCIENCES*

New Graduate Courses
PUBLIC ADMINISTRATION (PA)

PA6010 Government, Citizenship, and Society
3 credit hours
This course introduces students to the multi-level American government system. Students learn the evolution of the public mission in light of current programs and trends. In addition, students examine the interactions and influence of the various social, economic, and political forces in society.

PA6012 Law and the Public Sector
3 credit hours
This course provides the legal framework for public managers. Students explore federal, state, and local laws and regulations underlying public programs, such as civil rights, labor, employment, and environment laws. Practical implications for decision making are analyzed.
Prerequisite(s): PA6010

PA6014 Data Driven Decision Making
3 credit hours
The course provides students statistical and analytical tools necessary to structure, generate, and evaluate information for public policy decision making. Students learn to interpret and communicate statistical data to multiple stakeholders concerning public policy issues. They analyze qualitative and quantitative measures necessary for specific decisions.
Prerequisite(s): PA6010

PA6016 State, Local, and Federal Governments
3 credit hours
Students learn the authority, jurisdiction, and limitations of each level of government in the American political system. They explore funding options and political realities available to the various levels of government. Opportunities and challenges in inter-governmental relations are introduced.
Prerequisite(s): PA6012, PA6014

PA6510 Public Service
3 credit hours
This course provides students an understanding of, respect for, and commitment to public service. They learn how to lead and inspire fellow employees to achieve a

shared purpose, and to communicate to diverse parties the value of public initiatives.
Prerequisite(s): PA6016

PA6512 Financing Government and Its Projects
3 credit hours
This course teaches students how government at all levels raises money and how that money is spent. They learn why state and local governments differ both in the type of taxes imposed, and the programs financed. Students prepare and analyze project budgets.
Prerequisite(s): PA6016

PA6514 Project Management in the Public Arena
3 credit hours
This course provides students the tools necessary to analyze, evaluate, and recommend solutions to public policy issues. It also helps students develop the skills to communicate, convince, and motivate relevant parties to unite in the accomplishment of a policy objective. Student employ specific project management software to design and track project implementation.
Prerequisite(s): PA6512

PA6516 Public/Private Partnerships
3 credit hours
Students examine the emergence of public/private partnerships and the legal and political opportunities and challenges in such partnerships. Students weigh the incentives and benefits against the responsibilities and obligations of each partner and propose a specific action.
Prerequisites(s): PA6514

PA6518 Politics of Problem Solving
3 credit hours
This course addresses multi-layered political dynamics of the policy making and policy implementation processes in state and local government. Students examine the politics of each phase of the policy cycle to include agenda setting, policy formulation, policy adoption, implementation and evaluation, with particular attention to coalition-building. Issues affecting the public interest, intergovernmental relationships, the economics and political will of public policy, competing interests among stakeholders, and effective media and stakeholder communication are also addressed.
Prerequisite(s): PA6016

PA6520 Public Personnel Management
3 credit hours
Students explore a strategic view of public personnel management and the positioning of the supervisor as a strategic partner in the execution of public sector practices. The course focuses on the human resource skills of line managers, labor relations practices, and supervisory skills. The behavioral and environmental determinants of effective personnel management and supervision are explored.
Prerequisite(s): PA6016

PA6522 Intricacies of Decision Making
3 credit hours
This course explores the complexities of the public sector decision making process from behavioral and analytical perspectives. Students explore apply formal decision making principles to situations where multiple definitions of success and failure are expected. Risk and uncertainty as well as tradeoffs of multiple legitimate priorities are analyzed.
Prerequisite(s): PA6016

PA6524 Capstone: State and Local Government
3 credit hours
The capstone integrates the content and competencies gained in the program. Through personalized projects, students explore and practice the duties and responsibilities of public sector managers. All core and concentration course work should be completed prior to taking the capstone. The capstone should be the last course in the program.
Prerequisite(s): PA6010, PA6012, PA6014, PA6016, PA6510, PA6512, PA6514, PA6516, PA6518, PA6520, PA6522

PA6526 Planning and Preparing for Disasters
3 credit hours
This course introduces the concepts of emergency planning and preparation to avoid or at least minimize the impact of disasters. It builds the knowledge base and analytical skills of students' to address emergency management issues across all levels of government. Citizen preparedness, as well as the problems in obtaining that preparedness, receives specific attention.
Prerequisite(s): PA6016

PA6528 Economics of Emergencies
3 credit hours
This course presents economic approaches to emergencies and develops the analytical skills to prevent, manage and respond to emergencies as well as their aftermath, from a financing and economic perspective. Students evaluate federal and/or state funding process for disasters, risks mitigations and reduction strategies, risk transfers and roles of insurance in disaster costs, and financing options. Students investigate who is paying the price of disasters, in the short and long term, and equips them with methodologies/tools and skill-sets for structuring, administering and evaluating the costs versus losses of emergency responses.
Prerequisite(s): PA6016

PA6530 First and Second Response to Crises
3 credit hours
This course begins with the U.S. national framework, principles and the presidential directives to manage domestic incidents. The course covers concepts and operational procedures and authorities involved in responding to major disasters. It addresses federal, state, and local roles, responsibilities and functions in major disaster recovery work, with emphasis on government coordination and the solution of problems that frequently arise in recovery operations. An overview to developing Incident Command System [ICS] and Emergency Operating Center [EOC] interface for communities is presented.
Prerequisite(s):PA6016

PA6532 Capstone: Emergency Preparedness and Response
3 credit hours
The capstone integrates the content and competencies gained in the program. Through personalized projects, students explore and practice the duties and responsibilities of public sector managers. All core and concentration course work should be completed prior to taking the capstone. The capstone should be the last course in the program.
Prerequisite(s): PA6010, PA6012, PA6014, PA6016, PA6510, PA6512, PA6514, PA6516, PA6526, PA6528, PA6530

PA6534 Preventing Security Crises
3 credit hours
This course introduces the concepts of homeland security strategies employed to prevent security crises in the U.S. Students learn principles of border and transportation security strategies as well as domestic counter-terrorism and protection.
Prerequisite(s): PA6016

PA6536 Financing Security Practices
3 credit hours
This course introduces the students to the financing landscape of security practices in the U.S. Students analyze how protective targets and priorities are developed and funded and the gaps and challenges of managing and financing these critical functional areas. Students evaluate the security practices and financing of all aspects of emergency management, including preparedness, response, recovery and mitigation.
Prerequisite(s): PA6016

PA6538 Security Response Management
3 credit hours
This course provides the U.S. framework, principles and the presidential directives on managing domestic security incidents. Parallels and contrasts with responses to natural disasters and emergencies are considered. Students analyze Incident Command Systems and Emergency Operating Center structures from a community perspective.
Prerequisite(s): PA6016

PA6540 Capstone: Homeland Security
3 credit hours
The capstone integrates the content and competencies gained in the program. Through personalized projects, students explore and practice the duties and responsibilities of public sector managers. All core and concentration course work should be completed prior to taking the capstone. The capstone should be the last course in the program.
Prerequisite(s): PA6010, PA6012 PA6014, PA6016, PA6510, PA6512, PA6514, PA6516, PA6534, PA6536, PA6538

Section Four

Revisions to the *Argosy University Academic Catalog—College of Education*

GENERAL REVISIONS TO THE *ARGOSY UNIVERSITY ACADEMIC CATALOG—COLLEGE OF EDUCATION*

Page 58
Update
"Student Tuition Recovery Fund—California" should be replaced with the following:

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Page 97
Correction
The course number for "Illinois Principal Internship" should be E6960.

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

New Graduate Courses

The courses listed below fulfill requirements for the state certification education programs included in this catalog addendum. They were originally published in the ***2009-2010 Academic Catalog Errata****. Subsequent modifications to selected course titles are indicated in red.*

EDUCATION (E)

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/Internship 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/Internship 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.
Prerequisite(s): E8380

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

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

Section Five

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*

Pages 58-59
Update
"Student Tuition Recovery Fund—California" should be replaced with the following:

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Section Six

College of Business Curriculum Updates

Effective May 2010, students entering graduate programs offered by the College of Business will follow the program curriculum listed below.

MASTER OF PUBLIC ADMINISTRATION
Argosy University, Phoenix

Program Overview

The Master of Public Administration (MPA) program is designed to develop action-oriented problem-solving managers for the public sector, especially at the state and local levels of government. Students have the opportunity to develop the competencies required to execute the duties and responsibilities of public sector managers, including evaluation and supervision of employees, reinforcement of the organizational mission, and effective management of organizational resources.

Program Outcomes

The MPA program is intended to produce graduates as leaders in the public sector and the following program outcomes reflect this goal.

1. **Communication**
   a. Communicate the roles and limitations of government at any level (federal, state, local) in specific circumstances.
   b. Deliver oral, visual, or written presentations to educate or promote projects to diverse audiences.
2. **Analytical problem solving**
   Gather information, discern gaps, develop, and evaluate possible solutions and alternatives regarding political, social, and financial costs and benefits of public sector initiatives.
3. **Leadership and motivation**
   a. Generate shared goals and lead internal and external stakeholders toward those goals.
   b. Motivate employees and other stakeholders to perform consistent with the mission of the relevant work unit.
4. **Tactical Management**
   Execute duties and responsibilities such as: evaluate and supervise public sector employees, reinforce organizational mission, and manage unit budgets.
5. **Interpersonal Effectiveness**
   a. Establish, build, and sustain effective working relationships with relevant parties to achieve organizational goals.
   b. Exemplify and teach ethical values and behavior.

Admissions Requirements

- A bachelor's degree from a regionally accredited institution, a nationally accredited institution approved and documented by the faculty and dean of the College of Business, 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.

Graduation Requirements

- Satisfactory completion of all requirements in the program of study
- A minimum grade point average of at least 3.0 (on a scale of 4.0) and a grade of "B-" or better in all courses
- Completion of these requirements within five years of matriculation into the program

- A completed Petition to Graduate Form submitted to campus administration

Program Requirements

The Master of Public Administration (MPA) program requires the satisfactory completion of 36 credit hours distributed as follows: core course requirements, 24 credit hours; concentration requirements, 12 credit hours.

Core Course Requirements

Students in the MPA program are required to take eight core courses (24 credit hours)

Core Course Requirements—Students Are Required to Take the Following
PA6010 Government, Citizenship, and Society (3)
PA6012 Law and the Public Sector (3)
PA6014 Data Driven Decision Making (3)
PA6016 State, Local, and Federal Governments (3)
PA6510 Public Service (3)
PA6512 Financing Government and Its Projects (3)
PA6514 Project Management (3)
PA6516 Public/Private Partnerships (3)
Core Course Requirements— 24 Credit Hours

Concentration Requirements

Students are required to take four courses (12 credit hours) in one of the designated concentration areas.

State and Local Government Concentration Requirements—Students Are Required to Take the Following
PA6518 Politics of Problem Solving (3)
PA6520 Public Personnel Management (3)
PA6522 Intricacies of Decision Making (3)
PA6524 Capstone: State and Local Government (3)
State and Local Government Concentration Requirements—12 Credit Hours

Emergency Preparedness and Response Concentration Requirements—Students Are Required to Take the Following
PA6526 Planning and Preparing for Disasters (3)
PA6528 Economics of Emergencies (3)
PA6530 First and Second Response to Crises (3)
PA6532 Capstone: Emergency Preparedness and Response (3)
Emergency Preparedness and Response Concentration Requirements—12 Credit Hours

Homeland Security Concentration Requirements—Students Are Required to Take the Following
PA6534 Preventing Security Crises (3)
PA6536 Financing Security Practices (3)
PA6538 Security Response Management (3)
PA6540 Capstone: Homeland Security (3)
Homeland Security Concentration Requirements—12 Credit Hours

Section Seven

College of Education Curriculum Updates— State Certification Education Programs

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

EDUCATION SPECIALIST— STATE CERTIFICATION PROGRAMS

EDUCATION SPECIALIST IN INITIAL EDUCATIONAL ADMINISTRATION

Argosy University, Twin Cities

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

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 classroom teaching license issued by the Minnesota Board of Teaching
- A minimum of 3 years of successful teaching experience
- Interview with Program Admissions Committee and recommendation for admittance
- Interview with Program Chair
- A writing sample proctored by the Program Admissions Committee
- Photocopy of valid Criminal Background Check

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

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

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

This program is approved by the State of Minnesota Board of Teaching and only meets the certification requirements for the State of Minnesota. 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 Minnesota Board of Teaching Principal Certificate.

Graduation Requirements

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

- Successful completion of 30 credit hours that includes
  - 24 credit hours of core courses
  - 6 credit hours of practicum (E8383 and E8384)
- Completed Petition to Graduate Form submitted to campus administration

Minnesota 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/Internship I and E8384 School Administrative Practicum/Internship II
- Successful defense of the Portfolio

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

Program Requirements

The EdS in Initial Educational Administration requires the satisfactory completion of 30 semester credit hours distributed as follows: Core Course requirements, 24 credit hours; Practicum requirements, 6 credit hours.

Core Course Requirements

Students in the EdS in Advanced Educational Administration complete six courses (24 credit hours) to fulfill the core course 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)
Core Course Requirements—24 Credit Hours

Practicum Requirements

Students in the EdS in Initial Educational Administration program are required to complete 6 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Practicum Requirements—Students Are Required to Take the Following
E8383 School Administrative Practicum/Internship I (3)
E8384 School Administrative Practicum/Internship II (3)
Practicum Requirements—6 Credit Hours

EDUCATION SPECIALIST IN ADVANCED EDUCATIONAL ADMINISTRATION
Argosy University, Twin Cities

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

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 classroom teaching license issued by the Minnesota Board of Teaching
- A minimum of 3 years of successful teaching experience
- Interview with Program Admissions Committee and recommendation for admittance
- Interview with Program Chair
- A writing sample proctored by the Program Admissions Committee
- Photocopy of valid Criminal Background Check

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

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

Graduation Requirements

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

- Successful completion of 30 credit hours that includes
  - 24 credit hours of core courses
  - 6 credit hours of practicum (E8380 and E8381)
- Completed Petition to Graduate Form submitted to campus administration

Minnesota 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/Internship I and E8381 School District Practicum/Internship II
- Successful defense of Portfolio

** The EdS in Advanced Educational Administration leads to the Minnesota Board of Teaching Superintendent Certificate. All other programs offered through the Argosy University, Twin Cities College of Education DO NOT lead to teacher or administrator certification, licensure, or endorsement in any State in the United States. The programs offered through Argosy University-Online Programs DO NOT lead to teacher or administrator certification, licensure, or endorsement in any State in the United States regardless of the State in which the student resides.*

Program Requirements

The EdS in Advanced Educational Administration requires the satisfactory completion of 30 semester credit hours distributed as follows: Core Course requirements, 24 credit hours; Practicum requirements, 6 credit hours.

Core Course Requirements

Student in the EdS in Advanced Educational Administration complete six courses (24 credit hours) to fulfill the Core Course requirements.

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)
Core Course Requirements—24 Credit Hours

Practicum Requirements

Students in the EdS in Advanced Educational Administration program are required to complete 6 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Practicum Requirements—Students Are Required to Take the Following
E8380 School District Practicum/Internship I (3)
E8381 School District Practicum/Internship II (3)
Practicum Requirements— 6 Credit Hours

DOCTOR OF EDUCATION—
STATE CERTIFICATION PROGRAMS

DOCTOR OF EDUCATION IN INITIAL EDUCATIONAL ADMINISTRATION

Argosy University, Twin Cities

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

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.

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 classroom teaching license issued by the Minnesota Board of Teaching
- A minimum of 3 years of successful teaching experience
- Interview with Program Admissions Committee and recommendation for admittance
- Interview with the Program Chair
- A writing sample proctored by the Program Admissions Committee
- Photocopy of valid Criminal Background Check

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

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

abilities and one from a current school or district administrator)
- Official transcripts from all postsecondary schools attended

There are limits to the number of online courses students may take and remain eligible for certification by the State of Minnesota. When considering taking courses online students must seek guidance from the program chair or their academic advisor to avoid jeopardizing their eligibility to obtain a Minnesota Board of Teaching Principal Certificate. This program is approved by the State of Minnesota Board of Teaching and only meets the certification requirements for the State of Minnesota. 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 Minnesota Board of Teaching Principal Certificate.

Graduation Requirements

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

- Successful completion of 60 credit hours that includes
  - 42 credit hours of coursework
  - 12 credit hours of dissertation
  - 6 credit hours of practicum (E8383 and E8384)
- Successful defense of dissertation
- Completed Petition to Graduate Form submitted to campus administration

Minnesota Principal Certification Requirements*

Graduation from the EdD 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/Internship I and E8384 School Administrative Practicum/Internship II
- Successful defense of Portfolio

** The EdD in Initial Educational Administration leads to the Minnesota Board of Teaching Principal Certificate. All other programs offered through the Argosy University, Twin Cities 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 EdD in Initial Educational Administration requires the satisfactory completion of 60 semester credit hours distributed as follows: Core Course requirements, 21 credit hours; Academic Writing and Research requirements, 18 credit hours; Elective requirements, 3 credit hours; Practicum requirements, 6 credit hours; Dissertation requirements, 12 credit hours.

Core Course Requirements

Students in the EdD in Initial Educational Administration program complete seven courses (21 credit hours) to fulfill the Core Course requirements.

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)
Core Course Requirements—21 Credit Hours

Academic Writing and Research Requirements

Students in the EdD in Initial Educational Administration program complete six courses (18 credit hours) to fulfill the Academic Writing and Research requirements.

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

Elective Requirements—Students Are Required to Take the Following
Elective (3)
Elective Requirements—3 Credit Hours

Practicum Requirements

Students in the EdD in Initial Educational Administration Program are required to complete 6 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Practicum Requirements—Students Are Required to Take the Following
E8383 School Administrative Practicum/Internship I (3)
E8384 School Administrative Practicum/Internship II (3)
Practicum Requirements—6 Credit Hours

Dissertation Requirements

Students in the EdD in Initial Educational Administration program complete 12 credit hours of dissertation courses as outlined below.

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, Twin Cities

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.

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.

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 classroom teaching license issued by the Minnesota Board of Teaching
- A minimum of 3 years of successful teaching experience
- Interview with Program Admissions Committee and recommendation for admittance
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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:

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- Application fee (Non-refundable, except in California and Arizona. In the state of Arizona, the application fee is refundable if the application is canceled within three business days of the applicant signing the Enrollment Agreement.)
- Personal goal statement with a self-appraisal of qualifications for the profession
- Current résumé
- Three letters of recommendation (two from a source familiar with the student's academic abilities and one from a current school or district administrator)

- Official transcripts from all postsecondary schools attended

There are limits to the number of online courses students may take and remain eligible for certification by the State of Minnesota. When considering taking courses online students must seek guidance from the program chair or their academic advisor to avoid jeopardizing their eligibility to obtain a Minnesota Board of Teaching Superintendent Certificate. This program is approved by the State of Minnesota Board of Teaching and only meets the certification requirements for the State of Minnesota. 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 Minnesota Board of Teaching Superintendent Certificate.

Graduation Requirements

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

- Successful completion of 60 credit hours that includes
  - 42 credit hours of coursework
  - 12 credit hours of dissertation
  - 6 credit hours of practicum (E8380 and E8381)
- Successful defense of dissertation
- Completed Petition to Graduate Form submitted to campus administration

Minnesota 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/Internship I and E8381 School District Practicum/Internship II
- Successful defense of Portfolio

** The EdD in Advanced Educational Administration leads to the Minnesota Board of Teaching Superintendent Certificate. All other programs offered through the Argosy University, Twin Cities 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 EdD in Advanced Educational Administration requires the satisfactory completion of 60 semester credit hours distributed as follows: Core Course requirements, 21 credit hours; Academic Writing and Research requirements, 18 credit hours; Elective requirements, 3 credit hours; Practicum requirements, 6 credit hours; Dissertation requirements, 12 credit hours.

Core Course Requirements

Students in the EdD in Advanced Educational Administration program complete seven courses (21 credit hours) to fulfill the Core Course requirements.

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)

Core Course Requirements—21 Credit Hours

Academic Writing and Research Requirements

Students in the EdD in Advanced Educational Administration program complete six courses (18 credit hours) to fulfill the Academic Writing and Research requirements.

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

Elective Requirements—Students Are Required to Take the Following

Elective (3)

Elective Requirements—3 Credit Hours

Practicum Requirements

Students in the EdD in Advanced Educational Administration program are required to complete 6 credit hours of practicum. Refer to the program handbook for details pertaining to clock hours and procedures.

Practicum Requirements—Students Are Required to Take the Following

E8380 School District Practicum/Internship I (3)
E8381 School District Practicum/Internship II (3)

Practicum Requirements—6 Credit Hours

Dissertation Requirements

Students in the EdD in Advanced Educational Administration program complete 12 credit hours of dissertation courses as outlined below.

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.*

Section Eight

College of Psychology and Behavioral Sciences Curriculum Updates

Effective May 2010, students enrolled in the Doctor of Psychology (PsyD) in Clinical Psychology program offered by the campus listed below may choose to complete a concentration in Neuropsychology.

Doctor of Psychology in Clinical Psychology—Argosy University, Chicago

Neuropsychology Concentration

The Neuropsychology concentration is structured to meet the Division 40 guidelines for doctoral training in Clinical Neuropsychology. This concentration prepares the student for internship and postdoctoral training in clinical neuropsychology in accordance with the Houston Conference Guidelines.

Considerations

- Graduates will have an understanding of Brain-Behavior relationships that will allow them to practice effective in neuropsychological settings.
- Students will receive coursework and training in Clinical Neuropsychology that is structured to meet the Division 40 guidelines for doctoral training in Clinical Neuropsychology.
- This concentration prepares the student for internship and postdoctoral training in clinical neuropsychology in accordance with the Houston Conference Guidelines.
- Graduates will have both scholarly and clinical experience with populations that may utilize or benefit from Neuropsychological interventions. Further, they will develop skills to incorporate neuropsychological concepts with traditional psychology.
- Students will gain familiarity with cutting edge, empirically supported research in the etiology and practice of the treatment of cognitive and mental health disorders.

Courses offered by Argosy University, Chicago correspond to the two areas required by the Division 40 Guidelines as follows:

Brain-Behavior Relationship

PP 7530 Neuroanatomy and Pathology
PP8702 Neuropsychological Assessment I
PP 8704 Neuropsychological Assessment II

Foundations for the Practice of Neuropsychology

PP8220 Adult Neuropsychological Assessment
PP8333 Treatment and Diagnosis of ADHD
PP8645 Introduction to Neuropsychology and Neuropsychological Assessment
PP8450 Advanced Child Neuropsychology
PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening

Students who wish to obtain a specialization in Neuropsychology will need to

- Satisfy enrollment requirements and be in good standing
- Officially declare neuropsychology as an area of concentration in writing to the Neuropsychology Concentration Chairperson

- Receive official approval from the Neuropsychology Concentration Chairperson
- Complete the concentration curriculum requirements established at Argosy University, Chicago

Concentration Requirements

The Neuropsychology concentration requires the satisfactory completion of the PsyD in Clinical Psychology program semester credit hour, Professionalization Group, Comprehensive Examination, five Clinical Competency tasks, and internship requirements listed under "Program Requirements" outlined in the 2009-2010 Academic Catalog.

Students in this concentration are required to fulfill the electives requirements portion of the program as follows:

Advanced Intervention and Supervision Elective Requirements—Students Are Required to Take the Following:
PP8645 Introduction to Neuropsychology (3)
Advanced Intervention and Supervision Elective Requirements—3 Credit Hours

Professional Practice Elective Requirements—Students Are Required to Take the Following:
PP8220 Adult Neuropsychological Assessment (3)*
The Following Courses Must Be Taken In Sequence to Fulfill This Requirement
PP8702 Neuropsychological Assessment I (1.5) PP8704 Neuropsychological Assessment II (1.5)
Professional Practice Elective Requirements—3 Credit Hours

Diversity Elective Requirements — Students Are Required to Choose from the Following
PP8333 Treatment and Diagnosis of ADHD (3)
PP8450 Advanced Child Neuropsychology (3)
PP8701 Geriatric Assessment/Introduction to Neuropsychological Screening (3)
Diversity Elective Requirements — 3 Credit Hours

General Elective Requirements— Students Are Required to Choose from the Following
PP 7530 Neuroanatomy and Pathology (3)
PP8220 Adult Neuropsychological Assessment (3)*
General Elective Requirements — 3 Credit Hours

**PP8220 Adult Neuropsychological Assessment may be taken to fulfill either the Professional Practice or General Elective requirements. The course cannot be taken to fulfill both requirements.*

Practicum and Practicum Seminar Requirements

Students in the Argosy University, Chicago PsyD in Clinical Psychology program engage in two part-time, year-long practicum and one full-time, year-long internship at community agencies and institutions during the doctoral program.

Students in the Neuropsychology concentration are encouraged to seek out sites that offer training in neuropsychology for at least one of the practicum experiences. Students in the concentration are strongly encouraged to take the Diagnostic and Therapy Practicum Seminar with a faculty member associated with the Neuropsychology concentration.

Internship Requirements

Students in the concentration are encouraged to complete internships at sites that practice neuropsychology and/or which have neuropsychology supervision available.

Clinical Research Project Requirements

It is a requirement that the focus of the CRP be in the area of neuropsychology. The topic must be approved by the minor coordinator.

Notes

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