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## OUR MISSION

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

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Property of: \_\_\_\_\_

Address: \_\_\_\_\_

Phone #: \_\_\_\_\_

In case of emergency, please notify:

Name: \_\_\_\_\_ Phone #: \_\_\_\_\_

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# SECTION ONE

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## INTRODUCTION

### **WELCOME FROM THE ARGOSY UNIVERSITY, WASHINGTON DC CAMPUS PRESIDENT**

Welcome to Argosy University, Washington DC! The campus has compiled this Student Handbook to provide you with the tools you will need to be a successful Argosy University, Washington DC student. It includes campus policies and procedures to help you pursue your goals in the program of your choice. Argosy University, Washington DC employs an outstanding faculty to deliver relevant curriculum to help you develop the skills, knowledge, and capabilities required for professional careers in the fields of education, business and behavioral sciences. Administrative and academic procedures have been designed to enable you to be thoroughly prepared for your professional careers. A close working relationship between students, faculty, and staff is critical for the achievement of this goal. The basic administrative principles and procedures that define this relationship are described within this handbook. Observance of these procedures by faculty, students, and staff will make for a harmonious working partnership and create a supportive atmosphere for you to focus on your academic responsibilities. Please use this handbook as a guide to help direct your future experience as a student in our programs. Our very best wishes to you as you pursue your education and career goals.

Sincerely,

David Erikson, PhD

Campus President

Argosy University, Washington DC

### **ABOUT THIS HANDBOOK**

Your *Argosy University, Washington DC Student Handbook* is a valuable resource as you progress through your academic program. The handbook makes it easy to know where to go for resources and information and includes policies and procedures that are important for you to read and understand. The *Argosy University, Washington DC Student Handbook* incorporates by reference the *Argosy University Academic Catalog*. Regulations and procedures found in this document are considered to be a part of this handbook.

### **RIGHT TO CHANGE REQUIREMENTS**

Argosy University, Washington DC reserves the right to change the policies contained within this student handbook from time to time. Accordingly, although, notice is not required for a new policy to take effect Argosy University, Washington DC will make reasonable attempts to notify students promptly of any policy changes through web site or email postings, mail distributions or other methods deemed appropriate by the University administration. Students are responsible for making themselves aware of any changes.

# SECTION TWO

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## CAMPUS INFORMATION

### CAMPUS FACILITIES

**Location:** Argosy University, Washington DC is located at 1550 Wilson Boulevard in Arlington, Virginia. The campus is conveniently situated to provide access to most major highways in the Washington DC area and is easily accessible by public transportation. In close proximity to Georgetown, students have access to the many diverse attractions of the Washington DC area. The metropolitan area provides numerous opportunities to work with ethnically and culturally diverse populations. Training sites are available in hospitals, clinics, and agencies in Washington DC, Maryland, and Virginia.

**Offices:** The administrative and faculty office suite includes faculty and academic administrators, campus administrators and administrative support staff, student affairs, student services, admissions, student finance personnel, and the campus president.

**Classrooms:** There are currently seventeen classroom areas that can accommodate from 10 to 60 students.

**Library:** The library has space for the book and journal collections, psychological assessment instruments and forms, quiet study areas, copy machines, and storage facilities for audio-visual equipment.

**Student Lounge:** The student lounge has space for vending machines, tables for eating and study, and mailboxes.

**Computer Lab:** The computer lab is located on the 7th floor and is accessible 24 hours a day.

**Security:** All faculty and students are required to use their assigned DATAWATCH security card to enter and leave the premises after 6:00 pm. and on weekends. In addition, elevator access is restricted during these times and the security card is required for entrance. The main doors to the offices on the sixth floor are only open during business hours. Students are required to carry their student ID card while they are on campus. For security of information, students must use their student ID number on forms, rather than social security numbers.

**Room Reservations:** Room reservations for classrooms & events at Argosy University, Washington DC need to be made online at [www.argosydc.net/forms](http://www.argosydc.net/forms). Please make requests at least one week before the event.

### CAMPUS ORGANIZATION

The campus administrative departments are organized into the following: Admissions, Student Services, Student Affairs/Career Services, Student Finance, and Library. The major responsibilities and roles of the personnel in these departments are included in this handbook as an appendix.

### BUILDING AND OFFICE HOURS

Campus administrative offices are open 9:00 am. to 5:30 pm Monday through Friday. Specific departments (Student Services, Student Affairs, Student Finance, Clinical Training, Library, etc.) may have extended and weekend hours. Please contact the individual department for specific hours of operation. Faculty have posted office hours outside of office space. Adjunct faculty office hours are located on the syllabi for each instructor for each term he/she is teaching. Library hours are posted outside the library and may be extended or shortened depending on the needs of the students, examination times, holiday, and semester breaks. For specific times, please contact the Library.

## **ADMINISTRATION CONTACT INFORMATION**

### **Campus President**

Dr. David Erikson 703.526.5800

### **Director of Administrative and Financial Services**

Elizabeth Greaney 703.526.5831

### **Director of Admissions**

William Marks 703.526.5851

### **Director of Library Services**

Walter Ruf 703.526.5802

### **Director of Student Affairs and Career Services**

Chayla Haynes 703.526.5808

### **Director of Student Services**

Erik Hunter 703.526.5830

### **Director of Student Financial Services**

Gretchen Eitt 703.526.5866

### **Human Resources Generalist**

Lan Nguyen 703.526.5861

### **Assistant Technology Support Supervisor**

Boyd Christmas 703.526.5824

### **Administrative Services Manager**

Melissa Kaijuka 703.526.5834

### **Program Chair, Clinical Psychology**

Dr. Robert Barrett 703.526.5854

### **Program Chair, Business and Organizational Leadership**

Dr. Grace Klinefelter 703.526.5879

### **Program Chair, Counselor Education**

Dr. Carman Gill 703.526.5875

### **Program Chair, Education**

TBD 703.526.5860

### **Program Chair, Forensic Psychology**

Dr. Richard Cooter 703.526.5885

### **Program Chair, Undergraduate Programs**

TBD 703.524.5838

### **Vice President Academic Affairs**

Dr. Cynthia B. Worthen 703.526.5800

## **ACADEMIC SERVICES/ADVISING**

Students are assigned an academic advisor upon matriculation. Students are required to keep the assigned academic advisor for one year. After one year, students may request to change an advisor upon consultation with the prospective advisor and current advisor. Official change will take place once approvals are received and form submitted to Academic Program Coordinator.

### **Academic Progress Advisor**

An Academic Progress Advisor (APA) is assigned to students according to their program of study. The APA is tasked with maintaining direct contact with student advisees. This includes meeting with individuals as well as small groups of students on an ongoing basis to set goals and develop academic action plans for success. They also work with specific faculty program advisors regarding curriculum sequencing, academic status, and registration. They will also collaborate with faculty regarding student concerns, student progress and course content.

### **Faculty Advisors**

Upon admission to a program, each new student is assigned a faculty advisor who will guide the student in the selection of course and general academic matters. Student advising is an important part of the Argosy University, Washington DC program. In the event that a student and his or her advisor are unable to develop a harmonious working relationship, a student may request a new advisor, upon written request in a letter directed to the campus dean or program chair or designee. If the campus dean or program chair or designee is the advisor for whom the student seeks a replacement, the written request should be directed to the campus Vice President of Academic Affairs or designee.

## **FACULTY ACCESSIBILITY**

All full and part-time faculty members keep regular office hours which are posted outside of their office, are available from the Academic department, and located on their course syllabi. All adjunct faculty members are required to be accessible to students outside of class for a minimum of 2 hours for each course they are teaching, and their hours of availability and contact information are located on their course syllabi.

## **STUDENT EMAIL ACCOUNTS**

All Argosy University, Washington DC students are assigned and responsible for checking their student e-mail account. Students will receive login information for their student email accounts once a Student Portal account is provisioned at Argosy University, Washington DC.

## WEBSITES & PUBLICATIONS

### University Website

The Argosy University Website is <http://www.argosy.edu>. Through this website, you can access campus and programmatic descriptions, the *Academic Catalog*, student insurance information, and financial aid information.

### Campus Intranet

Argosy University, Washington DC has its own campus website for students to access class schedules, forms, syllabi, department information and other miscellaneous information. The website address is [www.argosydc.net](http://www.argosydc.net).

### Argosy University Student Portal

Argosy University Student Portal can be used to view your academic record, register for classes, pay your tuition, check your financial aid status and check your Argosy University email.

- Go to <https://mycampus>
- Log on to Argosy University Student Portal using your username and your password. For first time users, please click on the link for New Students to create your account. You will be prompted through a series of screens to set up your login information and security questions. Once you have completed the setup you will be redirected to login to the Student Portal with your newly created login information.
- To view your academic record, register for classes, pay your tuition, and check your financial aid status click on the link for **My Self Service**.
- While in the My Self Service area, make sure to click on the link **My Profile**, then **My Information**. Under the link for My Information you will be able to view your Argosy University email address.

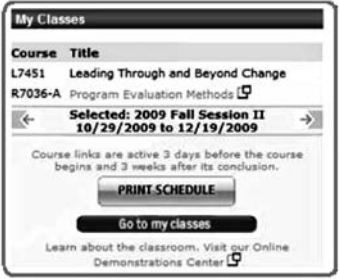
### **To Access your Argosy University Email Account while you are in the Student Portal\*:**

*All University correspondence will be sent to your Argosy University email account.*

- From the Main Page, click on **Student Email**, **Click here to sign on**.
- A new webpage will open directly connecting you to your email inbox.
- Note: If your mailbox is full you will not be able to receive email.
- To forward your Argosy University email to another email account, click on **Email Forwarding Manager** on the left hand side of the inbox.

***\*To access your email without logging in to the Student Portal, go to <https://webmail.stu.argosy.edu>. To login you will need to enter your full email address, ex: [jdoe@loc.stu.argosy.edu](mailto:jdoe@loc.stu.argosy.edu) and the same password you created to login to the Student Portal.***

## ARGOSY UNIVERSITY DISTANCE LEARNING INFORMATION

<b>Online Learning platform</b>	Argosy University uses the eCollege platform for online and blended courses. Some face-to-face courses may also use eCollege to share information electronically.
<b>Accessing eCollege through the Argosy University Student Portal</b>	<ol style="list-style-type: none"> <li>1. Go to the Argosy Student Portal at <a href="http://mycampus.argosy.edu">http://mycampus.argosy.edu</a> and enter your Student Portal login and password; click the Login button.</li> <li>2. On the portal homepage, look for the <i>My Classes</i> section on the right side of the screen.</li> </ol> <p>Click the course title link to access your online classroom directly or Click the red “Go to my classes” button locate your courses in the eCollege Course List. Click the blue title link to enter the course.</p>  <p><b>You will have access to your courses 3-days before the first day of a session.</b></p>
<b>eCollege Technical requirements</b>	<ol style="list-style-type: none"> <li>1. Go to <a href="http://myeclassonline.com">http://myeclassonline.com</a>; click “NO” on the pop up window</li> <li>2. Click “Technical Requirements”; click “NO” on the pop up window</li> </ol>
<b>eCollege Student Orientation Course</b>	It is highly recommended that you complete an eCollege tutorial before starting courses. To access the tutorial, click on the red “Go to my classes” button in the student portal 2 weeks before the session starts. This orientation course will remain in your account until you complete your program.
<b>Participation</b>	You must login and participate in their eCollege course on a weekly basis. Please see your course syllabus for additional information.
<b>Textbooks</b>	<p>If your course is using an eBook, the link to your book will be available in your eCollege course.</p> <p>If your course is using a printed textbook, your book will be available at the MBS Direct online bookstore:  <a href="http://direct.mbsbooks.com/argosy.htm">http://direct.mbsbooks.com/argosy.htm</a></p>
<b>Online Classroom Support</b>	<ul style="list-style-type: none"> <li>o Contact the Student Technical Help Desk for support using the Student Portal, online eCollege classroom, Argosy Digital Bookshelf and eBooks, or student email at 1.866.4.ARGOSY (1.866.427.4679)</li> <li>o Contact your instructor for questions about course requirements.</li> <li>o Contact your campus if you believe you are enrolled in the wrong class or section.</li> </ul>

Updated: March 2010



## **EMERGENCY PROCEDURES AND CLOSINGS**

### **Fires**

All students are urged to acquaint themselves with the location of the exits, fire alarm switches, fire escapes, and available fire extinguishers throughout the campus. In case of fire, call the emergency operator (911) immediately. Give the operator the precise location of the fire and he or she will alert the fire department.

### **Emergency Evacuation**

When the fire alarms sound, or under direction from the building security, please proceed to the closest exit or stairway. Elevators should not be used. Proceed to the courtyard in front of 1530 Wilson and await further instructions.

### **Police**

To summon the police, call 911, and the operator will alert the police department.

Theft: If a theft has taken place, please report it immediately to the receptionist or Office of Student Services. At the Argosy University, Washington DC, please report all incidents to the Director of Student Affairs and Career Services.

### **Lost and Found**

Any items found on campus should be turned into the Receptionist to be added to the lost & found.

### **Accidents and Illness**

When there is doubt as to procedure in the case of medical emergency, immediate medical advice should be secured by dialing 911. In the event anyone becomes injured or ill at the campus, emergency response (911) should be contacted. Faculty/staff are prohibited from transporting individuals to medical facilities. Emergency personnel will make determinations as to the needed medical attention and transportation. Instructions concerning first aid and provisions for securing a physician and an ambulance are handled most efficiently by the procedure described above.

### **Incident Reports**

A complete report of every incident, no matter how minor, should be made to the Office of Student Services within 48 hours. The following information will be required: time and place of the incident, how the incident occurred, names and addresses of the individuals involved or injured, description of the injuries, property damage (if any) to the individual(s) or University, and names and addresses of witnesses. For non-emergencies related to police, fire, and rescue, the Arlington County telephone number is 703.558.2222. Any incident involving serious injury should be reported at any time during the day or night. These reports will be given immediate attention. In instances where there is doubt as to whether the incident is serious enough to require a report, it is better to report it immediately.

## **INCLEMENT WEATHER POLICY**

If the campus is closed, students will be responsible for all assigned work, and classes may be rescheduled at the faculty member's discretion. If more than one class period is missed for any given course due to inclement weather, the faculty member will reschedule additional class time to make up for missed contact hours. Occasionally, faculty may need to cancel classes during a liberal leave situation or on a Saturday. Faculty members will be responsible for rescheduling these cancelled classes. Closing announcements will be made through the following media: television: NBC 4 and internet: [www.weatherclosings.com](http://www.weatherclosings.com). For information regarding a specific faculty member's classes, dial his or her extension. Faculty members will try to have messages posted two hours before class. If a student needs to leave a message for a faculty member, he or she should leave a message on that person's voice mail. Adjunct faculty members will contact the Program Chair and announcements will be made on the voicemail of the Program Chair.

## **SMOKING POLICY**

The Argosy University, Washington DC provides a non-smoking work and study environment. Building regulations further prohibit smoking in any area of the building or parking structure.

# SECTION THREE

## LIBRARY, COMPUTER LAB AND TEXTBOOKS

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### THE LIBRARY

#### Location

The Argosy University, Washington DC library is located in room 646 at 1550 Wilson Blvd., Arlington VA 22209. The library also contains one classroom 647 and a student study room 648.

#### Hours

The library is open seven days a week. The scheduled library hours are posted outside the library entrance, on various bulletin boards inside the library, and at [www.argosydc.net/library](http://www.argosydc.net/library). The library is closed on most national holidays and has reduced hours during term breaks. The break and holiday information is also posted on the library web page listed above.

#### Collection

The Argosy University, Washington DC maintains a curricular support library for the programs and courses offered on campus. The library purchases required and supplemental text books for all courses. Faculty and program chairs are able to recommend additional collection resources through the Library Acquisitions Committee. The library has a current book collection of over 7,700 volumes covering: psychology, counseling, forensic, education, and business programs. There are 63 current subscriptions to journals covering the various programs, over 200 Reference titles, over 800 commercial training videos, and a collection of over 120 distinct assessment instrument titles.

#### Catalog

The Argosy University, Washington DC library has a web-based Online Public Access Catalog (OPAC) that can be viewed in either of two modes: system-wide or individual campus. It can be accessed from home or office using the URL address: <http://library.argosy.edu> or from the computer lab desktop. With this URL, the holdings of the campus library are available to students and faculty from any web browser. The books in the library are cataloged according to the Library of Congress classification system.

#### Material Locations

The books occupy the shelves in the center of the library. Reference and general books are shelved together. There is a separate range of shelves for "oversize" books. The videotapes and DVD's in the library can be searched in the catalog but are organized by a video number in the AV cabinet. DVD's are located on an AV shelf in the room adjacent to the library office. The journals are arranged by their title name in shelving around the periphery of the library. Assessment tests are located in designated file cabinets or in the library storage room.

#### Databases

Students and faculty have password access to databases from major vendors: EBSCOhost, LIRN, ebrary and NetLibrary. These databases can be accessed from home as well. Information about the password access to the databases is available from the librarians in the library or from the library website at [www.argosydc.net/library](http://www.argosydc.net/library). The EBSCOhost collection contains six sets of databases. There are two APA produced clinical psychology databases: PsycINFO and PsycARTICLES. These databases provide web-based access to citations and full-text articles. Additionally, EBSCOhost has two more general database collections: Psychology and Behavioral Sciences and Academic Search Premier. There are two business orientated collections within EBSCOhost: Business Source Premier and Regional Business Use. The Academic Universe database from Lexis-Nexis came online in Summer 2005.

The Library and Information Resources Network (LIRN) collection includes: INFOTRAC, Proquest, and Electric Library databases. Additional databases are added as needed to support the academic programs. Non-password restricted databases such as ERIC, Medline (NIH), and several other non-commercial databases are also available to students through the World Wide Web.

## **Reference Books & Journals**

These items are for library use only and may not leave the library. Faculty may reserve an item by arrangement with the librarian. Reference materials are interfiled within the general collection to enable students to find all related works of a subject area. The reference materials are identified with yellow reference stickers and yellow book cards.

## **Reserve Materials**

Books from the general collection placed on reserve in cabinets by the circulation desk and are temporarily given salmon colored cards for the duration of the current academic term for which they are reserved. This enables them to be distinguished from the other general collection books that have white books cards. All reserve items are normally meant to be used in the library and can be signed out for a period of 3 four hours. Reserve titles are not normally loaned out over night except for special situations approved by the instructor. Course packs are generally not placed on reserve and may not be photocopied. Reserved readings, located in designated file drawers, may be photocopied only as specified by the “Fair Use” guidelines (Section 107 of Copyright Act of 1976).

## **Main Collection Books**

All general books are located on the freestanding open shelves in the middle of the library. General books have white book cards (some may contain Reserve stickers from the previous terms). They may be checked out for 14 days and can be renewed if there is no hold on the title.

## **Videocassettes**

VHS Videocassette tapes and DVD videos are located in the videocassette storage cabinets at the front of the library and are normally signed out by faculty for use in classes or class preparation. The loan period is normally 1 week. Students may sign out videocassettes for on-campus presentations or viewing, but they may need to reserve a room in which to view them, especially on weekdays. Rooms can be reserved from the [www.argosydc.net](http://www.argosydc.net) webpage.

## **Interlibrary Loan**

The library is able to provide Interlibrary loan services (ILL) through two venues: intra-campus loans among the Argosy University campuses and nationwide loans through the OCLC (Online Computer Library center) Interlibrary Loan System. Argosy University intra-campus loans are usually delivered to our campus within 3 to 5 working days. OCLC interlibrary loans can take one to three weeks. Students and faculty also have access to the rich and diverse resources of the DC Metropolitan area. Students and faculty can request assistance from the librarians in locating the resources they need.

## **Library privileges requirement**

Except Students-at-Large, all students of Argosy University, Washington DC are required to obtain library privileges from another university or college. The library affiliation form lists Maryland, Virginia, and Washington, DC area colleges and university libraries that offered privileges to students in the past. The form is supplied during registration or may be obtained from the library or student services. To assist students in this effort, there is a *Guide to Argosy University and Area Libraries* available in the library with information on the other libraries and resources in the area.

## **Photocopiers**

There is a photocopier available in the library for patron use. It requires the purchase of a copy card to operate. Copies are 10 cents per page. In addition, several copy shops are located near the school. Please request assistance from the librarians on how to use the copier special features.

## **Food & Drinks**

Patrons may bring only small snacks and covered drink containers into the library to prevent inadvertent damage to library materials or equipment. Food and drinks are prohibited into the computer labs.

## **Psychological Tests & Kits**

Psychological tests are located in marked file drawers and larger storage cabinets in the library. A list of assessment tests is available from the Assessment section of the library web page. Tests used in courses are normally signed out in conjunction with the professor and class teaching assistant. The clinical psychology assessment faculty and teaching assistants will aid in distributing forms and designated assessment instruments for students in the assessment courses at the beginning of the course. Students may be grouped in teams of two or more members depending on the number of tests available. When there is only one kit or test available, that kit/test is restricted to the campus. It may only be used in the library or classrooms. One set of each test or kit will be reserved for campus use only. Forms and assessment instruments for clinical students at practicum sites must be obtained through the Assessment Requests form located on the library web page. Tests not distributed through the class have a loan period of 1 week. They are available to students for use in classes. Kits and tests may include an inventory sheet detailing the contents of the kit/test. The inventory sheet must be filled out before checking the kit/test out and upon returning the kit/test. Each student or team is responsible to notify the librarian if any part of it is missing or damaged. This will help ensure that the kit is complete and allow the replacement of any missing or damaged pieces as quickly as possible.

## **TEXTBOOK AND COURSE MATERIALS PURCHASING**

Textbooks, required readings, and suggested materials for the Argosy University, Washington DC courses, as well as online course are available through the MBS Direct program of MBS Textbook Exchange. While students are free to purchase their books from other vendors, they should be aware that some course packs can only be purchased from MBS Direct, and that other vendors may not have immediate access to specific copies of titles or may not be able to ship the texts in timely manner. MBS Direct maintains a current list of Argosy University, Washington DC courses and the books/materials for the courses at the MBS Direct website (<http://bookstore.mbsdirect.net/argosy.htm>). Students can check there for textbook information if they do not already have a syllabus from which to order. Students can access MBS Direct in several ways:

Call MBS Direct at 800.325.3252 and give the school name: Argosy University, Washington DC, course number, and section if necessary.

Mail the MBS Direct Order Form to 800.499.0143. The Order Form is available online at <http://bookstore.mbsdirect.net/argosy.htm>. Mail the Order Form to: MBS Direct, PO Box 597 Columbia MO 65205

Order over the Internet at <http://bookstore.mbsdirect.net/argosy.htm>. Payment may be made by credit card (Visa, MasterCard, Discover, and American Express), check, or money order.

### **Delivery**

Textbooks from MBS Direct are delivered using UPS tracking. There are three methods of shipping available: Ground, Second Day Air, and Next Day Air. The charges for the delivery are based on current UPS rates based on weight of the package and where the package is being shipped.

### **Textbook Buyback**

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

### **Electronic Books**

Some programs will utilize an electronic book(s). Once registered for a course, a student will gain access to their electronic book three days prior to the course start and through the online platform. Students will also have the option to purchase a hard copy of the textbook through a third party at their own expense.

## COMPUTER LAB

The computer lab is located on the 7th floor of the Argosy University, Washington DC. There are about 16 computers and one or more networked printers in the lab. The computers are normally open to all Argosy University, Washington DC students on a first come first use basis. However, at times during the year, part or all the computers in the labs may be reserved and scheduled for a specific lab use and will not be available during those times. Notices will be posted in advance when this situation occurs.

The computers in the lab use Microsoft Windows XP operating systems. The software programs include Microsoft Office Professional suites, SPSS, psychological assessment scoring programs, such as the Rorschach and various Wechsler instruments.

**Audio-Visual Resources** Audio-visual resources that can be loaned from the library include audio-recorders, Digital and VHS-C video cameras with tripods. The library staff burn the images recorded on the digital video cameras to DVD disks. Room 648 has a TV/VCR/DVD cart that can be used by students to view VHS videos and DVD's., Faculty and students can request AV equipment from their home or office for Argosy University, Washington DC over the internet directly using the *Audio/Visual Technology Request form*. An information guide on how to reserve rooms and fill out the above form is available on [www.argosydc.net](http://www.argosydc.net) forms page. Please make requests at least two days before the event.

Please contact the IT technician about AV scheduling and equipment problems.



# ARGOSY UNIVERSITY®

# SECTION FOUR

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## STUDENT SERVICES AND RESOURCES

### STUDENT SERVICES

#### Transcripts

Requests for transcripts are made to the Student Services Office. The Family Educational Rights and Privacy Act (FERPA) of 1974 requires that all transcript requests be submitted in writing and be signed by the former or current student. For the full FERPA policy, please refer to the Argosy University Academic Catalog. Telephone or email requests for transcripts cannot be processed. Requests submitted by fax are acceptable if they include the student's name, student identification number, address to be sent, and signature. The Student Services Office will release transcripts only when students have met all their financial obligations to the University.

#### Registration

Prior to the beginning of registration, Argosy University, Washington DC will publish a *Registration Bulletin* containing the schedule of courses to be offered and instructions for registration. This bulletin will also announce the official times and dates for registration. Once the bulletin is posted, course schedules, instructors, days, and times are subject to change.

Registration procedures are outlined in the *Registration Bulletin*. All communication regarding registration should be directed in writing to the Student Services Office.

#### Priority of Registration

Due to the fact that some courses are limited in size, registration priorities have been established to determine the order of processing in registration. Argosy University, Washington DC uses a course registration priority system based upon the student's number of earned credits at Argosy University, Washington DC. Students who complete their registration after the time ticket for their earned credits forfeit their priority.

In order to participate in priority registration, students must have either an approved financial aid award, have submitted payment in full, or turned in a payment plan with the appropriate first installment to the Office of Student Financial Services. Holds will be placed on student's account prohibiting them from being able to register, if one of the above payment options is not in place by the student's prescribed time ticket. This could cause the student to lose their priority. Additional holds may be placed on a student's account from other departments that would prevent a student from participating in priority registration.

#### Add/Drop Registration

The Student Services Office strongly urges all students to complete their entire course schedule during the official registration period. Most courses are closed by the end of that period. However, students may add or drop a course anytime before the start of the term after they have completed the registration process, pending availability of course selections. Students will not be able to add a given class to their schedule if the course is closed, and students should not approach a faculty member for permission to join a closed class. If a course is open but has already met once, students must obtain the written approval of the academic advisor and/or program chair. Students will not be permitted to add a course after two class meetings or six hours of class time.

Students who want to drop a class after the first class meeting may do so by submitting a signed and dated Add/Drop Request Form to the Student Services Office. There is no fee charged for any student submitting a request to drop a course before the first day of the semester. All requests received on or after the first day of the semester will be charged a drop fee. Refunds from course withdrawals will be granted according to the refund policy. This does not include students dropping a course to take a temporary withdraw or to withdraw from the institution. Students withdrawing from the institution will receive refunds based on the institutional refund policy.

Students who wish to drop a course after the course term has begun must obtain the signature of their faculty advisor. Students dropping from a course before completing 10% of instructional time will have the course removed from their transcript. A record of the course attempted remains on the student's ledger and in the student's academic file. Students who drop a course after completing between 10% and 67% of instructional time will receive a "W" on their transcripts. Students who have completed more than 67% of instructional time may not withdraw from a course.

### **Late Registration**

In establishing the registration period for a semester, Argosy University, Washington DC provides a priority registration week as well as an additional grace period in which previously undecided students may register or registered students may add or drop courses. Once this is officially announced registration period is over, any new registration that Argosy University, Washington DC chooses to accept will be considered a late registration and will be assessed the standard late registration fee.

### **Automatic Registration**

Automatic registration may be used for students who must be continually enrolled in a course that does not require them to be on campus. Automatic registration may be used only with the signed permission of the student. It may not be used for any course that takes place on campus. An Automatic Registration Permission form in which students will be automatically registered should be submitted to the Student Services Office.

### **Course Availability/Cancellation**

While Argosy University, Washington DC makes every effort to provide sufficient course sections for students, Argosy University, Washington DC reserves the right to cancel any course. Students enrolled in canceled courses will be granted a full refund and will be allowed to add an alternate course.

### **Course Transfers/Waivers**

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

### **Name Change Procedures**

Students who have a change of name should provide the Student Services Office with a written request for a change of name, including their student identification number and signature along with a copy of their new driver's license, marriage certificate or a court order as documentation. Names cannot be changed without the appropriate documentation.

### **Address Change Procedures**

Students who have a change of address should provide the Student Services Office with a written request for a change of address, including their student identification number.

### **Release of Information**

A "Release of Information" form should be used to request information or to release information relative to your student file. This includes student ledger histories, class schedules, receipts, grade reports, and letters of verification.

Any request for release of information pertaining to your student records must include your name, student identification number, address, telephone number, reason for release, party to whom the information is to be released, address or fax of party to whom the information is to be sent, and signature.

### **Letters of Recommendation**

Students should complete a "Request for Letter of Recommendation" form whenever they are requesting a letter of recommendation from any University employee. The request form gives the instructor, supervisor, or administrator written permission to release information to the party to whom they are writing. Requests must contain your name, student identification number, address, telephone number, the information that may be released, to whom the information may be released, the address or fax of the party to whom the information is to be sent and your signature.

## **STUDENT AFFAIRS**

### **Disability Services**

Argosy University, Washington DC provides accommodations to qualified students with disabilities. The Office of Student Affairs and Career Services assists qualified students with disabilities in acquiring reasonable and appropriate accommodations and in supporting their success at Argosy University, Washington DC.

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

Students who believe they are in need of accommodations should contact the Director of Student Affairs and Career Services. If you have a concern or complaint in this regard, please contact the Director of Student Affairs and Career Services in Suite 600, or at 703-526-5830. Complaints will be handled in accordance with the school's Student Grievance Procedure for Internal Complaints of Discrimination and Harassment published in the *Academic Catalog* (see Section Two, Institutional Policies).

A Disability Services packet is available to any student upon request. (etc, OK to repeat the process deleted above)

### **SACS BLOG (Student Affairs and Career Services)**

The Office of Student Affairs and Career Services (SACS) Blog is our version of an online campus newsletter. It exists to provide students, faculty, and staff with up to date information regarding campus events, student success stories, and regularly scheduled reminders. The SACS BLOG is published monthly by the Director of Student Affairs and Career Services. Once published, the SACS Blog is sent via email through our campus listserv. To access it at anytime, please visit <http://auwsacs.blogspot.com/> or our campus website at <http://argosydc.net/stuaffairs/SACS.php>.

### **Health Insurance**

Optional health insurance is available to students. Additional information about the health insurance plan, please visit the campus website at <http://argosydc.net/stuaffairs/health.php>. Students should be aware that many practicum training and internship sites require health insurance coverage.

### **Liability Insurance**

All students involved in practicum or internships must have liability insurance. Enrollment in the Argosy University, Washington DC student liability insurance plan occurs with the practicum/internship registration process. This coverage is mandatory, even if the student is otherwise insured.

### **Student Evaluations/Surveys**

Argosy University, Washington DC administers surveys to assess student opinion on the academic and operational environment of Argosy University, Washington DC. Individual survey responses are kept confidential. The Noel Levitz Adult Student Priorities Survey is administered annually in the fall term by the Office of Student Affairs and Career Services. Mid-course evaluations are administered in new courses, for new faculty, and for current faculty teaching a course for the first-time. Timing of the distribution of these surveys is determined by the Student Services Office and in some cases may be earlier than the mid-point of instructional time. End-of-course surveys are administered in each class toward the end of the fall, spring, and summer semesters.



## **Graduation**

Argosy University, Washington DC conducts its annual graduation commencement ceremony in November. Regardless of ceremony participation, students must have their degree conferred, submit a *Petition to Graduate form*, and pay the graduation fee prior to their posted deadlines in order to participate in the commencement ceremony. Petitions should be submitted eight weeks prior to completion of degree requirements.

For student who choose to participate in the graduation ceremony, you will be assessed a nominal fee for the purchase of your regalia (cap, gown, and hood if applicable). This regalia will be yours to keep. Additional information about graduation can be found on our campus website at <http://argosydc.net/graduation/index.php>.

## **Student Government**

The Argosy University, Washington DC Student Government Association (SGA) was formed in 1996 to serve as the official voice of the students and is organized with the principal purpose of serving student needs. Students interested in working either on or with the SGA should contact SGA via e-mail at [dcsга@argosy.edu](mailto:dcsга@argosy.edu). Additional information about SGA can be found on our campus website at <http://argosydc.net/sga/index.php>.

## **Referral Services**

The Office of Student Affairs and Career Services provide a variety of referral services to assist students in addressing specific needs. Among those most useful to students is a list of available therapy in the mental health industry, and lists of area therapists. Additional resources are available regarding local hotels and relocating to our area via the campus website at <http://argosydc.net/stuaffairs/SACS.php>.

## **CAREER SERVICES**

### **Explorative Career Counseling and Job Search Advising\***

Receive individual assistance with career planning and preparation. Career counseling can assist you in developing short and long-term career goals and in creating specific action plans to meet your career aspirations. This service is especially helpful for those who are changing careers. For additional information about this service, please contact the Director of Student Affairs and Career Services at [auwsacs@argosy.edu](mailto:auwsacs@argosy.edu).

### **Resume, Vitae, and Cover Letter Assistance\***

Receive feedback on how to make your resume, curriculum vitae or cover letter highlight your professional preparation, strengths, and achievements more effectively. Feedback is available for submitted materials within 7 business days. For additional information about this service, please contact the Director of Student Affairs and Career Services at [auwsacs@argosy.edu](mailto:auwsacs@argosy.edu).

### **Workshops and Programs**

Career-related workshops and programs on various themes will be offered, both in and out of the classroom, with special attention of program pacing and with faculty support. For a listing of upcoming campus events, please visit the SACS Blog at <http://auwsacs.blogspot.com>.

### **Online Job Databases and Local Job Postings**

Argosy University, Washington DC, in partnership with MonsterTRACK, works to bring our students and alumni entry-level, part-time, full-time, and internship job opportunities through a national database of job listings. Additionally, local employers have submitted job postings that are available for review. For a current list of these available positions, please visit our campus website at <http://argosydc.net/careerserv/monstertrak.php>.

### **Interview Coaching and Networking**

Determine how to set your candidacy apart from the rest during an interview or networking opportunity. Learn how to make your moment count, and articulate your fit, describe your anticipated contributions, and highlight your accomplishments during your time with an employer. Make connections and network with Argosy University students and alumni by joining LinkedIn. For more information about getting connected with LinkedIn, please visit our campus website at <http://argosydc.net/careerserv/linkedin.php>.

## **Salary Negotiation and Managing Job Offers\***

Although salary negotiation and managing job offers is a critical component of the job search process, it is often the most overlooked. Learn specific strategies for effectively managing offers and negotiating salary or benefits by scheduling an appointment. To schedule your appointment, please contact the Director of Student Affairs and Career Services [auwsacs@argosy.edu](mailto:auwsacs@argosy.edu).

**\* Denotes all services that require an appointment with the Director of Student Affairs and Career Services. Please schedule an appointment via email at [auwsacs@argosy.edu](mailto:auwsacs@argosy.edu).**

## **STUDENT FINANCE**

Student finance tuition and fees should be paid in full at the time of registration.

### **Monthly Payment Plan**

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

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

### **Financial Aid**

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

Students complete the Free Application for Federal Student Aid (FAFSA) to apply for financial assistance. Both documents are discussed in detail later in this section. Students will receive an award letter from Argosy University describing their financial aid package. All financial aid funds are sent directly to Argosy University, Washington DC. Students who are awarded aid in excess of their educational expenses will be refunded the overage in the early part of the semester. This overage can be used to meet indirect educational expenses.

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

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

### **Scholarships**

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

Argosy University, Washington DC will determine your eligibility for the scholarship. Since funds are limited, applicants are encouraged to apply early. Award amounts range from \$1,000 to \$5,000 for the academic year.

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

*Scholarship Awards for New Students at Argosy University, Washington DC*

Academic Award

Alumni Award

Community College Award

Community Service Award

Diversity Award

Leadership Award

Returning Adult Award

Argosy University Merit Award

**Other Financial Assistance Resources**

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

Veterans Administration (VA)

Job Training and Partnership Act (JTPA)

Division of Rehabilitation Services (DRS)

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



ARGOSY UNIVERSITY®

# SECTION FIVE

## HEALTH/SAFETY POLICIES AND PROCEDURES

### CAMPUS SECURITY REPORT & CRIME STATISTICS

Argosy University, Washington DC provides the Campus Security Report to all of its employees and students as part of the Argosy University, Washington DC commitment to safety and security pursuant to the requirements of the federal Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. If you should have questions about any of the information provided in this report, please contact the Campus President Dr. David Erikson at 703.526.5800.

The Argosy University, Washington DC Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Report is distributed to every student and employee on an annual basis and is available to prospective employees and students at their request.

### DRUG FREE WORKPLACE & CAMPUS

#### *DRUG AND ALCOHOL POLICIES*

In keeping with section 120(a) through (d) of the higher education act of 1965, as amended, including the Drug-Free Schools and Communities Amendments of 1989 (public law 101-226), a “drug free schools and campuses” publication, the drug prevention policy, is provided to all Argosy University, Washington DC students annually.

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

### EFFECTS OF DRUGS AND ALCOHOL

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

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

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

## *HEALTH RISKS ASSOCIATED WITH THE USE OF ALCOHOL*

### **Short Term Risks**

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

### **Long-Term Risks**

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

## *HEALTH RISKS ASSOCIATED WITH THE USE OF DRUGS*

### **Amphetamines (Speed, Uppers)**

- Malnutrition
- Hallucinations
- Dependence, psychological and sometimes physical

### **Deliriants (Aerosols, Lighter Fluid, Paint Thinner)**

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

### **Depressants (Barbiturates, Tranquilizers, Methaqualone)**

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

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

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

### **Intravenous Drug Use**

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

## **Marijuana and Hashish**

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

## **Stimulants (Cocaine)**

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

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

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

## **SANCTIONS**

### **Argosy University, Washington DC Sanctions**

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

### **State and Federal Sanctions**

In compliance with the Drug-Free Workplace Act of 1988, the Drug-Free Communities and Schools Act Amendments of 1989, and the Commonwealth of Virginia's Policy on Alcohol and Other Drugs of 1991, the following summary is provided for your information. Controlled substances are classified under the Controlled Substances Act into “schedules” that indicate their relative medicinal use and probability of abuse and dependence (addiction).

### **Controlled Substances Schedules**

Schedule I: The drug or other substance has a high potential for abuse. The drug or other substance has no currently accepted medical use in treatment in the United States. There is a lack of accepted safety for use of the drug or other substance under medical supervision. Some Schedule I substances are heroin, LSD, marijuana, GHB, MDMA (Ecstasy), and methaqualone.

Schedule II: The drug or other substance has a high potential for abuse. The drug or other substance has a currently accepted medical use in treatment in the United States or a currently accepted medical use with severe restrictions. Abuse of the drug or other substance may lead to severe psychological or physical dependence. Schedule II substances include morphine, PCP, cocaine, methadone, Ritalin, and methamphetamine.

Schedule III: The drug or other substance has a potential for abuse less than the drugs or other substances in Schedules I and II. The drug or other substance has a currently accepted medical use in treatment in the United States. Abuse of the drug or other substance may lead to moderate or low physical dependence or high psychological dependence. Anabolic steroids, codeine and hydrocodone with aspirin or Tylenol, Ketamine, and some barbiturates are Schedule III substances.

Schedule IV: The drug or other substance has a low potential for abuse relative to the drugs or other substances in Schedule III. The drug or other substance has a currently accepted medical use in treatment in the United States. Abuse of the drug or other substance may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in Schedule III. Included in Schedule IV are Darvon, Talwin, Equanil, Valium, Rohypnol, and Xanax.

Schedule V: The drug or other substance has a low potential for abuse relative to the drugs or other substances in Schedule IV. The drug or other substance has a currently accepted medical use in treatment in the United States. Abuse of the drug or other substances may lead to limited physical dependence or psychological dependence relative to the drugs or other substances in Schedule IV. Over the-counter cough medicines with codeine are classified in Schedule V.

### **Penalties**

The law prescribes ranges of permissible penalties upon conviction. As required by the Federal Safe and Drug-Free Communities and Schools Act of 1994, the pertinent state laws, including sanctions for their violation, are summarized below:

1. Possession of a controlled substance classified in Schedule I or II of the Drug Control Act, upon conviction, exposes the violator to a felony conviction for which the punishment is a term of imprisonment ranging from one to ten years, or in the discretion of the jury or the court trying the case without a jury, confinement in jail for up to twelve months and a fine up to \$2,500, either or both.
2. Possession of a controlled substance classified in Schedule III of the Drug Control Act, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to twelve months and a fine up to \$2,500, either or both.
3. Possession of a controlled substance classified in Schedule IV of the Drug Control Act, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to six months and fine up to \$1,000, either or both.
4. Possession of a controlled substance classified in Schedule V of the Drug Control Act, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is a fine up to \$500.
5. Possession of a controlled substance classified in Schedule I or II of the Drug Control Act with the intent to sell or otherwise distribute, upon conviction, exposes the violator to a felony conviction for which the punishment is imprisonment from five to forty years and a fine up to \$500,000. Upon conviction, the violator must be imprisoned for not less than five years, but may suffer life imprisonment, and a fine up to \$500,000.
6. Possession of a controlled substance classified in Schedules III, IV, or V of the Drug Control Act or an imitation controlled substance which imitates a controlled substance classified in Schedule III, IV, or V, except for an anabolic steroid classified in Schedule III constituting a violation of Virginia Code §18.2-248.5, with the intent to sell or otherwise distribute, upon conviction exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to one year and a fine up to \$2,500, either or both.
7. Possession of marijuana, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to thirty days and a fine up to \$500, either or both. Upon a second conviction, punishment is confinement in jail for up to one year and fine up to \$2,500, either or both.

8. Possession of less than one-half ounce of marijuana with the intent to sell or otherwise distribute, upon conviction, exposes the violator to a misdemeanor conviction for which the punishment is confinement in jail for up to one year and a fine up to \$2,500, either or both. If the amount of marijuana involved is more than one-half ounce to five pounds, the crime is a felony with a sanction of imprisonment from one to ten years, or in the discretion of the jury or court trying the case without jury, confinement in jail for up to one year and a fine up to \$2,500, either or both. If the amount of marijuana involved is more than five pounds, the crime is a felony with a sanction of imprisonment from five to thirty years.
9. Notwithstanding the aforesaid provisions, Rohypnol shall be deemed to be listed on Schedule I for the purposes of penalties for violations of the Drug Control Act. Any person knowingly manufacturing, selling, giving, distributing, or possessing Rohypnol shall be punished under the penalties prescribed for other Schedule I controlled substances.

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

**First conviction:** up to 1 year in prison, fine of \$1,000 to \$100,000, or both

**Second conviction:** at least 15 days and up to 2 years imprisonment, \$5,000 to \$250,000 fine, or both

**After two drug convictions:** at least 90 days and up to 3 years in prison, \$5,000 to \$250,000 fine, or both. Special federal sentencing provisions for possession of crack cocaine include a mandatory prison term of at least 5 years and up to 20 years, fine of up to \$250,000, or both, for a first conviction if the amount of crack exceeds 5 grams, for a second conviction if amount exceeds 3 grams, and for a third or subsequent conviction if the amount exceeds 1 gram.

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

### **Convictions for Drug-Related Offenses**

Any student convicted of any drug-related criminal statute must notify the director of Student Affairs and Career Services, in writing, no later than five (5) days after such conviction regardless of where the offense occurred. This is because under federal and state laws, any student convicted of a drug-related felony offense must be denied all federal and state assistance, including Pell Grants and state-specific grants. However, a criminal conviction shall not be necessary to find that a student has violated these standards of conduct, and the Argosy University, Washington DC need not, and ordinarily will not, defer its own actions and sanctions pending the outcome of any criminal proceeding.

### **Danger Signals Indicating a Drug or Alcohol Problem**

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

- abrupt changes in mood or attitude
- decreased efficiency at work or at school
- frequent absences, tardiness, and/or early departures
- relationship problems with family, friends, and co-workers
- unusual outbursts of anger and hostility
- social withdrawal



## **Counseling**

If you observe any of these changes in yourself or another student, you are encouraged to seek services through The Art Institute of Washington Counseling Center.

Abuse of alcohol or drugs can lead to dependency and addiction, with serious consequences for personal health and overall quality of life. There are drug and alcohol counseling, treatment, and rehabilitation facilities available in our area where students and employees may seek advice and treatment. The director of Student Affairs and Career Services can refer you to one that meets your needs.

## **Area Resources**

There are also organizations that may be contacted for help. The Arlington Department of Human Services, Behavioral Health Care Services, Alcohol and Drug Treatment Programs, 703-228-4900 8 am to 5 pm 703-228-4610 for 24-hour emergency. The National Institute on Drug Abuse Hotline (1.800.662.4357) is available from 8:00 am to 2:00 am, Monday through Friday and from 11:00 am to 2:00 am on weekends.



# APPENDIX I

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## FACULTY

### COLLEGE OF BUSINESS

#### Grace Klinefelter, DBA

NOVA Southeastern University

*Program Chair, Graduate Business Programs*

Dr. Klinefelter earned her DBA from Nova Southeastern University and holds a Master's degree in Library and Information Science from Pratt Institute as well as a graduate certificate in Human Performance Improvement from Capella University. She has several years experience in university administration and served as a Senior Consultant at one of the "Big Four" consulting firms working on Enterprise Resource Planning implementation projects. She has taught a number of courses in undergraduate and graduate programs onsite and online in management, leadership, change management, organizational behavior and business ethics. She also serves as a book reviewer for *Choice* and *Library Journal*. *Dr. Klinefelter also serves as program chair for the EdD in Organizational Leadership program at Argosy University, Washington DC.*

### COLLEGE OF EDUCATION

#### Julie Horton, PhD

New Mexico State University

*Associate Professor*

*Interim Program Chair*

Dr. Julian K. Horton is Associate Professor in the School of Education at Argosy University. She earned her Ph.D. at New Mexico State University in Curriculum and Instruction with a focus in Multicultural Education and a minor in Educational Management and Development. Her dissertation: *The Development of Multicultural Practices in the Classroom by Student Teachers and the Role of the University Supervisor in This Process, sought to understand both the development of multicultural curriculum and supervision*. Dr. Horton completed her Masters in Music Education from Northwestern University and holds teaching certifications in New Mexico, Arizona, Texas, North Carolina and Washington, DC. She has taught in public school in 4 states, and served as a professor at Appalachian State University in North Carolina. She has published numerous articles in the areas of multicultural education, media literacy, and curriculum development. She is currently working as a special consultant with the faculty at Qatar University in the area of learner-centered pedagogy.

#### Sean Robinson, PhD

University of Wisconsin-Madison

*Assistant Professor*

Dr. Sean Robinson is an Assistant Professor, working in an interdisciplinary capacity with both Organizational Leadership and Educational Leadership students. Dr. Robinson has over 15 years experience in the field of higher education, on two-and four-year campuses, in both academic and student affairs arenas. Dr. Robinson holds a MEd in Counseling from the College of William & Mary, an MBA in Human Resource Management from the University of Wisconsin-Madison, and a PhD in Educational Leadership & Policy Studies also from the University of Wisconsin-Madison. His areas of interest include: higher education administration, change management, organizational culture, professional socialization processes, and leadership coaching and development. Dr. Robinson also maintains a successful consulting & coaching practice specializing in organizational development and human resource initiatives for educational leaders, entrepreneurs, and small business owners.

## **COLLEGE OF PSYCHOLOGY AND BEHAVIORAL SCIENCES**

### **AMERICAN SCHOOL OF PROFESSIONAL PSYCHOLOGY PROGRAMS**

Master of Arts in Clinical Psychology and Doctor of Psychology in Clinical Psychology

#### **Patrice A. Alvarado, PhD**

George Mason University

*Associate Professor*

Dr. Alvarado is an Associate Professor at Argosy University, Washington, DC and a licensed clinical psychologist. She received her undergraduate degree from the College of William and Mary, master's degree from Boston College, and PhD from George Mason University. In the clinical psychology doctoral program Dr. Alvarado teaches courses in psychotherapy, working with diverse and vulnerable populations, psychological consultation, and clinical supervision. She has presented several papers on the multicultural perspective and psychotherapy and has conducted several workshops and seminars on clinical supervision, including multicultural supervision. She has also conducted numerous workshops on stress management and coping skills for businesses and civic organizations, such as AT&T and the Federal Aviation Administration. In addition to these areas, Dr. Alvarado has an interest in the areas of mindfulness and spirituality. Dr. Alvarado maintains a small private practice in Manassas, Virginia.

#### **Michael Anderson, PhD**

George Mason University

*Assistant Professor*

Dr. Anderson earned a PhD in Physiological Psychology and an MA in Experimental Neuropsychology from George Mason University. He completed a post-graduate program in Advanced Alcohol Studies at Rutgers University. Before coming to Argosy University, Washington DC, Dr. Anderson taught at George Mason and Georgetown University School of Medicine. In 2003 he was nominated by students at George Mason University for the award of Faculty Member of the Year. While at Georgetown University, he taught an applied substance abuse treatment course in the Department of Psychiatry to third-year medical students, and was appointed by the Dean of Students to serve on the Sexual Abuse Committee and the Marijuana Task Force. For eight years he worked as a treating clinician for the National Football League. Outside the academic setting Dr. Anderson has lectured widely on alcoholism and was chosen to present a workshop on research advances in alcoholism treatment at the 15th Anniversary of the Betty Ford Center. At Argosy University, Washington, DC Dr. Anderson teaches History and Systems of Psychology, Physiological Psychology, Lifespan, Statistics and Research Methods I & II, Assessment and Treatment of Substance Use Disorders, Psychopharmacology, and Sports Psychology. Dr. Anderson's research interests are in the molecular and genetic bases of alcoholism with co-morbid depression and dysthymic disorder, alcohol and other drug abuse by college students, and the neurochemical bases of impulsivity. He is a member of the Society for Neuroscience and the American Psychological Association. Dr. Anderson's clinical interests include: Molecular and genetic bases of alcoholism; comorbidity of depression and dysthymic disorder with alcohol abuse and dependence; alcohol and other drug abuse by college students; and neurochemical bases of impulsivity.

**Alison August, PhD, PsyD**

The Catholic University of America, American School of Professional Psychology

*Associate Professor*

Dr. August-Fedio is an Associate Professor and Associate Chair of the Clinical Psychology Program at Argosy University, Washington, DC. She earned a PhD in Applied/Experimental Psychology from The Catholic University of America and a PsyD in Clinical Psychology from the American School of Professional Psychology/Virginia Campus. Prior to teaching at Argosy University, Dr. August worked as a research psychologist in the Neurology Institute at the National Institutes of Health, where she studied cognitive and emotional correlates of epilepsy and other neurological disorders. She has presented research results nationally and internationally, as well as published in refereed journals, in the area of brain-behavior relations. At Argosy University, Washington DC, Dr. August teaches classes in neuropsychological assessment, introduction to neuropsychology, cognition and affect, and physiological psychology. Her research interests include the neurological bases of cognition (memory, language, attention, etc.), emotions and behavior; treatment of neurological disorders; and application of theories of emotions to clinical disorders. Her clinical interests include both neuropsychological assessment and therapy with neurological patients and their family members.

**Nahid Aziz, PsyD**

Alliant International University

*Associate Professor*

Dr. Aziz is an Associate Professor at Argosy University, Washington, DC. She received a PsyD and MA degree in Clinical Psychology from Alliant International University. Dr. Aziz was awarded for best dissertation, a clinical manual for mental health professionals treating Afghan immigrant and refugee women. She is a consultant to Substance Abuse Mental Health Services Administration (SAMHSA), a division of the United States Department of Health and Human Services helping Afghanistan's Ministry of Public Health establish and reconstruct mental health services and develop mental health capacity. Dr. Aziz served previously as the Assistant Director of Training at Argosy University, Washington, DC. Prior to joining Argosy University, DC, Dr. Aziz served as an adjunct faculty at Alliant International University and Argosy University, Orange County. She has co-published articles and frequently appeared on international TV and radio talk shows discussing the impacts of acculturative stress on immigrants' and refugees' mental health, specifically on Moslems and Afghan immigrants. Dr. Aziz specializes in multicultural issues in clinical psychology, including refugee and immigrant mental health, mental health in conflict and post-conflict regions, mental health of women in the Islamic and developing countries.

**Robert Barrett, PhD**

California School of Professional Psychology, San Diego

*Program Chair, Clinical Psychology*

Dr. Barrett is currently the Program Chair of the Clinical Psychology Programs and Associate Professor at the American School of Professional Psychology at Argosy University, Washington, DC. Prior to becoming Program Chair, Dr. Barrett was the Associate Director of Clinical Training at the school. Dr. Barrett is a graduate of the California School of Professional Psychology in San Diego, California. Other academic positions include Dean of Students at St. Mary's University in Baltimore and Assistant Professor of Psychology at St. Joseph's College in Mountain View, California. Prior to coming to Argosy University, Dr. Barrett held positions as Director of Clinical Services and Executive Director of the Livingston Foundation Medical Center in San Diego, CA. He developed programs in psychoneuroimmunology for cancer patients and provided on-going psychological support services as well as serving in these administrative positions. Other professional roles include working as a police psychologist with the San Diego Police Department as well as other law enforcement agencies in the southern California area. After moving back to the Washington DC area Dr. Barrett also worked as Senior Consultant for Human Resources Inc. on a human factors engineering contract with the Federal Aviation Administration. Dr Barrett's research interests include clinical issues with gay, lesbian, bisexual, and transgender persons, psychoneuroimmunology, cancer patients, and law enforcement.

## **Sherry Benica, RN, MSN, PsyD**

American School of Professional Psychology/Virginia Campus

*Associate Professor*

Dr. Benica is an Associate Professor in the Clinical Psychology Program at Argosy University, Washington, DC. A registered nurse by background, Dr. Benica received her undergraduate degree in the biological sciences from Chestnut Hill College, Philadelphia, PA and her nursing undergraduate and graduate degrees from the University of Pennsylvania, Philadelphia, PA. She is a year 2000 graduate from the American School of Professional Psychology/Virginia Campus, now known as Argosy University, Washington, DC. She completed her pre-doctoral clinical psychology internship at the Washington Behavioral Healthcare Clinical Psychology Predoctoral Internship, a consortium of an inpatient psychiatric facility and an outpatient mental health clinic in the Washington, DC area. Prior to the appointment to Argosy University, Dr. Benica worked for five years as the Clinical Director of two very large and busy outpatient mental health clinics in the Washington, DC metropolitan area. For this same agency, she was also the Clinical Psychology Training Director for the pre-doctoral clinical psychology internship and externship programs. For the first year following internship Dr. Benica was Acting Director of Psychology and Clinical Training for an inpatient psychiatric facility. Her major interests include psychological and psychoeducational testing of adults and children, clinical training and supervision, process-experiential psychotherapy, and the diagnosis and treatment of posttraumatic stress disorder. She has significant experience in psychological and psychoeducational testing both for schools, and for the courts, as well as privately. Dr. Benica maintains a private practice in Rockville, Maryland, servicing children, adolescents, and adults.

## **Marc Diener, PhD**

Adelphi University

*Assistant Professor*

Dr. Diener is an Assistant Professor in the Clinical Psychology Program at Argosy University, Washington, DC. He received his PhD in Clinical Psychology from the Derner Institute of Advanced Psychological Studies at Adelphi University. He served as a program coordinator as well as a clinician in the Adelphi University Psychotherapy Research Project. He completed an internship at St. Luke's Roosevelt Hospital Center and a postdoctoral fellowship at The Addiction Institute of NY (St. Luke's Roosevelt Hospital Center). His presentations and publications have focused on personality assessment, psychotherapy process and outcome, and meta-analytic methods. Dr. Diener is a licensed psychologist in both Virginia and New York.

## **Julie A. Eastin, PhD**

University of Michigan

*Assistant Professor*

Dr. Eastin is an Assistant Professor at Argosy University, Washington DC. She received her B.A. from Oberlin College and a Joint PhD in clinical psychology and women's studies from the University of Michigan before spending her postdoctoral training year at the Virginia Treatment Center for Children. Dr. Eastin teaches core courses in child and adolescent psychopathology, psychodynamic theory and therapy, cognitive assessment, personality assessment and integrative assessment as well as an elective on clinical practice with LGBTQ clients. Her primary research interests include the familial experiences of the lesbian, gay, bisexual and transgender community, sibling relationships in families with domestic violence, the experiences of non offending mothers of sexually abused children and issues of identity interference. Dr. Eastin's clinical interests include working with couples and families and she currently maintains a small caseload at a community mental health setting in Baltimore.

**Linda Fama, PhD**

University at Albany (State University of New York)

*Assistant Professor*

Dr. Fama has been part of the clinical psychology faculty since 2004. She is a graduate from the University at Albany (State University of New York) and completed her internship training at the Veterans Affairs Medical Center in Washington, DC and her postdoctoral clinical training at St. Elizabeths Hospital in Washington, DC. Her areas of interest include cognitive-behavioral treatments of anxiety and mood disorders, clinical supervision and training, and psychological and cognitive assessment. At Argosy, Dr. Fama teaches courses in Cognitive Assessment, Integrative Assessment, Cognitive-Behavioral Theory and Therapy, and Principles and Practice of Psychotherapy. In addition to teaching, Dr. Fama also maintains a private practice where she works primarily with older adolescents and adults. In addition to her teaching and clinical interests, Dr. Fama's research interests are in the areas of combat-related PTSD and vicarious traumatization. Dr. Fama is also a member of the American Psychological Association (APA), The International Society for Traumatic Stress Studies (ISTSS), and the Association for Behavioral and Cognitive Therapies (ABCT)

**Jessica R. Gurley, PhD**

Sam Houston State University

*Assistant Professor*

Dr. Gurley is an Assistant Professor in the Clinical Psychology Program at Argosy University, Washington, DC. She completed her undergraduate work at Brandeis University. She received her PhD in Clinical Psychology from Sam Houston State University. Her clinical work has been primarily forensic in nature; she completed her pre-doctoral internship at the Superior Court of DC Child Guidance Clinic and is completing a postdoctoral fellowship at Forensic Services at Springfield Hospital. Her research interests are focused on assessment and forensic psychology. She has presented at multiple nationwide conferences and has published articles relevant to forensic psychology. In conjunction with faculty members at Sam Houston State University, she developed a short term intervention for families who experienced divorce. The program is currently being piloted in Texas.

**Giselle A. Hass, PsyD**

Nova Southeastern University

*Associate Professor*

Dr. Hass is an Associate Professor in the Clinical Psychology Programs of Argosy University, Washington, DC campus since 1995. She obtained her bachelor's degree in Psychology master's degree in clinical psychology from the University of Costa Rica. After practicing as a Forensic Psychologist in Costa Rica, she migrated to the United States and earned her Doctorate in Clinical Psychology from Nova Southeastern University in 1992. She is a Certified Forensic Evaluator through the University of Virginia Institute of Law and Psychiatry, a Licensed Clinical Psychologist with the Board of Psychology in the Commonwealth of Virginia and a Licensed Psychologist with the Board of Psychology in the District of Columbia. Prior to joining Argosy University Washington DC, she worked as a Court Psychologist for the Fairfax County Juvenile and Domestic Relations Court. Since 2000, Dr. Hass has worked in federally funded research projects regarding immigrant battered Latinas and other studies focusing on culturally competent interventions for women in abusive relationships and the legal and policy aspects of domestic violence. She was the Clinical Director of the American Psychological Association Parenting Coordination Program for the past two years and is a Task Force Member for the APA Guidelines for Parenting Coordination. She has published several articles and she lectures often at different venues on her areas of expertise. Dr. Hass is a grant reviewer and faculty for Advanced Family Law Trainings for the Office of Domestic Violence of the U.S. Department of Justice. She is a fellow of the Society of Personality Assessment, a member of the American Psychological Association, the Association of Family and Conciliation Courts, and the Society for Child and Family Policy and Practice. She has a private practice as a forensic expert. Her areas of interest at the clinical, forensic, research and scholarly levels are cross and multi-cultural mental health, child abuse and neglect, domestic violence, custody and divorce, attachment, and psychological assessment.

**Anne H. Heflin, PhD**

University of North Carolina, Chapel Hill

*Associate Professor*

Dr. Heflin is an Associate Professor of clinical psychology at Argosy University, Washington DC., where she has been on the faculty since 1997. Prior to joining Argosy University, Washington DC, she was a faculty member at the University of Medicine and Dentistry of New Jersey where her research and clinical focus was on the evaluation and treatment of child sexual abuse. Dr. Heflin has coauthored a book regarding the treatment of child sexual abuse and has published chapters and articles and provided professional presentations about children's mental health issues. She obtained both her master's and doctoral degrees from the University of North Carolina at Chapel Hill and completed her doctoral internship at the University of Colorado Health Sciences Center. She also has professional experience in school settings and physical medicine and rehabilitation hospitals. Her current research interests include: treatment of childhood trauma, integrative approaches to psychotherapy, and balancing parenthood with workplace demands.

**Kamau R. S. Johnson, PhD**

University of Florida, Gainesville

*Associate Professor*

Dr. Johnson is an Associate Professor of Psychology at the American School of Professional Psychology, Argosy University, Washington, DC. Previously, he was the Pain Management Coordinator at Kaiser Permanente in Washington DC and Maryland. He also served on the faculty at Howard University's Psychology Department for several years. He received his doctoral degree from the University of Florida in Clinical and Health Psychology. In addition, he was a Postdoctorate Fellow in Pediatric Behavioral Medicine at Boston Children's Hospital/Harvard Medical School. Dr. Johnson's clinical interests include adjustment to chronic illness, pain management in medical populations, and ethnocultural factors in health and illness. His research is concerned with perceived control and health behaviors; learned helplessness in arthritis and chronic pain; and cultural issues in chronic illness. He has served on the board of the Washington, DC Psychological Association as Secretary, and as Chair of the Scientific and Academic Affairs Committee. Dr. Johnson is a licensed clinical psychologist in both the District of Columbia and Maryland.

**Jelena Kecmanovic, PhD**

Temple University

*Associate Professor*

Dr. Kecmanovic is an Associate Professor at Argosy University, Washington, DC in the Clinical Psychology Program. She received her doctorate and master's degrees from Temple University. Before joining Argosy University, Dr. Kecmanovic was an Assistant Professor at George Mason University (GMU). She has extensively presented and published in the areas of depression, rumination, interpersonal processes in psychopathology, and Post-Traumatic Stress Disorder (PTSD). Her teaching experience includes Psychopathology, History and Systems of Psychology, Theories of Personality, Statistics and Research Methods, Cognitive-Behavioral Therapies, and Cognitive Assessment. Dr. Kecmanovic has been involved in direct clinical service as well as clinical supervision in various settings, including New York University-Bellevue Hospital, University of Medicine and Dentistry of New Jersey, and Center for Psychological Services at GMU.

## **Yeshashwork Kibour, PhD**

Howard University

*Associate Director of Training*

Dr. Yeshashwork Kibour is a licensed clinical psychologist currently working in the capacity of Associate Director of Clinical Training at Argosy University/Washington DC. She is also in private practice where she provides individual therapy, psychological evaluations, court accompaniment, and expert witness testimony for survivors of trauma including politically motivated torture, human trafficking, and gender based violence. Prior to coming to Argosy she was a program evaluator and therapist for the Program for Survivors of Torture and Severe Trauma (PSTT) at the Center for Multicultural Human Services (CMHS) in Falls Church, Virginia and an adjunct faculty at George Washington University's Psychology Department where she taught undergraduate courses. Dr. Kibour earned her Masters and Ph.D. degrees in Counseling and Clinical Psychology respectively, from Howard University in Washington DC. She received her post-doctoral training from the Center for Victims of Torture in Minneapolis, Minnesota. Her research and clinical experiences lie within the field of trauma and refugee/ immigrant mental health. She has conducted research on the topics of racial identity and depression; acculturation; trauma treatment; migration stress and adjustment. As a fellow of the Mathematica Policy Research, Dr. Kibour interviewed parents and first generation immigrant children from the African Diaspora that settled in the Washington DC area. Dr. Kibour has presented her work at various national and international conferences. She has also published in the Journal of Cultural Diversity and Ethnic Minority Psychology. She was the former Program Manager of the Refugee Family Enrichment project of the Ethiopian Community Development Counsel. She is a trainer of the Family Wellness model, which she later adapted to fit the cultures, values, and experiences of African newcomers. This adaptation resulted in a new training curriculum whose aim was to keep African newcomer marriages and families intact as they adjust to their new lives in the US. Using the adapted model, Dr. Kibour trained over 25 community outreach workers that have conducted workshops for over 2,000 African newcomers across the United States. Additionally, Dr. Kibour is the founding member of the Ethiopian Psychological Association International (EPAI); Vice President of The Alliance for African Mental Illness (TAAMI); Vice President of Program Development for People to People, Inc.; and member of American Psychological Association.

## **Lisa Lilienfeld, PhD**

University of Minnesota

*Associate Professor*

Dr. Lilienfeld is an Associate Professor in the Clinical Psychology Program at Argosy University, Washington, DC. Prior to joining the Argosy University, Washington DC faculty, she was an Associate Professor and the Associate Director of Clinical Training in the clinical psychology PhD program at Georgia State University in Atlanta. Dr. Lilienfeld received her BS. in Human Development from Cornell University in 1990 and her PhD in Clinical Psychology from the University of Minnesota in 1995. She then completed her internship and three-year National Institute of Mental Health post-doctoral fellowship at Western Psychiatric Institute in Pittsburgh. Her program of research is focused upon identifying risk factors for eating disorders, particularly personality traits. She has over 35 peer-reviewed publications and has made approximately 100 national and international conference presentations, many with graduate students. She is an elected Fellow of the Academy for Eating Disorders, as well as an elected member of the Eating Disorders Research Society. She is also a member of the Anxiety Disorders Association of America and the Association of Behavioral & Cognitive Therapies. Her clinical work is focused upon the use of cognitive-behavioral therapy for the treatment of eating disorders and anxiety disorders. Dr. Lilienfeld has given numerous continuing education workshops on eating disorders, as well as dialectical behavioral therapy for borderline personality disorder. She has supervised doctoral students conducting therapy for more than a decade. She teaches courses in Cognitive-Behavioral Therapy, Psychopathology, Clinical Interviewing, and the Assessment and Treatment of Eating Disorders. Dr. Lilienfeld is interested in supervising graduate students on empirical or theoretical clinical research projects (CRPs) focused on the following areas: eating disorders (personality and other risk factors, etiological models, behavior-genetics, co-morbidity, treatment), body image, anxiety disorders, personality disorders (comorbidity, diagnostic issues/taxonomy, etiology, treatment), and self-injury/suicidal behavior.



### **Jennifer McEwan, PhD**

Long Island University, Brooklyn Campus

*Assistant Professor*

Dr. McEwan is a part-time Assistant Professor in the Clinical Psychology Program at Argosy University/Washington, DC and a licensed clinical psychologist. She received her PhD in Clinical Psychology from Long Island University, Brooklyn Campus. In the clinical psychology doctoral program Dr. McEwan teaches courses in Cognitive Assessment and Family and Couples therapy. Prior to pursuing a PhD, Dr. McEwan worked for Save the Children, an international relief and development organization. In that role, she worked with communities in Africa, Asia and Europe that were affected by war and/or HIV/AIDS to address the psychosocial needs of children and their families. Dr. McEwan's clinical interests focus on family systems, eating disorders, learning disabilities, and the psychological assessment of children. Her research interests focus on psychotherapy outcome, the therapeutic alliance, the effects and prevention of childhood trauma, resiliency, adoption, and children in foster care.

### **Alan Nathan, PsyD**

Long Island University, CW Post

*Assistant Professor*

Dr. Nathan graduated from Long Island University, CW Post. He is an Assistant Professor at Argosy University, Washington, DC. Dr. Nathan's major interests include relational psychodynamic theory and therapy and related empirical research in the areas of child maltreatment and trauma, attachment and mentalization, implicit relational patterns, intersubjectivity, and neurobiology. He is also interested in cultural and diversity issues as seen through the relational psychodynamic model. He developed an advanced relational psychodynamic course and a special interest group for further study in the field. He also has a strong interest in student professional development with an emphasis upon the process of self exploration and learning psychotherapy relationship skills. Dr. Nathan co-developed the principles and practices in psychotherapy course which focuses upon psychotherapy relationship skill development and he has presented on the topic at a professional conference and as a consultant to a university based clinic. Dr. Nathan provides clinical supervision to doctoral students as well. Dr. Nathan has a private practice in which he sees children, adolescents, and adults. Major clinical areas addressed within his practice include childhood trauma and abuse, adolescent issues, relationship and self esteem issues, and personality disorders. Prior to joining the faculty, Dr. Nathan conducted assessment and psychotherapy with children and adults suffering the impact of interpersonal trauma and abuse. He is a member of American Psychological Association Division 39/Psychoanalysis, Maryland Psychological Association (MPA), International Association for Relational Psychoanalysis and Psychotherapy (IARPP), and Society for the Exploration of Psychotherapy Integration (SEPI).

### **Gayle Norbury, PhD**

Temple University

*Associate Professor*

Dr. Norbury is an Associate Professor at Argosy University, Washington, DC. She is the Director of the Mid Atlantic Internship Consortium and Staff Psychologist at The Art Institute of Washington DC. Dr. Norbury began her practice as a licensed Clinical Psychologist in Australia and an Analyst of the Freudian School of Melbourne (a Lacanian School). Dr Norbury works with both children and adults. Dr Norbury retrained at Temple University and Wisconsin University and holds licenses in Wisconsin and Mississippi as well as in Virginia. Dr Norbury has held positions in clinical psychology programs teaching many courses including personality, abnormal psychology, group therapies, several systems of therapy and psychoanalysis as well as supervising many graduate students in various clinical settings. Dr Norbury has always combined teaching along with practice and most recently was Director of the Southern Mississippi Psychology Internship Consortium and Assistant Director of University of Southern Mississippi Counseling Center as well as initiating psychological services for Southeastern Mississippi Rural Health Initiatives. Dr Norbury has published in psychoanalysis.

**Denice D. O'Sullivan, PhD**

California School of Professional Psychology San Diego

*Associate Professor*

Dr. O'Sullivan is a graduate of the California School of Professional Psychology, Fresno. While in California, Dr. O'Sullivan served as the Director of Eating Disorders Treatment Services at the Gary Cannon Psychological Services Center, Staff Psychologist of Clinical Training and adjunct faculty member for the Forensic, Health Psychology and Ethno-cultural Institute at CSPP-Fresno. Her work also includes serving as a Clinical Psychologist at the California Department of Corrections Valley State Prison for Women. Dr. O'Sullivan began her tenure at Argosy University, Washington, DC as the Director of Training and served in that capacity until 2006; she was subsequently appointed to the position of Associate Professor with the Clinical Program. She currently enjoys teaching and has a small consulting practice serving diverse, low-income educational settings and women's health with a focus on disordered eating and psychological motivation. Dr. O'Sullivan's interests include: consultation in diverse educational settings; women's health issues and fitness; supervision and clinical training of graduate students; women's developmental issues: The Stone Center at Wellesley; forensic issues, with a focus on women in prison, police officers' mental health, and the criminal personality; multi-cultural issues and perspectives; alternative world views, religion and spirituality; and eating disorders in multicultural populations.

**Lawrence Riso, PhD**

State University of New York at Stony Brook

*Associate Professor*

Dr. Riso is an Associate Professor of Clinical Psychology at Argosy University, Washington, DC. He received his PhD in clinical psychology from the State University of New York at Stony Brook in 1994. He completed his clinical internship at Brown University in Providence Rhode Island and a research fellowship at Western Psychiatric Institute and Clinic in Pittsburgh Pennsylvania. Prior to joining Argosy University, Dr. Riso served on the faculty in the department of psychiatry at the University of Pittsburgh School Of Medicine and the departments of psychology at Georgia State University and the University of Georgia. His program of research focuses on cognitive factors in mood disorders and the empirical foundations of cognitive therapy. Other research and clinical interests include personality disorders, couples therapy, anxiety disorders, and the classification of psychopathology. Dr. Riso has authored or co-authored over 40 articles and book chapters on psychopathology and psychotherapy and has received federal funding as a principal investigator for his research. His recent edited book, *Cognitive Schemas and Core Beliefs in Psychological Problems* applies an integrative form of cognitive therapy to difficult-to-treat clinical problems. He is active in editorial activities and serves on the editorial boards of *Cognitive Therapy and Research*, *Scientific Review of Mental Health Practice*, and the *Journal of Contemporary Psychotherapy*. Dr. Riso has maintained a private practice since 1998 and is a certified expert in cognitive therapy through the Academy of Cognitive Therapy. He has extensive experience as a psychotherapy trainer, clinical supervisor, and psychotherapy workshop presenter. Dr. Riso teaches several core clinical classes including cognitive-behavioral theory and therapy, psychopathology, and principles and practice of psychotherapy.

**David B. Sacks, PsyD**

Rutgers University

*Director of Clinical Training*

Dr. Sacks is the Director of Training for the Clinical Psychology program at Argosy University, Washington, DC. He oversees the placement of clinical psychology students in practicum and internship sites. He has some 15 years of experience as a clinician and administrator in public mental health in New York City and Washington, DC, serving children, adolescents, and adults in outpatient, inpatient, and detention settings. His special interests include multicultural and immigrant mental health, child and adolescent psychotherapy, multidisciplinary treatment planning, and qualitative research. A graduate of Rutgers University's Graduate School of Applied and Professional Psychology, he utilizes psychodynamic, cognitive-behavioral, family systems, and community-psychology approaches in his work. He maintains a private psychotherapy practice in Chevy Chase, MD, is licensed as a psychologist in Maryland and DC, and is a member of American Psychological Association.

**Wendy B. Schiff, PhD**

University of Miami

*Associate Professor*

Dr. Schiff is an Associate Professor of Clinical Psychology at Argosy University, Washington, DC, where she has been on the faculty since 2000. Prior to joining Argosy University, she was a faculty member at the Children's National Medical Center and the George Washington University School of Medicine. She obtained her master's and doctoral degrees from the University of Miami and completed her doctoral internship at the University of Maryland School of Medicine. Dr. Schiff has published research articles and book chapters in the areas of pediatric or child health psychology and clinical child psychology. Her clinical and research interests include child and family adjustment to medical illness, assessment and treatment of children with externalizing disorders including ADHD, and child and family therapy including parent training and play therapy.

**James Sexton, PhD**

University of Massachusetts & American University

*Assistant Professor*

Dr. Sexton is an Assistant Professor at Argosy University, Washington, DC in the Clinical Psychology Program. He received his first doctorate in Social Psychology from the University of Massachusetts, at the main campus in Amherst. His second doctorate was in Clinical Psychology from American University in Washington, DC. Dr. Sexton's research interests include attachment theory, emotion, intervention efficacy, and program evaluation. He has presented extensively on these topics, and has conducted research for the National Institute of Mental Health, the National Institute on Drug Abuse, and the U.S. Department of State. Before joining Argosy University, Dr. Sexton was on faculty at the George Washington University and at Wellesley College. His primary teaching experience includes Social Psychology, Research Methods and Statistics, as well as History and Systems of Psychology.

**Edward N. Shearin, PhD**

University of Washington

*Associate Professor*

Dr. Shearin is Associate Professor of Psychology at Argosy University, Washington DC, where he teaches graduate courses in Adult Psychopathology, Statistics and Research Methods, Advanced Cognitive-Behavioral Therapy (CBT), and Dialectical Behavior Therapy (DBT). Dr. Shearin also consults as a senior trainer for Behavioral Tech, LLC, a consulting company that teaches DBT and other evidenced-based treatments to mental health service delivery organizations. In addition, he is active at state and federal levels in advocacy for improved access to mental health services, especially for underserved populations. He has taught numerous DBT workshops as well as published several journal articles and book chapters on DBT and related topics. Dr. Shearin's research interests include personality disorders, eating disorders, suicidal and self-injurious behavior, and psychotherapy process. He began his work in the treatment of borderline personality disorder and severe psychopathology with graduate training at the University of Washington under Dr. Marsha Linehan. He then spent five years at the New York Hospital-Cornell Medical Center, first as a National Institute of Mental Health funded post-doctoral researcher, and then as an instructor for the medical school and Senior Psychologist on a DBT inpatient unit. He has also consulted extensively at state and local levels on the treatment of borderline personality disorder. Prior to his move to Argosy University in 1996 (then the American School of Professional Psychology, Virginia Campus), Dr. Shearin spent a year at the Baltimore VA Medical Center treating patients with personality disorder and substance abuse problems. At Argosy University, he was director of the clinical psychology program from 2000 to 2002.

**George Stricker, PhD**

University of Rochester

*Professor*

Dr. Stricker is Professor of Psychology at Argosy University, Washington, DC. He received a PhD in Clinical Psychology at the University of Rochester in 1960 and an honorary PsyD from the Illinois School of Professional Psychology, Rolling Meadows Campus, in 1997. He has been at Argosy University, Washington, DC since 2004, and was at Adelphi University between 1963 and 2004, where he served as Dean of the Derner Institute for a decade and was Distinguished Research Professor. Dr. Stricker is a Diplomate in Clinical Psychology and was elected as a Distinguished Practitioner in Psychology. He received the American Psychological Association Award for Distinguished Contribution to Applied Psychology in 1990, the American Psychological Association Award for Distinguished Career Contributions to Education and Training in Psychology in 1995, the National Council of Schools and Programs of Professional Psychology Award for Distinguished Contribution to Education and Professional Psychology in 1998, the Allen V. Williams, Jr. Memorial Award from the New York State Psychological Association in 1999, the Florence Halpern Award for Distinguished Professional Contributions in Clinical Psychology from the Society of Clinical Psychology (Division 12) in 2002, the Bruno Klopfer Lifetime Achievement Award from the Society for Personality Assessment in 2005, and the Wellner Memorial Award for Excellence as a Senior Health Services Provider in Psychology in 2005 from the National Register. He also received the Karl Heiser Award for Advocacy in 1996 from the American Psychological Association. He has been President of the Division of Clinical Psychology of the American Psychological Association, the Society for Personality Assessment, the New York State Psychological Association, and the National Council of Schools of Professional Psychology. He was on the Board of Directors of the Council for the National Register of Health Care Providers, and has served on several APA Boards and Committees, including the Board of Educational Affairs and the Board of Educational Affairs Advisory Council on Accreditation. He also served as Chair of the Ethics Committee. Dr. Stricker is the author or editor of about 20 books, about 30 book chapters, and more than 100 journal articles. "His most recent books are Psychotherapy Integration, A Case Book of Psychotherapy Integration, with Jerry Gold, and The Scientific Practice of Professional Psychology, with Steven Trierweiler, as well as a DVD, Psychotherapy integration Over Time."

**Karen Weise PhD**

City College (City University of New York)

*Assistant Professor*

Dr. Weise is an Assistant Professor at Argosy University, Washington, DC and teaches several core and elective courses within the Child and Family concentration. She is a graduate of City College, City University of New York (CUNY). She is a clinical psychologist and child and adolescent psychoanalyst, trained at The Anna Freud Centre in London, England. Dr. Weise's primary clinical and research interests lie in the field of psychodynamic psychotherapy with a particular focus on mother/infant, child and adolescent work. She has previously published clinical papers on autistic spectrum disorders and child assessment. Dr. Weise has worked and supervised at Children's National Medical Center (DC) and the Reginald S. Lourie Center for Infants and Young Children (MD). She presently maintains a private psychotherapy practice, focusing on children and adolescents/ young adults, in Washington DC and is a guest lecturer at the Washington Center for Psychoanalysis and the Washington School of Psychiatry, where she recently helped establish a training program in Infant Observation.

**Ann Jodry Womack, PhD**

Northern Illinois University

*Associate Professor*

Dr. Womack is an Associate Professor at Argosy University, Washington, DC whose major interests include couple and family issues and treatment, integrative approaches to psychotherapy, psychosocial issues involved with breast cancer and HIV, family health psychology, postpartum depression, transition to parenthood, refugee and ethnopoltical violence issues. She has presented nationally and internationally, and is currently working on projects with colleagues in China and Rwanda. She is a member of American Psychological Association, American Family Therapy Academy, Internal Family Systems Association, and Psychologists for Social Responsibility.

**MASTER OF ARTS IN FORENSIC PSYCHOLOGY****Richard Cooter, JD, PsyD**

Georgetown University & George Washington University

*Program Chair, Forensic Psychology Program*

Dr. Cooter is an assistant professor, a licensed clinical psychologist and a licensed attorney. He received his J.D. from Georgetown University in 1975 and a PsyD from George Washington University in 2004. He practiced law in the Washington, DC area for over twenty years and he now maintains a private clinical psychology practice in the Roanoke, Virginia area. His practice has a heavy emphasis on forensic psychology and he regularly performs forensic evaluations for the courts in that area.

## **COUNSELOR EDUCATION PROGRAMS**

### **Jennifer Carney, PhD**

University of Virginia

*Assistant Professor*

Dr. Carney received her masters' degree in Mental Health Counseling and doctorate in Counselor Education and Supervision from the University of Virginia. She brings her broad experience in community mental health, college counseling, and private practice to Argosy University as an Assistant Professor. Prior to Argosy University, Washington, DC, she was an adjunct professor at DePaul University in Chicago, Illinois. Her major areas of interest include gender and women's concerns, body image and eating disorders, career counseling, counselor professional identity, and strengths-based approaches to assessment and the therapeutic process. Dr. Carney is a Licensed Professional Counselor.

### **Carman Gill, PhD**

University of North Carolina, Greensboro

*Program Chair, Counselor Education Programs*

Dr. Gill is an assistant professor in the counselor education department and has an extensive background in education, mental health counseling, and research. In addition to a PhD in Counselor Education and a certificate in Women's and Gender Studies, she is a Nationally Certified Counselor, Approved Clinical Supervisor, and Licensed Professional Counselor. Currently, she is working on a research agenda which includes topics such as wellness, forgiveness, and spirituality. She is a member of American Counseling Association, Association for Spiritual, Ethical, and Religious Values in Counseling, and Association for Counselor Education and Supervision and has served clients in crisis, dually diagnosed individuals, undergraduate student populations, and people suffering from severe and persistent mental illness.

### **Joanne Jefferson, EdD**

The George Washington University

*Associate Professor*

Dr. Jefferson is Assistant Professor and Coordinator of the Master of Arts in Community Counseling Program. She has 15 years experience in research, teaching, and counseling. Her major interests include vocational rehabilitation and return-to-work issues particularly with individuals living with HIV/AIDS. She has presented at regional and national conferences on these topics. She is also a member of American Counseling Association and American Psychological Association.

**Felicia Moutry, PhD**

Walden University

*Assistant Professor*

Dr. Felicia Moutry is an assistant professor in the counseling department at Argosy University, Washington, DC. She has over 12 years of experience in the field of counseling and education. Currently, her research interests include topics such as: counseling and the GLBTQ community, the importance of self-care within the helping profession and faith based counseling. Dr. Moutry has worked with adolescents and adults in the areas of career counseling, high school counseling, life-coaching and teaching English as a Second Language. She is currently a member of ACA and a certified school counselor in the State of Maryland for grades K-12

**Judith A. Sutter, EdD**

University of Maine

*Associate Professor*

Dr. Sutter worked for many years in hospital and community mental health before beginning her career in higher education. For almost 20 years, Dr. Sutter has worked as both administrator and faculty at several universities. Her primary goal for her students is to become comfortable with and excited about research.

**COLLEGE OF UNDERGRADUATE STUDIES****Jennifer Veech, MFA**

University of Iowa

*Assistant Professor*

Ms. Veech's major interests include contemporary verse and fiction. Prior to joining the faculty, she worked as a professional writer and editor for Civilization magazine, Smithsonian Institution, and Time-Life Books.

# APPENDIX II

## CAMPUS DIRECTORY

FACULTY AND STAFF	OFFICE	PHONE # 703.526.	DEPARTMENT	TITLE
Alvarado, Patrice	749	5826	Clinical Psychology	Associate Professor
Anderson, Michael	723	5874	Clinical Psychology	Assistant Professor
Arbuckle, Cristi	206	5801	Clinical Psychology	Training Coordinator
Atkinson, Amy	206	5846	Clinical Psychology	Program Coordinator
August, Alison	752	5837	Clinical Psychology	Associate Professor
Aurora, Shimaliya	602	5870	Admissions	Assistant Director of Admissions
Aziz, Nahid	743	5844	Clinical Psychology	Associate Professor
Barrett, Robert	741	5854	Clinical Psychology	Program Chair
Batchelor, Eddie	521	5827	Clinical Psychology	Assistant Coordinator
Benica, Sherry	746	5835	Clinical Psychology	Associate Professor
Berry, Sharon	6th	5840	Student Services	Receptionist
Brennan, Bethann	745	1313	Student Services	Academic Progress Advisor
Carney, Jennifer	736	5847	Counselor Education	Assistant Professor
Christmas, Boyd	208	5824	Technical Services	IT Technician
Cohen, Tammy	746	1314	Student Services	Academic Progress Advisor
Conte, Daniel	602	5864	Admissions	Assistant Director of Admissions
Cooter, Richard	764	5885	Forensic Psychology	Program Chair
Davis, Ben	606	5833	Admissions	Admissions Coordinator



FACULTY AND STAFF	OFFICE	PHONE #	DEPARTMENT	TITLE
Diener, Marc	725	5891	Clinical Psychology	Assistant Professor
Eastin, Julie	750	5876	Clinical Psychology	Assistant Professor
Erekson, David	616	5800	Campus Administration	Campus President
Eitt, Gretchen	627	5866	Student Financial Services	Director of Student Financial Services
Fama, Linda	533	5812	Clinical Psychology	Assistant Professor
Garbe, Alanna	602	5880	Admissions	Associate Director of Admissions
Gaskins, Shayla	602	5816	Admissions	Assistant Director of Admissions
Gill, Carman	753	5875	Counselor Education	Program Chair
Glenn, James	760	5886	Business and Organizational Leadership Programs	Assistant Professor
Gurley, Jessica	733	703.310.1290	Clinical Psychology	Assistant Professor
Harris, Kevin	548	1295	Technical Services	Senior IT Desktop Analyst
Hass, Giselle	733	5809	Clinical Psychology	Associate Professor
Haynes, Chayla	652	5808	Student Services	Director of Student Affairs and Career Services
Hedge, Yara	602	1298	Admissions	Assistant Director of Admissions
Heflin, Anne	738	5805	Clinical Psychology	Associate Professor
Horton, Julie	757	5883	Education	Associate Professor, Interim Program Chair
Hunter, Erik	653	5840	Student Services	Director of Student Services
Jefferson, Joanne	737	5817	Counselor Education	Associate Professor
Johnson, Kamau	541	5806	Clinical Psychology	Associate Professor
Kaijuka, Melissa	609	5834	Administrative Services	Office Administrative Service Manager
Kecmanovic, Jelena	728	5887	Clinical Psychology	Associate Professor

FACULTY AND STAFF	OFFICE	PHONE #	DEPARTMENT	TITLE
703.526.				
Kibour, Yeshashwork	212	5843	Clinical Psychology	Associate Director of Clinical Training
Klinefelter, Grace	759	5879	Business and Organizational Leadership	Program Chair
Kohlman, Shawn	602	5867	Admissions	Assistant Director of Admissions
Lally, Stephen	755	5813	Clinical Psychology	Professor
Lilenfeld, Lisa	727	5878	Clinical Psychology	Associate Professor
Lopez Sharifi, Rocio	761	703.310.1289	Forensic Psychology	Assistant Professor
Logo, Karl	602	5825	Admissions	Assistant Director of Admissions
Madden-Connor, Rachael	719	5827	Admissions	Admissions Coordinator
Marx, William	610		Admissions	Director of Admissions
McEwan, Jennifer	724	5893	Clinical Psychology	Assistant Professor
Nguyen, Lan	619	5861	Human Resources	HR Generalist
Moutry, Felicia	734	5815	Counselor Education	Assistant Professor
Mouw, Danielle	636	5832	Student Services	Student Services Coordinator
Murphy, Kadianne	602	5856	Admissions	Assistant Director of Admissions
Myers, Jaymie	602	1294	Admissions	Assistant Director of Admissions
Nathan, Al	525	5836	Clinical Psychology	Assistant Professor
Nguyen, Lan	619	5861	Human Resources	Human Resources Generalist
Norbury, Gayle	731	5858	Clinical Psychology	Director, Mid-Atlantic Internship Consortium
O'Sullivan, Denice	721	5807	Clinical Psychology	Associate Professor
O'Shea, Colleen	748	5859	Counselor Education	Program Coordinator
Riso, Lawrence	729	5852	Clinical Psychology	Associate Professor

FACULTY AND STAFF	OFFICE	PHONE # 703.526.	DEPARTMENT	TITLE
Robinson, Sean	756	5872	Education	Assistant Professor
Ruf, Walter	643	5802	Library	Director of Library Services
Sacks, David	209	5877	Clinical Psychology	Director of Clinical Training
Sanders, Allison	634	5862	Student Services	Registrar
Schessler-Jandreau, Imke	751	703.310.1286	Academic Affairs	Academic Affairs Coordinator
Schiff, Wendy	732	703.310.1291	Clinical Psychology	Associate Professor
Sexton, James	726	5884	Clinical Psychology	Assistant Professor
Shearin, Ed	732	5811	Clinical Psychology	Associate Professor
Stricker, George	527	5871	Clinical Psychology	Professor
Sutter, Judith	735	5829	Counselor Education	Associate Professor
Sztuk, Meredith	629		Student Financial Services	Financial Aid coordinator
Toth, Alexandra	634		Student Services	New Student Coordinator
Veech, Jennifer	722	5828	Undergraduate	Director of Writing Resources
Weise, Karen	747	5818	Clinical Psychology	Assistant Professor
Wilson, Erin	634	5869	Student Financial Services	Assistant Director of Student Financial Services
Womack, Ann	761	5803	Clinical Psychology	Associate Professor
Worthen, Cynthia	624	5800	Academic Affairs	Vice President of Academic Affairs

# APPENDIX III

## CAMPUS ACADEMIC AND HOLIDAY CALENDAR

In general\*, no classes will be held at Argosy University, Washington DC on the observed holidays as established each year by Argosy University. Should a holiday fall on or be observed on a weekday, Monday through Thursday, no classes will be held on that day. Should a holiday fall on or be observed on a Friday, no classes will be held that day and no alternating weekend format or in residence portions of blended courses will be held on that weekend.

Should a holiday fall on a Saturday, no alternating weekend format or in residence portions of blended courses will be held on that weekend. Should a holiday fall on a Sunday, no in residence portions of blended courses will be held on that weekend, but alternating weekend format classes (which meet only on Friday and Saturday) may be held.

*\*During a semester when two class meetings are prevented by observed holidays, the syllabus will make arrangements for a class to be held on one of the observed holidays or alternate arrangements may be made by the instructor.*

**Fall 2010 Semester** September 7, 2010 – December 18, 2010

**Session I** September 7, 2010-October 27, 2010

**Session II** October 28, 2010-December 18, 2010

### September 2010

September 6, 2010	Labor Day (Campus Closed)
September 7, 2010	Fall 2010 Semester Begins; Fall 2010 Semester Session I Begins
September 14, 2010	Course Drop Deadline for Fall 2010 Semester Session I—7 ½ week courses <i>EOB as posted by Student Services/Registrar office hours</i>
September 17, 2010	Course Drop Deadline for Fall 2010 Semester Session I—15 week courses <i>EOB as posted by Student Services/Registrar office hours</i>

### October 2010

October 11, 2010	Grade of “W” Deadline for Fall 2010 Semester Session I—7 ½ week courses
October 27, 2010	Fall 2010 Semester Session I Ends
October 28, 2010	Fall 2010 Semester Session II Begins

### November 2010

November 5, 2010	Course Drop Deadline for Fall 2010 Semester Session II —7 ½ week courses <i>EOB as posted by Student Services/Registrar office hours</i>
November 14, 2010	Grade of “W” Deadline for Fall 2010 Semester Session I—15 week courses
November 25, 2010	Thanksgiving Day (Campus Closed)
November 26, 2010	Day After Thanksgiving (Campus Closed)

### December 2010

December 1, 2010	Grade of “W” Deadline for Fall 2010 Semester Session II—7 ½ week courses
December 18, 2010	Fall 2010 Semester Ends; Fall 2010 Semester Session II Ends
December 24, 2010	Christmas Eve (Campus Closed)
December 27, 2010	Christmas Holiday Observed (Campus Closed)
December 30, 2010	New Year’s Eve Observed (Campus Closed)
December 31, 2010	New Year’s Day Observed (Campus Closed)

**Spring 2011 Semester** January 10, 2011 – April 23, 2011

**Session I** January 10, 2011 – March 2, 2011

**Session II** March 3, 2011 – April 23, 2011

**January 2011**

January 10, 2011	Spring 2011 Semester Begins; Spring 2011 Semester Session I Begins
January 17, 2011	Martin Luther King, Jr. Birthday observed (Campus Closed)
January 19, 2011	Course Drop Deadline For Spring 2011 Semester Session I—7 ½ week courses <i>EOB as posted by Student Services/Registrar office hours</i>
January 21, 2011	Course Drop Deadline For Spring 2011 Semester Session I—15 week courses <i>EOB as posted by Student Services/Registrar office hours</i>

**February 2011**

February 13, 2011	Grade of “W” Deadline for Spring 2011 Semester Session I—7 ½ week courses
February 18, 2011	President’s Day Observed (Campus Closed)

**March 2011**

March 2, 2011	Spring 2011 Semester Session I Ends
March 3, 2011	Spring 2011 Semester Session II Begins
March 11, 2011	Course Drop Deadline For Spring 2011 Semester Session II—7 ½ week courses <i>EOB as posted by Student Services/Registrar office hours</i>
March 19, 2011	Grade of “W” Deadline for Spring 2011 Semester Session I—15 week courses

**April 2011**

April 6, 2011	Grade of “W” Deadline for Spring 2011 Semester Session II—7 ½ week courses
April 22, 2011	Good Friday (Campus Closed)
April 23, 2011	Spring 2011 Semester Ends; Spring 2011 Semester Session II Ends



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**Summer 2011 Semester** May 9, 2011 – August 20, 2011

**Session I** May 9, 2011 – June 29, 2011

**Session II** June 30, 2011 – August 20, 2011

**May 2011**

May 9, 2011	Summer 2011 Semester Begins; Summer 2011 Semester Session I Begins
May 16, 2011	Course Drop Deadline for Summer 2011 Semester Session I—7 ½ week courses <i>EOB as posted by Student Services/Registrar office hours</i>
May 21, 2011	Course Drop Deadline for Summer 2011 Semester Session I—15 week courses <i>EOB as posted by Student Services/Registrar office hours</i>
May 30, 2011	Memorial Day (Campus Closed)

**June 2011**

June 12, 2011	Grade of “W” Deadline for Summer 2011 Semester Session I—7 ½ week courses
June 29, 2011	Summer 2011 Semester Session I Ends
June 30, 2011	Summer 2011 Semester Session II Begins

**July 2011**

July 4, 2011	Independence Day holiday (Campus Closed)
July 7, 2011	Course Drop Deadline for Summer 2011 Semester Session II—7 ½ week courses <i>EOB as posted by Student Services/Registrar office hours</i>
July 16, 2011	Grade of “W” Deadline for Summer 2011 Semester Session I—15 week courses

**August 2011**

August 3, 2011	Grade of “W” Deadline for Summer 2011 Semester Session II—7 ½ week courses
August 20, 2011	Summer 2011 Semester Ends; Summer 2011 Semester Session II Ends



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# 2010

[illegible]

# 2011

January	S	M	T	W	T	F	S	February	S	M	T	W	T	F	S	March	S	M	T	W	T	F	S	April	S	M	T	W	T	F	S						
							1								2																1	2					
	2	3	4	5	6	7	18			6	7	8	9	10	11		12				1	2	3		4	5		3	4	5	6	7	8	19			
	9	10	11	12	13	14	15			13	14	15	16	17	18		19				6	7	8		9	10	11		10	11	12	13	14	15	20		
	16	17	18	19	20	21	22			20	21	22	23	24	25		26				13	14	15		16	17	18		17	18	19	20	21	22	23		
	23	24	25	26	27	28	29		27	28								20	21	22	23	24	25	26		24	25	26	27	28	29	30					
	30	31																27	28	29	30	31															
May	S	M	T	W	T	F	S	June	S	M	T	W	T	F	S	July	S	M	T	W	T	F	S	August	S	M	T	W	T	F	S						
	1	2	3	4	5	6	7			5	6	7	8	9	10		3	4					1		2		1	2	3	4	5	6					
	8	9	10	11	12	13	14			12	13	14	15	16	17		18					3	4		5	6	7	8	9		7	8	9	10	11	12	13
	15	16	17	18	19	20	21			12	13	14	15	16	17		18					10	11		12	13	14	15	16		14	15	16	17	18	19	20
	22	23	24	25	26	27	28			19	20	21	22	23	24		25					17	18		19	20	21	22	23		21	22	23	24	25	26	27
	29	30	31						26	27	28	29	30					24	25	26	27	28	29	30		28	29	30	31								
September	S	M	T	W	T	F	S	October	S	M	T	W	T	F	S	November	S	M	T	W	T	F	S	December	S	M	T	W	T	F	S						
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	4	5	6	7	8	9	10			2	3	4	5	6	7		18					10	11		12					4	5	6	7	8	9	10	
	11	12	13	14	15	16	17			9	10	11	12	13	14		15					13	14		15	16	17	18	19		11	12	13	14	15	16	17
	18	19	20	21	22	23	24			16	17	18	19	20	21		22					20	21		22	23	24	25	26		18	19	20	21	22	23	24
	25	26	27	28	29	30		23	24	25	26	27	28	29	30					27	28	29	30					25	26	27	28	29	30	31			
	30	31							30	31									20	21	22	23	24	25	26												

# 2012

January	S	M	T	W	T	F	S	February	S	M	T	W	T	F	S	March	S	M	T	W	T	F	S	April	S	M	T	W	T	F	S
	1	2	3	4	5	6	7			1	2	3	4		1		2	3		1	2	3	4		5	6	7				
	8	9	10	11	12	13	14		5	6	7	8	9	10	11		12	13	14	8	9	10	11		12	13	14				
	15	16	17	18	19	20	21		12	13	14	15	16	17	18		19	20	21	15	16	17	18		19	20	21				
	22	23	24	25	26	27	28		19	20	21	22	23	24	25		26	27	28	22	23	24	25		26	27	28				
May	S	M	T	W	T	F	S	June	S	M	T	W	T	F	S	July	S	M	T	W	T	F	S	August	S	M	T	W	T	F	S
				1	2	3	4						1	2					1	2	3	4	5		6	7					
	6	7	8	9	10	11	12		3	4	5	6	7	8	9		10	11	8	9	10	11	12		13	14					
	13	14	15	16	17	18	19		10	11	12	13	14	15	16		17	18	15	16	17	18	19		20	21					
	20	21	22	23	24	25	26		17	18	19	20	21	22	23		24	25	22	23	24	25	26		27	28					
September	S	M	T	W	T	F	S	October	S	M	T	W	T	F	S	November	S	M	T	W	T	F	S	December	S	M	T	W	T	F	S
							1			1	2	3	4	5	6						1	2	3					1			
	2	3	4	5	6	7	8		7	8	9	10	11	12	13		4	5	6	7	8	9	10		11	12	13				
	9	10	11	12	13	14	15		14	15	16	17	18	19	20		11	12	13	14	15	16	17		18	19	20				
	16	17	18	19	20	21	22		21	22	23	24	25	26	27		18	19	20	21	22	23	24		25	26	27				

